PACIFIC UNIVERSITY
Catalog 1998-99

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MISSION OF PACIFIC UNIVERSITY

Growing naturally out of Pacific’s history are our current statements of mission and values. While responding to the challenges of educating students to succeed in the 21st century, our mission continues our long tradition of emphasizing service to the community:

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

In addition to our mission, Pacific University values:

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

...a community that embraces creativity, flexibility and change and that honors diversity of viewpoints;

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

A HISTORY OF PACIFIC UNIVERSITY

Pacific University originated from a school established in 1842 by the Reverend and Mrs. Harvey Clark at Glencoe, a tiny settlement north of Forest Grove, to serve Native American children. Being a private institution in the public service has characterized Pacific ever since.

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

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

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

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

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

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

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

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

Congregational missionaries in the West were key leaders in the establishment and growth of the University, and that legacy is still regarded as an important influence within it. Pacific, along with such colleges as Dartmouth, Carleton, Oberlin, Grinnell, Rollins, and Pomona celebrates a tradition of 350 years, dating back to the establishment of higher education in America with the founding of Harvard College by Congregational pioneers on the first American frontier. As an independent University, Pacific continues to maintain ties with the United Church of Christ Council for Higher Education. We support religious pluralism and we are committed to instilling in our students and programs a
sense of values and ethics, compassion, caring, and conscience.

Since its founding, Pacific University has been served by 
15 presidents: Sidney Harper Marsh, D.D. (1853-1879); John 
R. Herrick, S.T.D. (1879-1883); Jacob F. Ellis, D.D. (1883-1891); 
Thomas McClelland, D.D. (1892-1900); William N. Ferrin, 
LL.D. (1900-1913); Charles J. Bushnell, Ph.D. (1913-1918); 
Robert Fry Clark, L.H.D. (1919-1922); William Clarence Weir, 
M.S. (1922-1924); John Francis Dobbs, LL.D. (1924-1940); 
Walter C. Giersbach, B.D., Ph.D., D.D., LL.D. (1941-1953); 
Charles J. Armstrong, Ph.D., LL.D., Lit.D. (1953-1958); 
1970); James Vince Miller, B.D., Ph.D., LL.D. (1970-1983); 
Robert Fenton Duvall, Ph.D. (1983-1995); Faith Gabelnick, 

PACIFIC: AN OVERVIEW

With an enrollment of 1,800 students, taught by 130 dedi-
cated faculty, Pacific University takes pride in its quality 
learning experiences and for the priority given to effective, 
effective teaching. We offer practical and applied ap-
proaches to education, focusing on performance, service, 
values and ethics, in the context of a strongly involving cam-
pus community. At the heart of the University is the Col-
lege of Arts and Sciences, offering a broad curriculum in 
the liberal arts and sciences. Surrounding the College are 
the School of Education and a select cluster of graduate 
schools in the health professions, including Occupational 
Therapy, Optometry, Physical Therapy, Physician Assistant 
Studies and Professional Psychology.

COLLEGE OF ARTS AND SCIENCES

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

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

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

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

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

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

SCHOOL OF EDUCATION

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

SCHOOL OF OCCUPATIONAL THERAPY

Consistent with the philosophy of Pacific University, the 
School of Occupational Therapy seeks to promote values 
of leadership, quality and service. Occupational Therapy 
focuses on those activities in which people engage on a day-
to-day basis. Through these activities or “occupations” in-
dividuals develop meaning and purpose in their lives and 
thus contribute to or impact their health.

The faculty, aspiring to excellence in teaching, provide a 
quality education in the fundamentals of occupational 
therapy. An excellent student/faculty ratio allows for per-
sonalized, individual attention and support. Direct clinical 
experiences are integrated throughout the curriculum and 
involve excellent clinical facilities throughout the commu-
nity. The program has contracts with 99 clinical facilities 
throughout the region for advanced clinicals and is con-
tinually developing new sites.

Occupational Therapy is one of the fastest growing pro-
fessions in the nation with employment opportunities be-
ing diverse and abundant throughout the country. The 
School of Occupational Therapy offers a unique program 
which supports and promotes a holistic approach to health 
care and graduates therapists who are well qualified to en-
ter the health care arena.

COLLEGE OF OPTOMETRY

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

In addition to maintaining a public optometry clinic on 
campus, the school operates 4 fully-staffed public clinics in
nearby Portland, as well as clinics within other health service facilities. Students regularly take professional internships in Alaska, Arizona, California, Colorado, Florida, Hawaii, Montana, Minnesota, New Mexico, North Dakota, South Dakota, Washington, Germany, and Guam.

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

Degrees offered: Doctor of Optometry Master of Science in Clinical Optometry, Master of Education in Visual Function in Learning, certification in Hospital Optometry, certification in Rehabilitative Optometry, Certification in Hospital/Geriatric Optometry.

The master’s degree program in Clinical Optometry is designed to prepare individuals for careers in optometric education and research. It usually requires a minimum of one and one-half years of study to complete. An emphasis track in Clinical Optometry Management is available within the Clinical Optometry Program.

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

SCHOOL OF PHYSICAL THERAPY

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

The students of the School of Physical Therapy are bright, enthusiastic and committed to the profession resulting in a very high retention rate. Over the years, graduates have made many important contributions to the health care of Oregon and the surrounding states.

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

In addition to the professional program, the School of Physical Therapy offers several continuing education programs for the professional community annually. These programs are staffed by the School’s faculty and by other authorities in the field.

SCHOOL OF PHYSICIAN ASSISTANT STUDIES

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

The Faculty of the School of Physician Assistant Studies includes physicians, physician assistants, psychologists, pharmacologists, nurses, physical therapists and other health care providers. Through this team approach to education, the physician assistant student learns to value the roles of other members of the team.

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

The Physician Assistant (PA) is a respected member of the health care team who works interdependently with his or her supervising physician to provide diagnostic and therapeutic patient care. 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. The physician assistant is ranked as one of the top careers in growth potential by the U.S. Department of Labor. Positions are available in both primary and specialty care at a variety of practice settings such as community clinics, private practice, medical groups, hospitals, managed care organizations, prisons and other government agencies. In addition to clinical practice, physician assistants may advance into positions in research, academics, public health and health care administration.

SCHOOL OF PROFESSIONAL PSYCHOLOGY

The School of Professional Psychology provides a comprehensive and integrated educational experience which grounds the development of clinical competence in the knowledge base and methods of inquiry of scientific psychology. The program also fosters an appreciation of human functioning as it occurs in natural settings, including awareness of personal, interpersonal, and societal influences operating within those settings. The School thus 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 the development and integration of both professional competence and humanitarian values. The School seeks to be responsive to the real needs of the many diverse peoples in a rapidly changing society and thus works to maintain a close connection with the community which it serves.

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

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

The School maintains a Psychological Service Center, located in downtown Portland. This clinic offers psychological services to the community while providing supervised training experiences to its practicum and internship students.

Professional psychology complements and strengthens the other health profession programs among Pacific’s graduate offerings.

CONTINUING EDUCATION

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

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

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

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

SUMMER SESSIONS

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

ENGLISH LANGUAGE INSTITUTE

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

ATHLETICS

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

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

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

INFORMATION RESOURCES

Pacific’s library houses a collection of more than 120,000 bound volumes, 1,117 periodicals and newspapers, 112,000 U.S. Government documents, plus various audio-visual materials.

The library is designed to accommodate an expanding collection of material and at the same time provide a comfortable atmosphere for study and research. The first floor of the building includes the book collection and card catalog areas, the Rare Books Room, a foreign language laboratory and art gallery. The second floor contains periodicals U.S. government documents and an University archives. Also within the library system are musical scores and recordings.

The library utilizes numerous on-line electronic databases.
to provide enhanced access to print and non-print resources. These databases permit access to cooperative cataloging data, facilitate interlibrary loan transactions, and permit literature searches of specialized scholarly indexes.

**UPWARD BOUND**

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

**ACCREDITATION AND MEMBERSHIPS**

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

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

**FACILITIES**

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

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

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

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

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

- **Chapman House (1922)**
  Career Services office, Humanitarian Center, International Student office.

- **Clark Hall (1966)**
  Coeducational residence hall.

- **Duniway House**
  Faculty offices for the English Department and World Languages.

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

  The Library is designed to accommodate a collection of materials and, at the same time, provide a comfortable atmosphere for individual and group study and research. The first floor includes the Book Collection and the Circulation and Reference Departments, the User Education Classroom, and a Multimedia Laboratory which can be used for personal or class-related projects. Located on the second floor of the Library is the Periodical and U.S. Government Documents Collections, the Margaret McChesney Scott Music Library, and the University Archives.

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

  College of Optometry, laboratories, classrooms, clinic areas.

- **Knight Hall (1879)**
  Admissions offices.

- **Marsh Hall (1893, reconstructed 1977)**
  Administrative, Business and Admission offices, Division of Social Sciences faculty offices, Registrar, Financial Aid, Taylor Auditorium, classrooms, Educational Technology Services, Foreign Language Laboratory, University Publications, Public Information, Alumni Relations, University Relations, Office of the Provost and Office of the President.

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

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

Vandervelden Court
Coeducational apartment-style residence facilities for upperclass undergraduate students.

Walker Hall (1859)
Philosophy Department.

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

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

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

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

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

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

SERVICES

RESIDENCE LIFE

Residential living is an integral part of the total Pacific experience. The development of friendship and understanding among students with diverse backgrounds is a priority of the residence program.

The University offers accommodations in four on-campus residence facilities: Clark, Walter, and McCormick Halls and Vandervelden Court units, each of which is a smoke-free environment. The three residence halls are supervised by Resident Directors, professional staff members who live in the halls. Each hall has lounges, storage areas, and a coin-operated laundry. The halls are divided into smaller living units called “wings.” Each wing has its own name, funds for activities, and considerable responsibility for determining how the wing functions, including such matters as quiet hours and social life. There are also several Theme Wings — International Wing for students committed to understanding and celebrating cultural diversity; Environmental/Outdoor Wing for students who wish to actively participate in outdoor activities and/or environmental projects; Wellness/Alcohol Free Wings for health conscious students.

Resident students are actively involved in governance and judicial matters. Resident Assistants, carefully selected upper division students, live in each wing, and assist students with the transition to college, with personal and academic concerns, and in mediating and solving residence life problems. Tutors and Wellness Program Coordinators are available in each hall. Students live in double and single rooms, and suites.

Vandervelden Court offers apartment-style living in 38 four-bedroom suites with living and cooking facilities in each unit. This facility is designed primarily for junior and senior undergraduate students and is designed for more independent living.

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

If you are a freshman or sophomore, you are required to live and board on campus unless you have junior status with a minimum completion of 60 credits, or have graduated from high school at least two (2) years prior to matriculation, or are married and/or a parent, are 21 years of age or are living full time with your parent(s) and/or legal guardian. All residency waivers, including requests to live at home, must be approved individually by the Residency Waiver Committee. Waiver Request forms are available through the Student Services Office.

Pacific University admits students with the understanding that they will uphold standards of community living.
All students are expected to respect the rights and integrity of other members of the community. Conduct that is detrimental to the University community, that violates the student code of conduct, or that transgresses civil law is grounds for disciplinary action. If a student is asked to leave the residence halls for disciplinary reasons, room and board fees will not be refunded.

New students receive housing information over the summer. Returning students sign up for their rooms in the spring of the preceding academic year. At that time, all returning students must make a $100 deposit in order to reserve their room for the following year. Cancellation of a room reservation before July 1 will result in a $50 refund; cancellation after July 1 will result in forfeiture of the entire $100 deposit.

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

MEAL SERVICE

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

BOOKSTORE

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

STUDENT GOVERNANCE

Student government at Pacific provides ample opportunity for students to develop and exercise leadership, to make decisions, and to create a stimulating campus atmosphere. All students at Pacific University are members of the Associated Students of Pacific University (ASPU). Undergraduate students are represented by the President and Vice President of the undergraduate student body and by the Undergraduate Community Council (UCC). The UCC, which includes faculty, administrators, and undergraduate students, develops, reviews, and recommends policy on matters affecting undergraduate students. Professional students are represented by the Professional Students Council which includes a representative of each of the professional schools.

STUDENT ACTIVITIES

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

STUDENT MEDIA

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

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

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

KPUR, the campus radio station, is broadcast to residence halls and the University Center. Student-managed and operated, KPUR, 94.5 FM offers music, news and special programs — all provided by students.

Pacific Productions provides an opportunity for video production experience through the taping of athletic events, campus activities and independent projects. Productions are broadcast over the community cable TV system.

FORENSICS

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

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

COUNSELING SERVICES

Assistance is available for students experiencing personal problems or academic adjustment difficulties through Pacific University’s counseling center. The counseling center offers individual appointments during daytime and evening hours. The counseling center is staffed by trained counselors who provide guidance and support to students. Services are free and confidential.

CAREER SERVICES

The Career Services Office, located in Chapman House, is
the center of career exploration and job search activities. A variety of workshops offered throughout the year help students explore career options, prepare resumes and develop successful interview and job search strategies. Individual career counseling provides a step-by-step process to create meaningful career goals.

Two popular programs are the annual Job Fair in February (sponsored by the Oregon Liberal Arts Placement Consortium, of which Pacific is a founding member) and the Career Extern program in which students spend up to a week observing the day to day operations of a business or profession of their choice, usually during spring break. Certain academic departments offer for-credit internships in which students can gain career experience.

The School of Education maintains its own Placement Service which provides employment assistance to graduates of the teacher education programs.

HEALTH SERVICES

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

SECURITY

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

ALUMNI

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

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

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

COMPUTER SERVICES

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

SERVICE CENTER

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

UNIVERSITY RELATIONS

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

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

The Board of Trustees reserves the right to adjust costs after giving students due notice. The University reserves the right to modify or terminate the academic program in which the student is enrolled.

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

ADMISSION EXPENSES

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

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

THE TUITION CONTRACT (GRADUATE STUDENTS ONLY)

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

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

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

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

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

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

BUSINESS OFFICE POLICIES

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

Pacific University’s philosophy on payment reflects the educational element of assuming and meeting one’s fiduciary obligations carefully and completely. Payment due dates are established, depending on the tuition payment plan agreed to between the student and the University. Students receiving financial aid of any kind — including Pacific funds, loan funds, and/or outside scholarship funds — must be certain that all funds intended for their account have been processed and delivered to the University Business Office and credited to the student’s account. This covers endorsement of all checks to be credited to the student’s account.

INSURANCE

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

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

Personal property insurance is recommended. If parents’ insurance policies do not already cover students in school, several low-cost policies are available from local insurance companies. The University is not responsible for the property of students or employees and thus cannot be held accountable for any losses.

PAST DUE ACCOUNTS

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

I. Semester Plan
This plan allows you to pay “in full” before the beginning of each semester. Due dates for the 1998-99 Academic Year are:

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>TOTAL PAYMENT DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall/Winter</td>
<td>August 15, 1998</td>
</tr>
<tr>
<td>Winter (for students entering Winter Term)</td>
<td>January 5, 1999*</td>
</tr>
<tr>
<td>Spring</td>
<td>January 15, 1999</td>
</tr>
<tr>
<td>Summer</td>
<td>May 15, 1998</td>
</tr>
</tbody>
</table>

* Students entering the University during the Winter Term will pay the tuition and fees prior to registration. If the student is enrolled full-time during the Spring Semester, the Spring invoice will reflect a credit in the amount of the Winter Term tuition and fees.

II. Monthly Payment Plan
This plan allows you to pay tuition and fees for the academic year. For the fall term, payments begin on August 15, 1998 with additional payments due the 15th of each month. For spring term, payments begin on December 15, 1998; for summer term April 15, 1999. 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.

Note: (the following information is applicable to both the Semester Payment Plan and the Monthly Payment Plan) Disbursement of Federal Direct Stafford Loan (subsidized and unsubsidized), Federal Perkins Loan and Health Profession Student Loan cannot occur until the borrower completes a promissory note. Disbursement of Federal Direct Parent Loan for Undergraduate Students and alternative loans such as CitiAssist occur only after credit approval of the loan application. Anticipated disbursements of accepted and approved loans may be considered when calculating payment of student accounts. Student employment (Federal Work-study and Pacific Work-study) earnings are paid directly to the student and should not be considered in determining student account payment. All checks to be credited to the student’s account, including outside scholarship checks, Pacific University checks, and all other sources of payment must be endorsed and credited to the student’s account in advance of the semester or as soon as they are available or received for the semester.

WITHDRAWAL POLICY
(REFUND/REPAYMENT)

Students who register as full-time students and completely withdraw from all classes are eligible for a refund of University charges in accordance with the applicable refund policy. It is required that students formally withdraw from the University. If all or parts of University charges are paid with financial aid funds, a calculation must be done to determine if any of aid must be refunded to the applicable financial aid programs.

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

1998-99 Refund & Repayment Schedule

<table>
<thead>
<tr>
<th>WITHDRAWAL EFFECTIVE PRO-RATA POLICY</th>
<th>UNIVERSITY/FEDERAL POLICY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to first day of class</td>
<td>100%</td>
</tr>
<tr>
<td>First day of class</td>
<td>90%</td>
</tr>
<tr>
<td>End of first week</td>
<td>90%</td>
</tr>
<tr>
<td>End of second week</td>
<td>80%</td>
</tr>
<tr>
<td>End of third week</td>
<td>80%</td>
</tr>
<tr>
<td>End of fourth week</td>
<td>70%</td>
</tr>
<tr>
<td>End of fifth week</td>
<td>60%</td>
</tr>
<tr>
<td>End of sixth week</td>
<td>60%</td>
</tr>
<tr>
<td>End of seventh week</td>
<td>50%</td>
</tr>
<tr>
<td>End of eighth week</td>
<td>40%</td>
</tr>
<tr>
<td>End of ninth week</td>
<td>40%</td>
</tr>
</tbody>
</table>

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

CHANGE IN CREDIT HOURS

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

- If the changes are completed prior to the last day of the add/drop period the appropriate refund will be given.
- If the changes are completed after the stated add/drop period no refund will be given for the reduction in courses. The student will forfeit all tuition refund resulting from the change in standing.
SCHEDULE OF FEES AND COSTS FOR ACADEMIC YEAR 1998/99

COLLEGE OF ARTS AND SCIENCES

Tuition

Undergraduate

**Annual (two 14-week terms)**
Tuition for students for the academic year ..............$16,304
Tuition for students who entered the program prior to 1994.......................................$15,946

**Semester (one 14-week term)**
Tuition for students for the semester..........................$8,152
Tuition for students who entered the program prior to 1994.........................................$7,973

**Winter 3-week term**
(no charge to students enrolled for fall or spring semester; all other students charged at part-time, per semester hour rate)
Part-time, per semester hour
(1 through 11 credit hours) ......................................$545
Summer, per semester hour .........................................$290
Part-time, graduate level (non-degree track), per semester hour ........................................$290

Fees

**Student Government/Activities**
Annual................................................................................$120
Semester...............................................................................$60

**Health Service Fee**
Annual................................................................................$120
Semester...............................................................................$60

**Technology Fee (Network and Computer Lab usage fee)**
Annual...................................................................................$100
Semester................................................................................$50

**Recreational Fee**
Annual..................................................................................$50
Semester...............................................................................$25

**Laboratory and/or Travel Fee**
Specified courses may require an additional fee to cover cost of travel to off-campus sites and/or a laboratory fee for the cost of additional materials, etc.

**Medical Insurance**
August 23, 1998 to August 22, 1999 (U.S. citizen) .....$407
August 23, 1998 to August 22, 1999 (International)....$480

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

** Applies to all students attending at least one class on campus.

*** Mandatory unless student provides evidence of other health insurance coverage and signs a waiver by the stated due date. (See Business Office contract.)

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

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

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

1998/99 Room/Board

**Room Rates**

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>ACADEMIC YEAR</th>
<th>SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL A</td>
<td>LEVEL B</td>
<td>LEVEL C</td>
</tr>
<tr>
<td>Fall Semester</td>
<td>$974</td>
<td>$1,099</td>
</tr>
<tr>
<td>Winter Term</td>
<td>$200</td>
<td>$230</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>$921</td>
<td>$1,046</td>
</tr>
<tr>
<td>Annual</td>
<td>$2,095</td>
<td>$2,375</td>
</tr>
</tbody>
</table>

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

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

**Level A**  
$225.00 dining dollars per semester; $40.00 dining dollars for Winter term

**Level B**  
$350.00 dining dollars per semester; $70.00 dining dollars for Winter term

**Level C**  
$475.00 dining dollars per semester; $100.00 dining dollars for Winter term

**Level D**  
$600.00 dining dollars per semester; $130.00 dining dollars for Winter term

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

1998/99 GRADUATE PROGRAMS

■ SCHOOL OF EDUCATION

**Tuition**
Regular graduate education per credit hour ............$350

**MAT Forest Grove**
Annual ......................................................... $14,556
Summer 1998 ................................................. $4,852
Fall 1998 ......................................................... $4,852
Spring 1999 ...................................................... $4,852

**MAT Eugene**
Annual 1998 ................................................... $14,130
Spring 1998 ..................................................... $4,710
Summer 1998 ................................................... $4,710
Fall 1998 ......................................................... $4,710
Annual 1999 .................................................... $14,130
Spring 1999 ..................................................... $4,852
Summer 1999 ................................................... $4,852
Fall 1999 ......................................................... $4,852

**Fees**
Full-time programs only  
(9 or more credits)

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

**Health Service Fee**  
Annual ............................................................. $120
Term (Fall and Spring) ......................................... $60

**Technology Fee**
(Network and Computer Lab usage fee)
Annual ........................................................... $100
Semester ......................................................... $50

**Recreational Fee**
Annual ........................................................... $25
Semester ......................................................... $50

**Medical Insurance**
August 23, 1998 to August 22, 1999 (U.S. citizen) .......$407
August 23, 1998 to August 22, 1999 (International) .... $480

Mandatory for all students in the Forest Grove program only.

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

■ SCHOOL OF OCCUPATIONAL THERAPY

**Tuition**
Full time (two 14-week terms)*
Tuition for students who enter the OT Masters Program in the 98-99 academic year ............$15,347
Tuition for students who entered OT in the 97-98 academic year ...................................$15,347

Semester (one 14-week term)*
Tuition for students who enter the OT Masters Program in the 98-99 academic year ........... $7,674
Tuition for students who entered OT in the 97-98 academic year ................................... $7,674
Part time, per semester hour ........................................ $512
Audit, per semester hour ........................................... $290

**Winter 3-week term**
No charge to students enrolled for fall or spring semester. All others — charges at part-time, per semester hourly rate.

**Fees**

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

**Health Service Fee**
Annual ........................................................... $120
Semester ......................................................... $60

**Technology Fee (Network and Computer Lab usage fee)**
Annual ........................................................... $100
Semester ......................................................... $50

**Recreational Fee**
Annual ........................................................... $50
Semester ......................................................... $25

**Medical Insurance***
August 23, 1998 to August 22, 1999 (U.S. citizen) .......$407
August 23, 1998 to August 22, 1999 (International) .... $480
Laboratory Fee
Annual ......................................................... $40
Semester ...................................................... $20
Students are responsible for transportation for all practicum and field work experiences during the 24-month program. Any added living and transportation expenses for post-graduate level II field work will also be the student’s responsibility.

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

** Applies to all students attending at least one class on campus.
*** Mandatory unless student provides evidence of other health insurance coverage and signs a waiver by the stated due date.
(See Business Office Contract.)

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

COLLEGE OF OPTOMETRY

Tuition
Full time (covers the core curriculum leading to the O.D. degree, and eleven elective hours. The eleven elective hours may be applied to the MED/VFL program. Summer session courses require an additional charge at summer session rates.)

First and Second Year
Tuition for students who enter Optometry in 98-99.................................$18,900
Tuition for students who enter Optometry prior to 1998.................................$18,540
Graduate .........................................................$18,540
Semester tuition for students who enter Optometry in 98-99 academic year ..............................................$9,450
Semester tuition for students who enter Optometry prior to 1998.......................$9,270
Graduate .........................................................$9,270
Part time, per semester hour (one hour courses and overloads).........................$620
Audit, per semester hour ........................................................................ $290

Third or Fourth Year
Tuition for students for the academic year ..............................................$18,540
Semester (Fall, Spring, & Summer) .........................................................$6,180
Tuition for students in each semester ....................................................$6,180
Part time, per semester hour (one hour courses and overloads).........................$620
Audit, per semester hour ........................................................................ $290

Fees

Student Government/Activities*
Annual ......................................................... $75.00
Semester ...................................................... $37.50
Annual-4th year only .........................................................$25.00

Health Service Fee*
Annual .......................................................... $120
Semester ...................................................... $60
Annual-4th year only .........................................................$40

Technology Fee
(Network and Computer Lab usage fee)
Annual .......................................................... $100
Semester ...................................................... $50
Annual-4th year only .........................................................$33

Recreational Fee**
Annual .......................................................... $50
Semester ...................................................... $25
Annual-4th year only .........................................................$16

Medical Insurance**
August 23, 1998 to August 22, 1999 (U.S. citizen) ....$407
August 23, 1998 to August 22, 1999 (International).....$480
AOSA/SOA***
Annual .......................................................... $23

* Applies to all students attending at least one class on campus.
** Mandatory unless student provides evidence of other health insurance coverage and signs a waiver by the stated due date.
(See Business Office Contract).
*** Mandatory for all optometry students.

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

SCHOOL OF PHYSICAL THERAPY

Tuition
Full time (two 14-week terms)*
Tuition for students who enter PT in the 98-99 academic year .........................$15,645
Tuition for students who entered prior to 1998.......$15,347

Semester (one 14-week term)*
Tuition for students who enter PT in the 98-99 academic year .........................$7,823
Tuition for students who entered PT prior to 1998...$7,674
Part time, per semester hour ........................................................................ $510
Audit, per semester hour ........................................................................ $290
Post Masters per credit hour rate.........................................................$310
Fees

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

Health Service Fee **
Annual .......................................................... $120
Semester ......................................................... $60

Technology Fee
(Network and Computer lab usage fee)
Annual .......................................................... $100
Semester ......................................................... $50

Recreational Fee **
Annual .......................................................... $50
Semester ......................................................... $25

Medical Insurance ***
August 23, 1998 to August 22, 1999 (International) ......... $480 *

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

** Applies to all students attending at least one class on campus.

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

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

SCHOOL OF PHYSICIAN ASSISTANT STUDIES

Tuition

Full time (three terms) *
Tuition for students who enter PA in the
Summer 1999 .............................................. $16,500
Tuition for students who enter PA in the
Summer 1998 .............................................. $15,750
Tuition for students who enter PA in the
Summer 1997 .............................................. $15,000

Semester (one term) *
Tuition for students who enter PA in the
Summer 1999 .............................................. $5,500
Tuition for students who enter PA in the
Summer 1998 .............................................. $5,250
Tuition for students who enter PA in the
Summer 1997 .............................................. $5,000

Part time, per semester hour ..................................... $400
Audit ......................................................... (not available)

SCHOOL OF PROFESSIONAL PSYCHOLOGY

Tuition

Annual Full-time Tuition
Tuition for students who enter SPP in the 98-99 academic year .............. $15,240
Tuition for students who entered the SPP PsyD program ...................... $15,240
Tuition for students who entered the SPP MS program ...................... $14,073
Tuition for transitional degree students who entered SPP in the 95-96 academic year .............. $16,467
Tuition for transitional degree students who entered SPP in the 94-95 academic year .............. $15,682

For students enrolling in the 98-99 academic year, there is a full-time enrollment plateau of 12 to 15 credits per term where tuition charges remain at the full-time rate. Students
enrolled for more than 15 credits are charged the full-time rate plus the per credit rate for each credit over 15 credits. Students enrolled for fewer than 12 credits are charged at the per credit rate.

For students who enrolled prior to the 98-99 academic year, there is a full-time enrollment plateau of 9 to 15 credits per term where tuition charges remain at the full-time rate. Students enrolled for more than 15 credits are charged the full-time rate plus the per credit rate for each credit over 15 credits. Students enrolled for fewer than 9 credits are charged at the per credit rate.

Students who enrolled prior to the 98-99 academic year may elect the Per credit plan or the Full-time tuition plan. Once the Full-time tuition plan is chosen, however, the student may not switch back to the Per credit plan. Students taking the old curriculum must pay the per credit tuition rate.

PER CREDIT TUITION

Part-time, per semester hour

Tuition for students who enter SPP in the 98-99 academic year ...........................................$450
Tuition for students who entered the SPP PsyD program in the 97-98 academic year ..................$404
Tuition for students who entered the SPP PsyD program in the 96-97 academic year ..................$404
Tuition for students who entered the SPP MS program in the 97-98 academic year ..................$404
Tuition for students who entered the SPP MS program in the 96-97 academic year ..................$404
Tuition for transitional degree students who entered SPP in the 95-96 academic year ...............$422
Tuition for transitional degree students who entered SPP in the 94-95 academic year ...............$422
Tuition for old curriculum students who entered SPP in the 95-96 academic year ..................$356
Tuition for old curriculum students who entered SPP in the 94-95 academic year ..................$340
Audit, per credit hour ...........................................$290

Fees

Annual Fees*

Student Government/Activities .................................................$75
Health Service Fee, per year .................................................$120
Technology Fee (Network and computer Lab usage fee) $100

Program Fees

Clinical Competency Examination Fee (one-time) ........$75
Dissertation Fee (one-time) .................................................$75
Course Waiver Examination Fee (if applicable) .............$85

Medical Insurance**

August 23, 1998 to August 22, 1999 (U.S. citizen) .......$407
August 23, 1998 to August 22, 1999 (International) .......$480

* Applies to all students attending at least one class on campus.

** Mandatory unless student provides evidence of other health insurance coverage and signs a waiver by the stated due date.

LETTER GRADING

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+ 1.3 Substandard
D 1.0 Substandard
F 0 Failure
P 0 Pass
H 0 Pass - A equivalent
HP 0 Pass - B equivalent
N 0 No Pass
I 0.0 Incomplete
IA 4.0 Incomplete; contingent grade A
IA- 3.7 Incomplete; contingent grade A-
IB+ 3.3 Incomplete; contingent grade B+
IB 3.0 Incomplete; contingent grade B
IB- 2.7 Incomplete; contingent grade B-
IC+ 2.3 Incomplete; contingent grade C+
IC 2.0 Incomplete; contingent grade C
IC- 1.7 Incomplete; contingent grade C-
ID+ 1.3 Incomplete; contingent grade D+
ID 1.0 Incomplete; contingent grade D
IF 0.0 Incomplete; contingent grade F
W Withdrawal by Student
AW Administrative Withdrawal
X Continuing courses (limited to thesis, dissertation)

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

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

AUDIT

As an auditor, a student enrolls in, pays for, and attends classes, but does not necessarily complete assignments or take examinations. No credit is received for an audited course. Students must declare the Audit option before the

(See Business Office Contract.)

Students whose accounts are in delinquent status will not be eligible to register for the following semester.
end of the second week of the course. Once you declare the Audit option you may not revert back to the graded option.

PASS/NO PASS OPTION

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

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

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

Note: All “X” grades are changed to either “P” or “N” grades.

INCOMPLETES

Instructors may issue a grade of Incomplete only when the major portion of a course has been completed satisfactorily, but health or other emergency reasons prevent the student from finishing all requirements in the course. The instructor and the student should agree upon a deadline by which all work will be completed, with the following limitations:

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

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

REPEATED COURSES

If a course taken at Pacific University is repeated at Pacific University, in the College of Arts & Sciences & in Education, only the higher grade is used in computing the grade point average; in Occupational Therapy, Optometry, Physical Therapy, and Professional Psychology BOTH grades are counted in the grade point average. If a course taken at Pacific is repeated at another institution, the Pacific grade will still be counted in the GPA. No course may be counted more than once towards graduation requirements.

GRADE CHANGE

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

RETRO-ACTIVE CREDIT

Arts & Sciences

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

COURSE REGISTRATION

Arts & Sciences students

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

Professional program students

Please contact the specific program office or the Registrar’s Office for registration procedures. Note that regularly admitted students seeking Pacific University degrees have first priority in registration for courses.

OICA CROSS-REGISTRATION

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

WITHDRAWALS

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

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

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

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

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

The Dean of Students, acting on behalf of the University, 
may withdraw a student from the University if the student has 
mental or physical health problems that cause the stu-
dent to engage in or threaten to engage in behavior which 
(a) poses a danger of causing physical harm to the student 
or to others or (b) directly and substantially impedes the 
activities of other members of the campus community. (The 
procedure to be followed in these withdrawals is printed in 
its entirety in Pacific Stuff and is in accord with the guide-
lines of the American Psychiatric Association and Section 
504 of The Rehabilitation Act of 1973.) Re-enrollment will 
be at the discretion of the Dean of Students, in consultation 
with appropriate health professionals.

GRADE REPORTS

Grades will be reported to students at the end of each grad-
ing period. Grades normally are sent to the student’s per-
manent address, unless otherwise specified. According to 
the Student Academic Records Policy, parents of students 
will be mailed grade reports only if the student has pro-
vided the Registrar with a signed release.

TRANSCRIPTS

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

ADVANCEMENT TO CANDIDACY FOR 
DEGREES

Pacific University offers three degree conferment dates dur-
ing the academic year: fall, winter and spring. Formal com-
encement is held in spring only. All degree candidates 
must submit an Application for Degree form to the 
Registrar’s Office by January 15 for spring; June 15 for sum-
mer; or October 15 for winter graduation. Students who are 
not graduating in spring but who wish to march in com-
encement must submit an Application for degree as above.

GRADUATION WITH HONORS

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

TIME LIMIT FOR COMPLETION OF 
GRADUATE DEGREES

Unless otherwise noted within specific programs, all work 
for graduate degrees (including transferred credits, disser-
tation, examination, etc.) must be completed within a pe-
riod of seven calendar years.

CODE OF ACADEMIC CONDUCT

Pacific University is an academic community — a com-
munity where the pursuit of knowledge, understanding and 
skills is the common ideals which unite us as its members. Honesty and integrity are expected of all students in class 
participation, examinations, assignments, patient care and 
other academic work. Students have the obligation to con-
duct themselves as mature and responsible participants in 
this community. Towards this end, the University has es-

tablished policies, standards and guidelines that collectively 
define the Student Code of Conduct. The Student Code of 
Conduct includes all policies, standards and guidelines in-
cluded in, but not limited to:

- The University Catalog
- The University Handbook
- The Student Handbook (“Pacific Stuff”) 
- Residence Hall Handbook and Contracts
STATEMENT OF STUDENT RIGHTS AND Responsibilities

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

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

ACADEMIC MISCONDUCT

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

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

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

Fabrication includes furnishing to a University office or to a University official or faculty member a written or oral statement known by the student to be false. This includes, but is not limited to, patient records and student data for financial aid and admission.

Unauthorized access includes clandestine entry into or obstruction of any University facility or property; unapproved use or manipulation of University documents, records, or files, including computer data and programs.

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

Procedures for Dealing with Academic Dishonesty

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

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

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

Appeals

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

- there was an error in procedure by a school or college academic standards committee,
- there is new evidence, if available, sufficient to alter a decision,
- or if the sanction(s) imposed was not appropriate in relation to the severity of the violation.
Normally appeals dealing with introduction of new evidence will be returned by the University Standards and Appeals Board to the original academic standards committee for reconsideration. If the appeal involves inappropriate sanctions or procedural errors, the University Standards and Appeals Board will hear the case and rule on the appeal. Decisions of the University Standards and Appeals Board are final.

POLICY OF PRIVACY RIGHTS OF STUDENTS

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

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

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

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

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

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

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

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

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

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

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

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

**VETERAN’S EDUCATIONAL BENEFITS**

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

THOMAS D. BECK, DEAN
DAVID STOUT, ASSOCIATE DEAN

MISSION STATEMENT

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

ACADEMIC PROGRAMS

The College of Arts and Sciences is organized in four academic divisions and offers the Bachelor of Arts and Bachelor of Science degrees. Undergraduate students can obtain an Oregon teaching license in elementary and secondary education through the School of Education.

DIVISIONS, DEPARTMENTS, & MAJORS

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Social Sciences

DEPARTMENTS MAJORS

International Studies

Business Business Administration:
& Economics Emphasis in:
Accounting
Business Administration
Finance
Management
Marketing
Economics

History

Politics Political Science
& Government

Psychology Psychology

Sociology &
Anthropology
Sociology
& Sociology
Social Work

ACADEMIC ADVISING

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

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

Students who expect to apply to Pacific programs in Teacher Education, Optometry, Physical Therapy, Occupational Therapy, or Professional Psychology must pass specific prerequisite courses: see the relevant sections of this catalog. Students are urged to seek the help of the Admission Office which maintains information on prerequisite courses.

TEACHER LICENSURE

Students who wish to teach in the K-12 school system are required to have a bachelor’s degree with a major in an academic subject other than education. Students interested in a teaching career should consult with the School of Education as early as possible. Programs are available at both the undergraduate and graduate level. Students must apply for admission to the School of Education separately from their admissions to the College of Arts and Sciences. For undergraduates, junior standing is required for concurrent admission to the School of Education.

PRE-MEDICAL ADVISING

See Dr. Lisa Sardinia

Because of the sequential nature of many of the required courses, students who are considering medical school should seek out the advice of Dr. Lisa Sardinia, Biology during their first year. All medical schools require introductory courses in Biology, Chemistry, Mathematics and Physics. However, students may enter medical school with any major. A list of courses that will satisfy the admission requirements of nearly all medical schools is given below. For those students who wish to enter medical school in the year following graduation from Pacific, it is necessary to complete all of the listed courses by the end of the junior year to ensure adequate background for the MCAT exam required for application to all U.S. medical schools. Applications to take the MCAT and applications for medical school (through AMCAS) are available in Career Services. Many medical schools require some clinical experience prior to medical school. Career Services can assist students in finding an internship or field experience in the medical field.

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B. WRITING: (3 semester hours)

English 201 Expository Writing

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

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

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

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

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

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

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

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

E. CROSS CULTURAL STUDIES: (3 semester hours)

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

F. THE ARTS (3 semester hours)

Three semester hours in Art, Music, or Theatre.

G. THE SOCIAL SCIENCES (6 semester hours)

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

H. THE HUMANITIES (6 semester hours)

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

I. THE NATURAL SCIENCES (6 semester hours)

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

II. A Major

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

III. Grade point average of 2.0.

A minimum grade point average of 2.0 in all coursework earned at Pacific. In addition, a 2.0 GPA is required in all majors and minors; check major and minor requirements because some departments may have adopted a higher minimum than 2.0. All courses required for the bachelor's degree and major must be included in the 124 hours presented for graduation. Only grades of “C-” or higher will transfer as credit toward the degree.

IV. 48 hour rule

A maximum of 48 hours in a single department (Exception: in departments combining more than one discipline - Business and Economics, World Languages and Literature, Mathematics and Computer Science, and Music — students may take up to 60 hours but no more than 48 in a single discipline). A program of more than 48 hours which includes an internship may be approved by the Dean of Arts and Sciences upon petition.

V. Upper Division hours

40 hours of upper-division courses (numbered 300 and above), with no more than 10 hours of courses numbered 475 or 478 counting toward this forty-hour requirement. All Study Abroad coursework through Pacific University or affiliates will be counted as upper-division. The first 31 credits of study abroad course work earned through Pacific University will count as Pacific University credit; the remainder of study abroad credit will be treated as transfer work and evaluated accordingly.

VI. Residency

Students must complete at least 6 credits from Pacific University in upper division courses in their major and 6 credits from Pacific University in upper division courses for any minor. Individual departments may require a greater number of credits be completed at Pacific University. For these requirements, consult the list of requirements for each major or minor.

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

Bachelor of Science

Candidates for the B.S. degree will fulfill all requirements listed above and will include 20 semester hours of science and mathematics of which 16 semester hours will be laboratory science.

Advancement to Candidacy

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

Students receive their baccalaureate degree cum laude if they achieve a grade point average of 3.50 to 3.69; magna cum laude if they achieve 3.70 to 3.90; and summa cum laude 3.91 to 4.00.

Minor

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

Activity courses

A maximum of 4 hours in 1-hour activity courses are allowed. Music courses for students pursuing a Bachelor of Arts degree with a major in music are exempt from this activity hour limitation.

Internship

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

Study Abroad

The first 31 credits of study abroad 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.

Changes in Requirements

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

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

Graduation/Persistence Data

In accordance with the Student Right To Know Act DCL of August, 1991, Pacific University is required to publish graduation and persistence rates of the cohort of first time freshmen entering in the Fall of 1991. While most students graduate in four years, the six year graduation rate for the entering class of 1993 is calculated to be 58%.

ACADEMIC REGULATIONS

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

Satisfactory Academic Progress

Students will maintain satisfactory academic progress with:

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

Warning

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

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

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

Suspension and Probation

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

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

Readmission after Suspension

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

Policy of Academic Integrity

The College of Arts and Sciences at Pacific University is an academic community where the pursuit of knowledge, understanding, and skills unites us as its members. This community depends on the integrity of its members to fulfill its mission, and we all have a clear and vested interest in promoting it. Every one of us has reasons to be concerned about academically dishonest practices. Among such reasons are the following:

1. Academic integrity is at the core of our community values.
2. Academic dishonesty can undermine the value of Pacific diplomas by weakening the reputation of Pacific University, associating it in the public mind with institutions whose students have little integrity and a poor work ethic.
3. Academically dishonest practices are corrosive of individual and community integrity.
4. In the long run they harm the perpetrator, who fails to give him/herself the opportunity to develop ideas and skills.
5. They are unfair, because they give the cheater an advantage over other students who are relying on their own work and knowledge.
6. They are unfair because they weaken the link between grades and work, 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. They are a violation of the Pacific University Code of Academic Conduct and will be punished according to university and college policy.

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

Forms of Academic Dishonesty

Cheating

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

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

Plagiarism

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

1. Quoting another person’s actual words, complete sentences or paragraphs, or an entire piece of written work without acknowledgment of the source.
2. Using another person’s ideas, opinions, or theories, even if they are presented entirely in your own words, without proper acknowledgment of the source from which they were taken.
3. Using facts, statistics, or other material to support an argument without acknowledgment of the source.
4. Copying another student’s work.
Fabrication
Fabrication is the intentional use of invented information, or the use of falsified results or data with the intent to deceive. Behaviors that fall under this category include, but are not limited to:

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

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

1. Tampering with grades or helping another to tamper with grades or any other part of a student’s academic record.
2. Furnishing to a University office or official a document based on information that you know is false or which has been tampered with in an unauthorized fashion.
3. Stealing, buying, or otherwise obtaining all or part of an unadministered test. Also the unauthorized (by the instructor) use of a previously administered test.
4. Changing a grade in a faculty member’s records, on a test, or on other work for which a grade has been given.
5. Using electronic information resources in violation of the “Acceptable Use Policy” (which must be signed before joining the University’s electronic network).

Sanctions and Procedures for Handling Cases of Academic Dishonesty

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

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

a. An “F” for the assignment.
b. An “F” for the course.
c. In case of violations of the “Acceptable Use Policy”, sanctions range from being barred from the campus electronic network to suspension from the College.
d. In particularly serious broaches of the academic honesty code, or in repeat offenses, suspension or dismissal from the College may be imposed, as well as other appropriate sanctions.

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

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

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

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

3. When a faculty member believes that a student has violated the academic honesty code during the final examination period and cannot discuss the issue with the student in question (because he/she has left campus for the holiday or summer), the faculty member will assign the student an “L” grade to show that the actual grade will be turned in late.

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

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

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

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

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

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

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

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

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

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

Things Students Can Do To Avoid Charges of Academic Dishonesty

1. Prepare in advance for examinations and assignments; don’t let yourself get too far behind in your reading and studying for any of your courses.

2. Prevent other students from copying your exams or assignments. Try to choose a seat during an exam away from other students. Shield your exam. Don’t distribute your papers to other students prior to turning them in.

3. Check with your instructor about special requirements that might pertain to that particular course or assignment. If you cannot find a written section in the syllabus or on the actual assignment to answer your questions about what is acceptable, ask the instructor what his/her expectations are.

4. Utilize a recognized handbook on the citation of sources (Many professional organizations have style manuals for this purpose, for example, the APA Style Manual for psychology or the MLA Style Sheet for the humanities). Be sure to ask your professor what an acceptable style guide is for the written work you will be submitting in her/his course.

5. Discourage dishonesty among other students.

6. Refuse to help students who cheat.

7. Protect your rights and those of other honest students by reporting incidents of cheating you have observed to the professor.

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

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

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

Registration
In keeping with Pacific’s philosophy regarding the student-advisor relationship, prior to registration all students are required to meet with their advisor and together develop the student’s schedule of classes. New students meet with their assigned advisors during orientation; continuing students are advised in April for the fall semester, and in November for the winter term and spring semester. An early registration occurs at the end of those advising periods in November and April, with students registering in priority according to the number of credits earned.

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

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

Class Attendance
Students are responsible for class attendance, participation, and completion of assignments. The University believes that students should attend all classes. Individual faculty members should notify students in their classes of their attendance policy at the beginning of each semester; students should request a clear statement of policy. The instructor may lower a student’s grade or may officially withdraw
the student from the course through the tenth week of the semester for poor attendance or participation. Students are encouraged to inform their instructors of unavoidable absence in advance. Assignment of make-up work is at the discretion of the instructor.

**Normal Load, Overloads**

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

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

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

**Waiver of Departmental Requirements and Prerequisites**

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

**Dean’s List**

In order to make the Dean’s List in the College of Arts and Sciences, a student must achieve a term GPA of 3.70 with 12 or more graded hours.

**Transfer Credits and GPA**

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

**ROTC**

Students attending Pacific University who are receiving ROTC funding and wish to take ROTC coursework may do so at Portland State University. Pacific will accept up to 14 semester hours of Military science coursework from PSU, excluding MS 111, 112, 113. Military science courses will go towards general education requirements only.

**Oregon Independent Colleges Cross-Registration**

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

**Class Status**

<table>
<thead>
<tr>
<th>SEMESTER HOURS COMPLETED</th>
<th>CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-29</td>
<td>Freshman</td>
</tr>
<tr>
<td>30-59</td>
<td>Sophomore</td>
</tr>
<tr>
<td>60-89</td>
<td>Junior</td>
</tr>
<tr>
<td>90+</td>
<td>Senior</td>
</tr>
</tbody>
</table>

**Independent Study (Learning Contract)**

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

**Advanced Placement**

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

**International Baccalaureate Degree**

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

**Credit by Examination**

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

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

Auditing

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

Progress Assessments

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

OREGON CAMPUS COMPACT

Ellen Hastay, Director

In 1996, Pacific University joined with five other Oregon colleges and universities to form the Oregon Campus Compact, a division of national Campus Compact: The Project for Public and Community Service. This is an organization of college and university presidents committed to helping students develop the values and skills of citizenship as valued elements of undergraduate education. It is committed to enhancing a sense of personal and social responsibility, citizenship, and awareness of societal institutions and structures by all members of the academic community while reinvigorating higher education's concern for improving the quality of life in our society.

Faculty members, staff, and students may take advantage of OCC services and resources including: technical assistance for developing service learning courses and programs, mini-grants, a quarterly newsletter, resource library, and workshops on topics of interest in community service learning. The Oregon Campus Compact, now grown to nine members, is head quartered at the Humanitarian Center in Chapman Hall.

INTERNSHIP PROGRAM

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

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

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

TUTORING AND STUDY SKILLS

Pauline Beard, Director of Resource Center

Jeffrey Frykholm, Director of Math and Science Center

All students who want assistance with their course work are encouraged to use the Math/Science and Writing Resource Centers.

The Resource Center, located in The Computer Shop in the UC (daytime), and The Boxer Pause in the UC (evening), provides free consultation service to students who want help with writing, English as a second language, World Languages, and with courses in the humanities and social sciences. Trained peer consultants are available on a drop-in system and by appointment arranged with individual consultants. The center is open to all students from 7 p.m. to 10 p.m. every Sunday, plus from 10 a.m. through 4 p.m., and 5-10 p.m. Monday through Thursday during the school year. The center also provides workshops on study skills and various aspects of the writing process. Please contact the Center web page: http://nellie.pacificu.edu/ss/tutoring/resource_center/index.html

MALHEUR FIELD STATION

Dr. William Jordan, Chemistry, Campus Representative

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

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

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

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

THE OREGON HOLOCAUST RESOURCE CENTER

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

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

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

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

PACIFIC HUMANITARIAN CENTER

Michael R. Steele, Director
Ellen Hastay, Coordinator

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

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

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

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

Elizabeth Arch, Adviser

The Education and Learning major is a joint program offered within the College of Arts and Sciences jointly by the College of Arts and Sciences and the School of Education faculties. 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 in working with children and in various education programs, including classroom teaching.

The major is recommended for students interested in pursuing a four-year or five-year early childhood/elementary teaching license at Pacific University. To obtain the basic Oregon teaching license as an undergraduate a student must apply for admission to the School of Education. This is usually done at the end of the sophomore year. Licensure requires an additional 33 credit hours is required. For the specific requirements see School of Education, p. Students interested in licensure should include the recommended subject area courses in writing, literature, science, mathematics, social science and the arts as part of their Core requirements or electives.

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

**Required courses:**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Psy 150</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 225</td>
<td>Human Learning and Motivation</td>
<td>3</td>
</tr>
<tr>
<td>Educ 260</td>
<td>Foundations of Education</td>
<td>2</td>
</tr>
<tr>
<td>Educ 300</td>
<td>Introduction to Early Childhood Education</td>
<td>4</td>
</tr>
<tr>
<td>Educ 315</td>
<td>Children’s Literature</td>
<td>2</td>
</tr>
<tr>
<td>Psy 318</td>
<td>Applied Human Development</td>
<td>3</td>
</tr>
<tr>
<td>Educ 361</td>
<td>Psychology of Teaching and Learning</td>
<td>4</td>
</tr>
<tr>
<td>Educ 370</td>
<td>School and Society</td>
<td>2</td>
</tr>
<tr>
<td>Educ xxx</td>
<td>Communities of Learning</td>
<td>2</td>
</tr>
<tr>
<td>Educ 420</td>
<td>Normal Language Development</td>
<td>2</td>
</tr>
<tr>
<td>Educ 427</td>
<td>Psychology of Reading Instruction</td>
<td>2</td>
</tr>
<tr>
<td>Educ 426</td>
<td>Technology in the Schools</td>
<td>2</td>
</tr>
<tr>
<td>Educ 397</td>
<td>Practicum</td>
<td>2</td>
</tr>
</tbody>
</table>

**Capstone experience - Two options**

A. Integrating Seminar with thesis or
B. Student Teaching with work sample as a component of the licensure program

**Total 39**

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**FEMINIST STUDIES**

Susan Cabello, Co-Chair, Humanities Division
Linda Gallahan, Co-Chair, Social Sciences Division
Vernon Bates, Sociology
Nancy Breaux, Communications
Patricia Cheyne, Art
Lorely French, German
Lawrence Lipin, History
Cheleen Mahar, Anthropology
Sarah Phillips, Sociology
Martha Rampton, History
Sarah Steinert-Borella, French
Robert VanDyk, Political Science
Diane Young, English
Lydia Yukman, English

Feminist Studies is an interdisciplinary minor that investigates the significance of sex and gender in all areas of human life. Feminist analysis is based on the assumption that sex and gender are crucial factors in the organization of our personal and public lives and our social institutions. The Feminist Studies minor includes courses that utilize feminist perspectives to expand and reevaluate the assumptions at work in traditional disciplines in the study of individuals, cultures, social institutions, social policy and other areas of scholarly inquiry. The minor also encompasses courses that examine the roles of women and men in the community, the nature of work and the family, and the importance of race, class, and culture to the study of sex and gender.

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

Students who wish to declare the Feminist Studies Minor must consult with the Co-Directors of Feminist Studies or a FS core faculty member prior to submitting a declaration form. At that time, in consultation with the Directors or core faculty, the student will choose a Feminist Studies Minor advisor. Students should plan to take the first FS core course, Introduction to Feminist Studies, in the Fall semester of their Junior year. Students would normally declare the minor during their Junior year.

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38  •  P A C I F I C  U N I V E R S I T Y  C a t a l o g  1 9 9 8 - 9 9
their Feminist Studies minor prior to or during the FS 201 course. Students should plan to take the FS 450 course, Senior Seminar in Feminist Studies, in the Fall semester of their Senior year. In addition to the core courses, the student must take 3-4 elective courses (12 semester credits). No more than one elective course may be taken prior to FS 201 applied to the minor.

**Minor In Feminist Studies**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 201</td>
<td>Introduction to Feminist Studies... (includes one credit for action project)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Three or four electives...</td>
<td>12</td>
</tr>
</tbody>
</table>

One course must be from either the Natural or Social Sciences and one must be from either the Arts or Humanities.

- ANTH 330  Gender in Cross Cultural Perspective
- ART 280   Women in Art
- ENGL 425  Constructions of Sexuality in the 20th Century
- ENGL 430  Major Writers: Woolf
- FRE 401   Women’s Writing in the Francophone World
- HIST 426  Gender and Sexuality in Victorian America
- HIST 400  Medieval Women
- MEDA 401  Women Directors and Feminist Strategies
- POLS 350  Women in Politics
- PSYC 260  Psychology of Women
- PSYC 420  The Development of Gender
- SOC 309  Sociology of the Family
- SOC 317  Gender and Sexuality
- SPAN 485  Women Writers in Latin America

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 450</td>
<td>Senior Seminar... (includes one credit for mentoring experience)</td>
<td>4</td>
</tr>
</tbody>
</table>

Total 20

**Course Descriptions**

**FS 201 Introduction to Feminist Studies**

*This introductory level course explores the various foundations of feminist theory, including perspectives from across the disciplines. Students review and critique readings from early feminist writers, second generation feminist writers and contemporary feminist and deconstructionist theorists. The course consists of two components: a classroom experience with an emphasis on the breadth of feminist literature and an “action project”. Prerequisites: Sophomore standing and instructor’s approval. Fall only. 4 hours. Staff*

**FS 450 Senior Seminar in Feminist Studies**

*In this seminar course, students read and analyze advanced works in Feminist Studies. The course culminates in a written essay or research project. Students also act as mentors for students enrolled in the Feminist Studies introductory course. Students meet weekly to discuss readings, read and develop essays/projects of distinction, and share and evaluate the experience of mentoring. Students will select a member of the Feminist Studies Associated Faculty to act as an advisor for their projects. Prerequisites: FS 201, 2 FS electives, junior standing, and instructor’s approval. Fall only. 4 hours. Staff*

**HONORS PROGRAM**

*Dr. Diane Young, Director, University Honors Program*

The University Honors Program at Pacific University is dedicated to challenging excellent students to explore and develop their gifts as thinkers, researchers, and leaders. Directed by the Honors Director and the University Honors Committee, which is composed of members of the College of Arts and Sciences Faculty as well as Honors students, the University Honors Program is a flexible one that allows students to enter as first year students or in any semester thereafter up until the first semester of the junior year. The goals of the program are: to introduce students into a community of learners committed to integrating experience, formal study, and service; to provide students and faculty with opportunities to engage in imaginative and ambitious interdisciplinary study and discussion; to promote and model creative academic excellence; to prepare students for active, productive lives as learners, professionals, and citizens; and to contribute to the intellectual and cultural liveliness of the community.

Pacific University Honors students bring a wide variety of experiences, backgrounds, and interests to the Program: a typical seminar will include students whose enthusiasms range through the natural and social sciences, the arts, and the humanities; many complete pre-professional programs as they pursue their liberal arts majors. Committed to shaping their educational experience, our students enjoy the discussion-based model common to all Honors courses and often serve the community in various ways, as Resident Assistants, as First-Year Seminar mentors, and as House Tutors; Honors students are active in athletics and student clubs, as well as theatre and music. Many members of the Program volunteer through Pacific’s Humanitarian Center, tutoring public school students, for example, or working on environmental issues or educating migrant workers and their families. In general, Honors students approach their education at Pacific creatively and energetically, exploring various environments and ways of learning, investing in the community, and pursuing ambitious academic programs.

The Honors Program at Pacific University draws on faculty from every division of the College. Interested in pursuing interdisciplinary research and/or teaching, the Honors faculty develop seminars designed to challenge students to consider the relationships among various disciplines, various means of constructing and presenting knowledge, and various approaches to learning and teaching. Whether teaching a seminar or advising students pursuing individual research projects, faculty in the Honors Program take mentorship as an important model for student-faculty interaction, encouraging students to assume responsibility for the character of their education by reflecting on the significance of their work for self-understanding as well as for academic development.*
Honors courses are distinguished by their interdisciplinary focus and the seminar model common to all Honors classes, which sets high expectations for student participation; students must be willing to engage in the creative synthesis of a range of ideas, modalities, and perspectives in order to succeed in a pedagogical model that emphasizes the integration of experience, analysis, and creative expression. Students in Honors learn how to transform their assumptions into hypotheses, gain familiarity with various approaches to learning, and develop skills that enable them to work collaboratively across a range of disciplines. Excellence in Honors is characterized by intellectual curiosity, analytical rigor, and creative risk-taking expressed in independent and in collaborative work. The Honors Students Advisory Council reflects the Program’s commitment to helping students develop leadership skills and its insistence that Honors students share responsibility for the quality and character of their educational experience. Grading in the Honors Program is consistent with standards held College-wide.

In the first two years students admitted into the Program participate in interdisciplinary seminars designed to encourage them to reflect upon the relationship between education, experience, and culture and to examine the relationships among various approaches to understanding the world. These classes challenge students to integrate study and activity and to experiment with different ways of acquiring and expressing knowledge. In general, they also give students and faculty the opportunity to build a community that honors and supports imaginative risk-taking and its insistence on the value of service that informs the University’s mission and the role of elders in education, considering the significance of a cultural perception of experience as knowledge or as a foundation for authority, and compose a model for an educational program that incorporates elders. This senior seminar is also the senior class’s legacy to the Program and College: in the Fall Honors Colloquium, they present their course and the insights that emerged from their discussions of the value and meaning of education and reflection on their experience at Pacific, offering ideas that will shape the Program and inform its work in the community.

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

Prospective students are invited to apply to the University Honors Program when they apply for admission to the College of Arts and Sciences. University Honors admissions decisions are based on grade point averages, SAT or ACT scores, and an essay that reveals the student’s background, interest, and motivations. University Honors students entering Pacific generally have a high school GPA of 3.7 and SAT scores of 1200 (ACT 26), but applications from other interested students will be considered. Transfer students with a cumulative GPA of 3.5 or higher are also invited to apply for admission to the Program when they apply for admission to the College of Arts and Sciences. Current Pacific University students with a cumulative GPA of 3.5 or higher are eligible to apply for admission into the Honors Program every semester through their sophomore year: the latest point of entry into the Program is the first semester of the junior. First-year students are invited to apply to the Honors Program for admission in the second semester of their first year on the basis of faculty recommendation since they have not yet established a university GPA. In order to remain in the program, students should maintain a cumulative GPA of 3.5. First-year students may continue with a 3.2 or better, but must achieve a 3.5 cumulative GPA by the end of the sophomore year. No courses in the Honors Program may be taken Pass/Fail. The transcripts and diplo-
mas of Honors Students denote Graduation with University Honors, and Honors Students are recognized at Commencement.

Honors students who wish to study abroad are encouraged to do so in either the second semester of their sophomore year or the first semester of their junior year. Students choosing to study abroad in their sophomore year may either double their enrollment in Honors in a semester before they leave, or take a 200-level Honors seminar in the spring term of their junior year, concurrently with Honors 302. Those who choose to study abroad in the first semester of their junior year are expected to participate in the junior seminar’s discussions of the mini-conference topic and general design via e-mail and to identify their research contribution to the conference; the faculty advisor to the junior class will set up and maintain an electronic class-list in order to facilitate this process, the student will be responsible for securing an e-mail account abroad. These students will be awarded 4 hours of University Honors course credit in the spring term: 2 hours for Honors 302 and 2 under an independent study contract with the Director of Honors, for which the student will compose a 15-page reflective essay that explores her or his experience of the differences between the educational models at home and abroad and finally offers a synthesis of these as an “ideal” model for education; the student will also submit a self-assessment of his or her contribution to the seminar’s development of the mini-conference. Students wishing to study abroad for a year need to petition the Honors Committee to continue in the Program.

To graduate with University Honors, students entering the Program in their first semester must complete successfully at least 19 hours of University Honors course work; for students entering in their second semester this is reduced to 16 credits, and for students entering as sophomores to 13. Students entering Honors as first semester juniors must register for Honors 250 concurrently with Honors 301 and must complete a 3-hour interdisciplinary independent study that incorporates service learning before graduation in order to achieve the required minimum of 13 hours of University Honors course work. Students are, of course, encouraged to take more than this minimum requirement. Under no circumstances will a student be allowed to graduate with University Honors with a cumulative GPA below 3.5. Students admitted to the University Honors Program must also meet all College of Arts and Sciences graduation requirements, unless an exception is approved by the Honors Committee.

The University Honors Program at Pacific University seeks to mentor students as they prepare for careers, graduate study, and service to their communities, honoring intellect and character, talent and achievement. Interested qualified students should contact Dr. Young.

Honors Courses (Honr)

Honr 100 First Year Honors Seminar I
An interdisciplinary seminar that explores the relationship between education, experience, and culture. Satisfies Humanities, Social Science, Natural Science, or Cross-cultural core requirement, depending on topic and instructor. 3 hours. Fall semester, Director of Honors.
experiencing difficulties with matters of cultural adjustment can utilize the International Programs staff’s specialization and familiarity with cultural adjustment and advising issues. Additionally, foreign affairs and extra-curricular programming activities are frequently sponsored by the International Programs Office on a year-round basis.

Staff from International Programs are active members in NAFA: Association of International Educators, as well as other international education professional organizations, and represent Pacific University locally, regionally and nationally in professional conferences, workshops, meetings and other symposia.

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

STUDY ABROAD

Naoya Fujita, Chair

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 or international studies but is also open to all students who meet the selection criteria. Credits earned abroad in an approved program automatically count toward graduation at Pacific up to a maximum of 31 credits. However, students should consult with their faculty advisors to determine which courses taken abroad can and cannot be used toward their majors or to satisfy other specific University requirements.

Pacific has a broad agreement with the Oregon University System (OUS) that gives Pacific students access to all OUS study abroad programs on an equal footing with the students of the OUS system. These programs now include some 24 different study abroad sites in China, Ecuador, France, Germany, Japan, Mexico, and South Korea.

Pacific also offers access to a wide array of other study abroad programs. European study in Austria, England, France, Spain, and Wales is available in cooperation with Central College of Iowa and Lake Erie College of Ohio. In Japan, Pacific is affiliated with Kansai University of Foreign Studies (Kansai Gaidai) in Osaka and Nagoya Gakuin University in Nagoya. In Ecuador, Pacific has an affiliation with the Universidad Especialidades Espiritu Santo in Guayaquil. In China, Pacific has sent students in recent years to the Central University for Nationalities in Beijing and has recently signed an agreement with East China Normal University in Shanghai.

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 at least 2.75 for foreign language programs and 3.0 for programs in English speaking countries (even higher for some programs) and to have completed the equivalent of at least two years of college-level foreign language study. 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.

The cost of study abroad programs varies from program to program and year to year. The University does extend 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 is available for such unaffiliated programs.

The deadline for application to all Pacific study abroad programs is normally in late-January 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 in Chapman Hall.

Chinese

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

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

English

Pacific has direct enrollment study abroad options at the University of Edinburgh in Scotland and at 6 colleges and universities the Irish Republic and Northern Ireland. These institutions in Scotland and Ireland offer almost every imaginable course of study in a challenging academic environment. In all cases, a GPA of at least 3.0 is required to be considered.

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

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

French

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

The Central College program in Paris includes a month-long fall intensive French program in the Mediterranean city of Nice. For the rest of the year, students are housed in several residence halls located throughout the student sections of Paris. Advanced students who pass a placement exam, while continuing language study, may enroll at the prestigious Sorbonne for the Cours de Civilisation Français, which includes four lecture courses on French civilization and literature. For other students, the Institut Catholique offers a variety of options including general coursework in the humanities and social sciences, a program in business administration leading to the Certificat Economique conferred by the Paris Chamber of Commerce, and a program for

The OUS program in Lyon offers students a chance to explore France’s second largest city, which is only a two-hour train ride from Paris. The program begins with an intensive language program and then continues at the Centre International d’Etudes Françaises with the opportunity also 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 regular French universities that participate in the program. There are a wide variety of housing options, ranging from home stays 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. Paris, Bordeaux, and the Atlantic coast are all accessible by train within an hour and a half. This program also begins with home stays 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 home stays with French families, boarding houses, and university dormitories, are available. This program is also for the full academic year only.

The Lake Erie College program in Caen is a semester long program and is based at the Center for Foreign Students of the University of Caen, a university town and administrative center about two hours by train from Paris. There students are housed with French families and pursue studies in French language, history, literature, and culture.

German

Pacific gives students of German the opportunity to pursue study abroad in either Germany or Austria through programs of Central College and OUS.

Germany

The year-long OUS program in the state of Baden-Württemberg— the German sister state to Oregon— and begins with a four-week program of intensive German followed by study in regular German university courses at any one of nine different universities, each with its own distinctive academic emphasis, 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.

Austria

The Central College German language program gives students an opportunity to study in Austria for either a single semester or an entire year. The program begins with a six-week intensive German program at a Goethe Institute facility in one of several sites in southern Germany. Following the intensive German course, the remainder of the semester or year is spent at the 600-year-old University of Vienna in Austria. Students can take regular courses at the University in language and literature, fine arts, humanities, and the behavioral sciences. At the same time, students take three courses per semester on different aspects of art, music, and literature through Central College’s Program in Vienna along with courses in language at the Dolmetscher Institut. Housing with Austrian roommates is provided in residence halls scattered throughout the city.

Japanese

Pacific University enjoys a sister school relationship with two Japanese universities that allow Pacific students to enroll in their study abroad programs in Japan for either a semester or a full year while paying Pacific tuition.

Nagoya Gakuin is located in Nagoya, which offers more of a small town atmosphere in an area of rich, scenic beauty; Kansai Gaidai is located near Osaka, Kyoto, and Nara, the cultural and religious centers of traditional Japan. Both programs offer Japanese language classes and courses, taught in English, on the history and culture of Japan. At both schools, students may live in either an international dormitory or enjoy a home stay with a Japanese family arranged by the school.

Nagoya Gakuin offers more classes for the advanced student of Japanese language. The Kansai Gaidai program offers a wider variety of courses in Japanese history and culture, in a program setting catering to international students.

In addition, under some circumstances, Pacific students may have access to year-long OUS programs in Tokyo at Waseda University and Aoyama Gakuin University. At both universities, intensive Japanese is offered as well as a variety of courses, taught in English, in Japanese history, literature, politics, economics, and culture. Coursework at
Aoyama Gakuin, however, is especially focused on business, economics, and politics. At Aoyama Gakuin housing is provided in University dormitories with Japanese roommates; at Waseda University home stays with Japanese families are provided.

**Spanish**

**Ecuador**

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 a one-semester program each fall for Pacific students. The program features home stays with carefully selected Ecuadorian families, a series of excursions in and out of Guayaquil (including trips to the Andean highlands and the Amazon basin), an opportunity for volunteer service with a local school or social service agency, and an academic program that includes intensive Spanish and coursework in Latin American history, geography, economics, and literature.

Pacific students may also apply to the OUS program in Ecuador’s capital city, Quito; located at the Pontificia Universidad Catolica del Ecuador (PUCE). The program in Quito are available for either a year-long program, or as a one-semester program in the fall and/or spring semesters.

**Mexico**

The OUS program is located in Cholula near the major city of Puebla in southern Mexico and is based at the Universidad de las Americas, a private, independent institution with an enrollment of over 5,000 students in the Schools of Business Administration, Sciences, Social Sciences, Humanities, and Engineering. In addition to Spanish and other courses designed specifically for the OUS students, participants with sufficiently advanced language skills can also enroll in regular classes with Mexican students at the University. Home stays are available on a limited basis; most students live in University dormitories with Mexican student roommates.

**Spain**

A year-long or semester program is available through Central College at the University of Granada in southern Spain. The Central College program includes a month of intensive Spanish in the Mediterranean city of Malaga, and then academic studies in Granada, where students are housed with Spanish host families. In Granada, students may choose from three different course options, including regular classes at the University of Granada for those who have passed the language placement exam. The Granada program also incorporates the opportunity to volunteer for community service projects in the local area.

**Other Programs**

Pacific students also have access through the Oregon University System (OUS) to study abroad programs in South Korea. However, Pacific does not offer language training in support of this study abroad option. More complete information about these, and other programs, is available in the International Programs Office.

**Winter III (January term) Overseas Programs**

A variety of seasonal credit-earning overseas study programs are also available during Pacific’s 3 week winter term (Winter III). These programs are faculty-led and vary from year to year. Recent program destinations included Vietnam, Egypt, Barcelona, Spain, Switzerland, London, England, People’s Republic of China, Costa Rica and Mexico. For an schedule of upcoming Winter III programs, contact the International Programs Office.

**INTERNATIONAL STUDIES**

Cheleen Mahar, (Anthropology) Chair

Jeffrey G. Barlow, (History), East Asian Studies Coordinator

Sara Steinert Borella, (French), Western European Studies Coordinator

Victor M. Rodriguez, (Spanish), Latin American Studies Coordinator

Thomas D. Beck, History

Susan U. Cabello, Spanish

Lorely French, German

Naoya Fujita, Japanese

Kazuko Ikeda, Japanese

Marshall M. Lee, History

Larry Lipin, History

Lina Lu, Chinese

Martha Rampton, History

Philip Ruder, Economics

Jeffrey G. Seward, Political Science

Seth Singleton, Political Science

Michael R. Steele, English

David F. Stout, German

International Studies is designed for highly-motivated students who plan careers in law, diplomacy, education, international research and the globalized marketplace of business and economics. National and state leaders have placed a high priority on international studies in order to meet the critical need for college graduates who are competent in world languages and who are familiar with world cultures. The national and regional commitment to internationalism in the United States and the increasing interdependence of nations around the world is reflected in a wide range of job opportunities in both government and the private sector.

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

**Major in International Studies**

Students may apply for the major as early as the second semester of their freshman year at Pacific and, in general, should apply no later than the second semester of their
sophomore year. Applications are available from the Director of International Programs, in the Office of International Programs on the second floor of Chapman Hall and from faculty members of World Languages and Literature. 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) and prepare a complete plan of courses that they intend to take to fulfill the requirements of the major. This plan must be updated and resubmitted immediately upon return from the study abroad experience. As part of that plan, each major must declare an area interest, (East Asia, Latin America or Western Europe).

International students (that is, foreign nationals studying at Pacific on a student visa) may select the American Studies option (see the separate requirements for this option set out below). In this case, the foreign language requirement and the study abroad requirement are waived. International students may also complete the regular International Studies major but may not use their native language to fulfill the foreign language requirement. Further, they may not use study in their home country to satisfy the study abroad requirement.

International Studies majors are strongly encouraged to complete a second major in a standard discipline. Students may also want to include a Humanitarian Center multicultural field experience or other relevant internship.

The formal requirements for the major (except for international students choosing the American Studies option) are as follows:

**Requirements - International Area Studies Focus**

1. At least one semester of study abroad in a country related to the student’s chosen area interest. The country chosen must have as one of its principal languages, the language the student has previously studied to fulfill the foreign language requirement of the major. Study abroad in English-speaking countries or programs conducted in English may not be used to fulfill this requirement.

2. Foreign language study in one of the principal languages of chosen area interest through the 202-level.

3. IS 201 Intercultural Communications

4. A base history course related to the student’s chosen area interest. For East Asia, this would normally be HIST 112 East Asia; for Latin America, HIST/POLS 255 Latin American History or HUM 206 Latin America; for Western Europe, HIST 102 Western Civilization II. However, more specialized upper division history courses approved in advance by the student’s IS advisor may also be used to satisfy this requirement.

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

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

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

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

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

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

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

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>IS 201</td>
<td>Intercultural Communications</td>
<td>3</td>
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<tr>
<td></td>
<td>Base history course related to area interest</td>
<td>3</td>
</tr>
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<td></td>
<td>Electives coherently related to area interest</td>
<td>21</td>
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<td></td>
<td>Foreign language study at 300-level or above</td>
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<td></td>
<td>Research methods</td>
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<td>IS 395</td>
<td>Junior Tutorial</td>
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<tr>
<td>IS 401 &amp; IS 402</td>
<td>Senior Thesis</td>
<td>4</td>
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College of Arts and Sciences   ❖   45
Requirements - American Studies focus  
(available only to international students):  
1) IS 201 Intercultural Communications,  
2) HIST 141-142 History of the United States,  
3) Six hours of upper division courses in American history,  
4) Six hours of upper division courses in American literature,  
5) Twelve hours of electives chosen in consultation with  
the advisor to create a coherent program of study of the  
United States with at least six hours of electives outside  
the Departments of History and English.  
6) The same requirements for a methodology course, junior  
tutorial, and senior thesis as all other IS majors.  

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

Course Descriptions  

International Studies (IS)  
IS 201  Intercultural Communication  
This course develops awareness and skills for effective communi-
cation among people of different cultures. It explores problems  
related to value differences and examines perceptual relativity,  
cultural self-awareness, verbal and nonverbal behavior, value  
analysis, and communication strategies. For both United States  
and International students. 3 hours. Ikeda.  

IS 399  Junior Tutorial  
Directed reading and research in the student’s area of interest.  
Prerequisite: Junior Standing in IS. 2 hours. Staff.  

IS 401-402  Senior Seminar and Thesis  
Sources, materials, and methods of research, writing, and critical  
analysis. Preparation and defense of major research project. Prereq-
quisite: Senior Standing in IS. 2 hours per semester. Staff.  

IS 495  Independent Research  
Designed to assist students who are embarked upon Senior The-
sis work. These are student-conducted individual research projects.  
Senior Standing in IS.  

The Peace and Conflict Studies (PACS) program and cur-
riculum evolved from student and faculty interest and concern,  
and has drawn wide attention. Students may elect a minor in Peace and Conflict Studies. Courses are drawn  
from faculty in seven departments. They investigate the  
causes and manifestations of violence in self, in society, and  
in the world of nations, and explore alternatives to violent  
resolution of conflict. Students are encouraged to develop  
a closely reasoned philosophical position on peace and con-
flict that can have lifelong application.  

Minor in Peace and Conflict Studies  
PACS 101 and 105.......................................................4  
Two courses chosen from PACS 211, 213, 215, 220, 222 ....6  
Three courses chosen from IS 301*, PACS 311, 313, 317,  
325, 411, 430 and 450.................................................9  

Course Descriptions  

Peace and Conflict Studies (PACS)  
PACS 101 Introduction to Peace and Conflict  
Studies  
An introduction to concepts drawing on several approaches and  
disciplines. 3 hours. Steele, Boersema, Dondero, Steiger.  
PACS 105 Peace and Conflict Studies: Field  
Experience  
A course designed to introduce the student to one of a variety of  
settings dealing with conflict, violence, and conflict resolution.  
Placement is made in agencies such as shelters for battered women,  
peace organizations, police departments, and educational organi-
izations. Paper required. Instructor’s consent required at least two  
weeks prior to the beginning of the course. Graded P/NP. 1-3 hours.  
May be repeated once for credit. Steele.  
PACS 208 Addictions and Society  
This course takes a transhistorical, interdisciplinary approach to  
the question of alcohol and substance abuse and the social costs of  
addiction and use. The question of consciousness and why we  
choose to alter it will be addressed through discussions of the physi-
ology of addiction; the sociocultural risk factors and cultural rep-
resentations of drug use. In addition, this course will include a  
community-activity component in which students will design  
community interventions and educational activities in conjunc-
tion with the student services program. 4 hours. Burns-Glover  
and Browning.  
PACS 211  Philosophical and Theological Bases of  
Peace  
From the philosophical and theological perspective, what is peace  
and how is it to be defined? What are the conditions for its achieve-
ment? Do human nature and the structure of the universe pro-
 mote or preclude its realization in history? What is the wisdom of  
human experience and the teaching of the great philosophers and  
religious leaders on these questions? 3 hours. Boersema. Meets  
Humanities Core Requirements.
PACS 213  Psychology of Altruism and Aggression
This course examines those aspects of human altruism and aggression that can be attributed to psychological, biological and social determinants. Topics include: primate studies, competing theories of altruism and aggression, interpersonal and domestic violence, the effects of such variables as gender, race, environmental stress, drugs and alcohol, the media, and current events. Prerequisite: Psyc 150. 3 hours. Burns. Meets Social Science Core Requirements.

PACS 215  Conflict Resolution
Theories, strategies, and skills in resolving conflicts are analyzed and applied. Emphasis is placed on practical application of learned skills through conflict simulations. 3 hours. Steiger.

PACS 220  The Middle East
An introduction to the places, people and politics of the Middle East, including such concerns as the influence and importance of religion, the revival of Islam and Islamic fundamentalism, the impact and consequences of Western colonialism, the dream and possibility of panarabism, the Arab-Israeli conflict, and future relations with the West. 3 hours. Boersema. Meets cross-cultural core requirement.

PACS 222  The Civil Rights Movement
This course examines the causes, history, and tactics of the struggle to guarantee African-Americans equal treatment under the law in the United States. The primary focus of the course material is on the political movement for equality in the Southern United States from 1954-1968. 3 hours. Van Dyk. Meets social science core requirement. (Same as POLS 222.)

PACS 311  Nuclear Weapons and Their Consequences
An introduction to nuclear fission and nuclear fusion and their application to nuclear weaponry. The biological consequences of the use of nuclear weapons are described and explained. Nuclear defense and arms control strategies are discussed. 3 hours. Jordan.

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

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

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

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

PACS 430  Human Rights
This course offers an in-depth investigation of conceptual and political issues related to rights and human rights, including such issues as the source and extent of rights, the nature of rights-bearers, the justification of rights claims, the legitimacy and means of implementing universal human rights and critiques and evaluations of the social role of rights. 4 hours. Boersema. Prerequisites: PACS 101 and junior standing. Meets Humanities Core Requirements.

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

*Please see International Studies for IS 301.*
The athletic program’s primary purpose is to provide a wide range of opportunities for students and members of the broader community to participate in physical conditioning, athletic competition, support for such programs, or spectatorship at levels appropriate to the individual’s own development and interests. These opportunities should complement the student’s academic pursuits as co-curricular activities and enrich their overall experience at Pacific University. To accomplish this mission the College offers Intercollegiate, Club, and Intramural sports competitions.

Judy Sherman, M.Ed., Athletic Director
Ken Schumann, M.Ed., Assistant Athletic Director
Linda McIntosh, M.S., ACT/R, Athletic Trainer

INTERCOLLEGIATE PROGRAM

Scott Ball, Men’s and Women’s Cross Country Coach and Men’s and Women’s Track and Field Coach
Greg Bradley, Baseball Coach
Jeff Enquist, Men’s Soccer Coach
James Fondren, Women’s Tennis Coach
Tim Fuller, Women’s Soccer Coach
Frank Johnson, Wrestling Coach
Melissa Jones, Volleyball Coach
Dr. Marshall Lee, Men’s and Women’s Golf Coach

David Olmsted, Women’s Basketball Coach
Jim Pyle, Men’s Tennis Coach
Ken Schumann, Men’s Basketball Coach
Cindy Schuppert, Softball Coach

Pacific University offers 16 intercollegiate sports. These include Baseball, Basketball, Cross Country, Golf, Soccer, Tennis, Track and Field, and Wrestling for men, and Basketball, Cross Country, Golf, Soccer, Softball, Tennis, Track Field, and Volleyball for women.

Pacific competes in the Northwest Conference of Independent Colleges as a member of the National Collegiate Athletic Association Division III.

CLUB SPORTS

Dr. Mike Steele, Handball
Pacific University provides opportunities for participation in the sport of Handball at the club level. The club sports compete against club level programs from other institutions and in some cases, intercollegiate programs.

INTRAMURALS

Tim Copeland, Director
Providing quality participatory experiences for the entire student body, the Intramural Program at Pacific offers several activities for men and women throughout the academic year. Flag Football, Volleyball and 3-on-3 Basketball are offered in the fall, 5-on-5 Basketball in the winter, and Softball in the spring. Additional activities will be announced on a yearly basis.

ACTIVITY COURSES

Hper 150 Activity Courses
A number of aerobic and anaerobic activities are included under this heading and are announced each term in the class schedule. (i.e. Tennis, Weight Training, Aerobic Dance, Walking, Handball etc.) Graded P/NP. 1 hour. May be repeated*. Staff.

*Four activity courses may count toward 124 total, beyond that they are considered excess activity credits.

Faculty Athletic Representative
Professor Dave Cassady, Ph.D., Department of Media Arts
The goal of the Arts Division is to engage all students in the discovery of the world of the arts. The creative, spiritual and inspirational aspects of the arts — so critical to human values throughout civilization — are emphasized in courses in Art, Dance, Music, and Theatre. Through exposure to and participation in the arts, the lives of the students are enriched in many ways.

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

DEPARTMENT OF ART
Jan Shield, Chair, Professor of Art
Patricia Cheyne, Assistant Professor of Art
Terry Fischer, Assistant Professor of Art
Patricia Grass, Instructor, Computer Graphics*
Jim Flory, Instructor, Photography*
Ann Wetherell, Assistant Professor of Art History*

*adjunct faculty

ART
In today’s world the well-rounded liberally-educated individual is becoming increasingly in demand. The truly educated person is one with a broad background. The Art program at Pacific University is equipped to provide students with a strong conceptual base, expressive direction, and instruction in artistic processes and techniques. Through the visual and tactile nature of Art the faculty tries to integrate the consciousness of personal expression into every liberal arts and professional student. The Art program offers the opportunity for a major or minor concentrating in either a two- or three-dimensional emphasis for the working artist. Other opportunities include certification in teaching art at the secondary level, an integral Fine Arts curriculum, or a focus in Graphic Arts and Communications by the availability of a double major or major/minor in the two departments. Pacific University also offers specialized classes through a cooperative program with Oregon School of Arts and Crafts. For further information please contact the Art Department.

The Art faculty plant the seeds of artistic growth for all students through their offerings of concentrated singular and sequence course work. Students are expected to use the studio facilities two hours for every hour of class instruction. In addition, advanced art students can 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 prepare to teach in public schools should consult subject matter and professional requirements listed under the Division of Education.
MAJOR IN ART

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

Requirements:

Art 105 Understanding Art ............................................3
Art 201 Seeing: Adventures in Art (or) Art 110 Basic Design .................................................................3
Art 210 Drawing I .................................................................3
Art 270-280 History of Western Art I, II, or III.........................3
Art 270-275 Art History .................................................3

Additional courses in Art, including a concentration of upper division courses in two-dimensional and/or three-dimensional creative work, Senior Show and Senior Seminar, as approved by the student’s advisor ................27

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

MINOR IN ART

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

Requirements:

Art 105 Understanding Art (or) Art 201 Seeing: Adventures in Art .........................................................3
Art 110 Basic Design .................................................................3
Art 270-280 Art History .........................................................3

Electives: Selected additional arts courses, two of which must be upper division .............................................12

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COURSE DESCRIPTIONS

Art (Art)

Art 105 Understanding Art

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

Art 110 Basic Design

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

Art 201 Seeing: Adventures in Art

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

Art 210 Drawing I

General studio instruction in drawing covering work in pencil, conte crayon, charcoal, pen and ink, and brush and ink. Design, composition, the rendering of light, and perspective are explored, as well as working from the human figure. 3 hours. Shield/Cheyne.

Art 217/317 Computer Graphics I/II: Interface Design/ Advanced Interface Design

(offered concurrently). Studio work introducing the computer as a creative tool. Software applications related to design and painting will be explored. The student will be expected to complete a portfolio of computer generated images. 317: Designed for the student to further explore the processes taught in 217. Portfolio will contain more advanced work. Prerequisites for Art 217 - None. Prerequisites for 317 - Art 217 or consent of instructor. 3 hours. Staff.

Art 218/318 Computer Graphics I/II: Illustration/ Advanced Illustration

(offered concurrently). Studio work introducing the computer as a creative tool. Software applications related to drawing and illustration will be explored. The student will be expected to complete a portfolio of computer generated images. Art 318 is designed for the student to further explore the processes taught in 218. Portfolio will contain more advanced work. Prerequisites for Art 218 - None. Prerequisites for 318 - Art 218 or consent of instructor. 3 hours. Staff.

Art 219 Painting: Watercolor

Studio course in expressive and illustrative watercolor painting techniques. Students explore and develop handling and control of watercolor processes and learn numerous painting techniques as well as the analysis of various papers and working surfaces. 3 hours. Shield.

Art 220 Painting: Oil/Acrylic

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

Art 225 Sculpture I

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

Art 226 Photography I

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

Art 230 Printmaking I: Relief and Silk-screen

Printmaking

This course will explore relief printmaking processes including but not limited to stamp prints, linoleum block prints, and woodcut prints. In addition, it will teach the basics of one color silk-
screen techniques. The history of printmaking and traditions of the multiples will also be discussed. Offered concurrently with Art 330. 3 hours. Cheyne.

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

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

Art 240 Ceramics I
Emphasis on form and hand-building techniques with an exposure to historical and contemporary directions. Introduction to surface embellishment and firing processes. 3 hours. Staff.

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

Art 260 Jewelry Design I
Specific skills are taught in casting technique, enameling, soldering, and surface finishing in order to develop a better understanding of design and the properties of various metals. 3 hours. Staff.

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

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

Art 272 History of Western Art III: Post-Impressionism through Twentieth Century
This course examines the development and diversity of art in the late 19th and 20th centuries. The pluralism of society and culture, and the development of science and technology in this last century is reflected in the variety of visual arts. The social, political, and technological context of the art is a major focus. 3 hours. Wetherell.

Art 273 Art and Architecture of China
This survey of the arts of China concentrates on painting, sculpture, metalwork, and ceramics from the Neolithic period through the 18th century. Major examples of architecture are also considered briefly. Emphasis is given to the development of Chinese landscape painting from the Tang dynasty up through the Qing period. The important philosophical and religious movements of Daoism, Confucianism, Buddhism and Chan (Zen) Buddhism are discussed in relation to Chinese art and society. Works of art will be presented in their social and historical context so that students will emerge with an appreciation for Chinese art and a general understanding of the culture of historical China as well. Meets cross cultural core requirement. 3 hours. Wetherell.

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

Art 275 Art and Architecture of Japan
This class covers sculpture, painting, printmaking, ceramics, architecture, and landscape architecture from the Neolithic age through the great Ukiyo-e printmakers of the Edo period. The interrelationship of literature, philosophy, religion, and the arts are emphasized. Students should emerge with an understanding of Japanese art in the cultural and historical context of Japanese society. Meets cross cultural core requirement. 3 hours. Wetherell.

Art 276 Women in Art
This course is designed to explore the place of women in art. The course will investigate both the image of women in art and women as artists. The class will explore how women have been portrayed in the art at different times and cultures. The goal of the class is to shine a light on material that has often been overlooked by the traditional art history cannon. No prerequisites—Feminist Theory class desirable. Meets Feminist study minor requirement. 3 credits. Cheyne.

Art 280 Art Education: Class and Practicum
Education Methods
This class is designed to teach the method of art instruction to the prospective elementary school teacher. Topics covered are creativity, developmental levels, Discipline Based Art Education, state and national standards, and lesson plan creation. There will also be hands-on experiences with different art media. In addition, Pacific students will have an opportunity to work directly with children ages 4-12 in an after-school Art Workshop. No prerequisites. 4 hours. Cheyne.

Art 300 Drawing II: Advanced Drawing
An advanced drawing class that challenges students to expand on the skills learned in Drawing I. Prerequisite: Art 110, Art 210 or consent of instructor. 3 hours. Shield/Cheyne.

Art 310 Painting II: Oil/Acrylic
Continuation of Painting II. Further study of the processes involved in painting using oil and acrylic colors and mediums. Emphasis on creation of original advanced works. Prerequisite: Art 220. 3 hours. Shield.
Art 325 Sculpture II
Advanced concepts and techniques of sculpting are explored, including the expressive and structural elements of man-made form. Emphasis on the expressive potential to be found in sculpting. Prerequisites: Art 110, 210, or 225, or consent of the instructor. 3 hours. Shield.

Art 326 Photography II
This course is intended for those students who have completed Photography I. The major emphasis is to give students a solid foundation for black and white photography. Film processing, printing, and darkroom use are a major part of the course. The course takes an artistic approach and is intended for Art majors and/or non-majors. Historical aspects of American photographers working in black and white are introduced. Prerequisites: Art 226. Offered Yearly. 3 hours. Flory.

Art 330 Printmaking II: Advanced Relief and Silk-screen
This class will involve the more advanced printmaking student in further explore the processes taught in 230. It will also challenge the student to explore their own artistic voice through the relief and silk-screen processes. Prerequisites: Art 230. 3 hours. Cheyne.

Art 333 Printmaking II: Advanced Collagraph and Intaglio Printmaking
This class will challenge the advanced printmaking students to develop their own personal artistic voice in the mediums taught in 233. Prerequisite: 233. 3 hours. Cheyne.

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

Art 340 Ceramics II
Emphasis on finishing processes in pottery with special attention given to surface decoration using glaze, stain, and slip operations as they apply to the clay form. Students are expected to participate in the bisque and glaze firing of their own work. Prerequisite: Art 240 or consent of instructor. 3 hours. Staff.

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

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

Art 360 Jewelry Design II
Emphasis on jewelry and metalsmithing processes which include the following: soldering, centrifugal and gravity casting, forging, enameling, raising, and repousse. Prerequisite: Art 260. 3 hours. Staff.

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

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

Art 495 Senior Show
This class is the capstone experience for art majors. It gives the senior art major an opportunity for concentrated study to prepare a body of art work to be displayed in a senior show. A portfolio to document that show will also be required. In addition, the student will be required to participate in Seminar, designed to create an artistic community for the advanced art student. 3 credits. Staff.
DEPARTMENT OF MUSIC

Michael Burch-Pesses, Chair, Assistant Professor
George Harshbarger, Associate Professor
Murry Sidlin, James DePreist Professor of Music
Tim Stephens, Assistant Professor
Scott Tuomi, Assistant Professor
Linda Smith, Instructor*  
  *part-time faculty

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

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

1) to provide access to courses in music for all students of the University regardless of their previous involvement or experience.

2) to provide opportunities for active music-making in a variety of instrumental and vocal ensembles for all interested students, faculty, staff, and members of the community.

3) to prepare elementary and secondary teachers of music.

4) to provide applied music instruction in voice, wind, percussion, string and keyboard instruments; and to offer degrees with performance emphasis in voice and piano.

5) to prepare students for graduate study in music.

Introductory Courses and Courses for General Students

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

Mus 101 History of Classical Music .......................3
Mus 102 History of Jazz and Rock.........................3
Mus 110 Elements (Music Theory Preparation) ..........2
Mus 131 Introduction to MIDI Lab........................1
Mus 181 Class Voice......................................1
Mus 183 Class Piano ......................................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 150 Choral Union
Mus 151 Jazz Band
Mus 157 Community Orchestra
Mus 159 Chamber Ensembles
Mus 163 Chamber Singers
Mus 165 Wind Ensemble
Mus 167 Jazz Choir
Ensembles may be counted as upper division credits in the Junior and Senior years. (*With Humanities division approval, may be used towards satisfying the Humanities core requirement.) Ensembles are activity courses. 3 credits may go to arts core, 4 more credits may be taken toward a total of 124. Beyond that they are considered excess credits except for music majors.

DEGREE / CERTIFICATE PROGRAMS:

The Music Department offers three baccalaureate degree programs:

Bachelor of Arts in Music
Bachelor of Arts in Music: Performance Emphasis (voice and piano)
Bachelor of Arts in Music Education
Certificate Program - Oregon Symphony Conducting Apprenticeship Program at Pacific University

Music Major Core Requirements:

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

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ADDITIONAL REQUIREMENTS SPECIFIC TO DEGREE PROGRAMS:

Bachelor of Arts in Music

Music Major Core Requirements plus the following:
Applied Music on student’s primary instrument
or voice: eight semesters of 0.5 cr. each,
Mus 171 through 472 .........................4
Ensembles (large ensemble appropriate to instrument
voice, Mus 150, 157, 163, 165) ..........8
+Electives in Music..........................9
Senior Project: Mus 495......................2

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

Bachelor of Arts in Music: Performance Emphasis

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

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

Bachelor of Arts in Music Education

Music Major Core Requirements plus the following:
Applied Music on student’s primary instrument or voice:
eight semesters of 0.5 cr. each, Mus 171 through
472 .................................................4
Ensembles: (large ensemble appropriate to instrument/voice,
Mus 150, 157, 163, 165) ..............6
Mus 301; and Mus 302 or 303 as appropriate .........6
Conducting: Mus 282; and 482 or 483 as appropriate ...3
+ Techniques and Methods: Mus 490
and three of: 133, 134, 135, 136 ..........5
Mus 310 ..............................................3

Total Additional Requirement credits..........................27
Total credits in Music .................................................54

Note: Students majoring in Music Education and seeking K-12
certification to teach in public schools must also complete the general
courses prescribed by the School of Education. See Secondary
Education requirements.

At the end of the second year of music study, each music major’s
progress will be assessed to evaluate the student’s potential to
successfully complete upper division music requirements.

Minor in Music

Requirements:
Music Theory: Mus 111, 111L, 112, 112L .....................8
Music History: any two of Mus 321, 322, 323, 324 ..........6
Piano: Mus 185 & 186*, and pass piano proficiency test ..............2
Mus 100 Recital Attendance: four semesters .................0
Applied Music on student’s primary instrument
or voice: four semesters of 0.5 cr. each ............2
Ensembles (large ensemble appropriate to instrument/voice,
Mus 150, 157, 163, 165) .........................4

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

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

Note: Students of piano at the 300-level or above are required to provide
designated Departmental accompanying, which substitutes for
major ensemble participation. Pianists accompanying a
Departmental ensemble are to enroll for that ensemble. Those
engaged in other Departmental accompanying are to enroll in Mus
120 Accompanying.

Note: Transfer students and students participating in study abroad
programs who major or minor in music at Pacific University
must complete Mus 100 Recital Attendance, and enroll in the
appropriate major ensemble for the student’s instrument or
voice each semester in residence or until these requirements are
completed.

COURSE DESCRIPTIONS

Music (Mus)

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

Mus 101 History of Classical Music
This course pursues the development of listening skills, princi-
principally with respect to the traditions of Western Classical Music.
Emphasis is placed on the development of an aural sense of his-
torical stylistic, and idiomatic contexts. No previous musical
knowledge or experience is required nor assumed. Offered Full
semester. 3 hours. Sidlin.

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

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

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

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

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

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

**Mus 131 Introduction to MIDI Lab**
Introduction to Musical Instrument Digital Interface (MIDI) fundamentals and the practical implications to music education and composition. Basic Macintosh computer skills required. Prerequisite: consent of instructor. Offered two semesters. 1 hour. Burch-Pesses.

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

**Mus 151 Jazz Band**
A jazz band open to all University students. The band regularly performs with regionally and nationally-known soloists. Repertoire ranges from early Jazz and Big Band to Jazz/Rock fusion. May be repeated. Prerequisite: audition. 0 or 1 hour. Burch-Pesses.

**Mus 158 Community Orchestra**
A Chamber Orchestra open to University students, faculty, staff, and other interested members of the community. The orchestra performs major concerts of standard symphonic literature each year, and during second semester often collaborates with the Choral Union in the performance of a major choral work. 0 or 1 hour. May be repeated.

**Mus 159 Chamber Ensembles**
Small ensembles of many different instrumentations and voices open to Pacific students, faculty, staff, and other interested members in the community. Works from all periods and of all styles are studied. It is the responsibility of the students to form an appropriate ensemble and arrange for the appropriate faculty member to provide coaching prior to enrolling in the course. Prerequisite: Music Department Chair consent. Mus 159-06, 07 and 08 require an audition. 0 or 1 hour. May be repeated. Staff.

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

**Mus 163 Chamber Singers**
A small, select mixed ensemble that performs and entertains regularly both on campus and off campus. Open to all students. Rehearsal and performance of choral literature from the Renaissance to the present. Three to five major performances per year, plus participation in choral festivals and an annual tour. Prerequisite: audition. 0 or 1 credit per semester. May be repeated. Harshbarger.

**Mus 165 Wind Ensemble**
A large instrumental ensemble open to University students, faculty, staff, and other interested members in the community. The band performs major concerts of standard wind ensemble literature each semester and for other various events. Prerequisite: high school level or better ability to play a wind or percussion instrument. 0 or 1 hour. May be repeated. Burch-Pesses.

**Mus 167 Jazz Choir**
This ensemble is a performance outlet for singers, both majors and non-majors, who wish to explore jazz from a vocal perspective. Performances will be both on and off campus and participation in Northwest Vocal Jazz Festivals is also planned. Prerequisite: Audition. 0 or 1 hour. May be repeated. Burch-Pesses.

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

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

Mus 181  Class Voice
A course designed for non-music majors to improve their singing
skills. Emphasis is placed on improving the vocal technique, breath
support, and tone quality of each member of the class in a no-
pressure, supportive group situation. 1 hour. Tuomi.

Mus 182  Class Voice II
A continuation of Mus 181, this course explores vocal technique
for those with some previous knowledge of singing who seek im-
provement as soloists and/or choral singers. Students study both
classical and contemporary (musical theatre) literature and per-
form selections in a supportive group environment. Offered spring
semester. Prerequisite: Music 181. 1 hour. Tuomi.

Mus 183  Class Piano I
Class piano for non-music majors/minors with little or no basic
music or piano skills; scales, arpeggios, chords, and reading skills
necessary for the playing of piano for personal enjoyment. 1 hour.
Smith.

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

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 pri-
ivate studio. Prerequisite: placement exam or consent. 1 hour.
Smith.

Mus 186  Functional Piano II
A continuation of Mus 185. Prerequisite: Mus 185 or consent. 1
hour. Smith.

Mus 187  Class Guitar I
An examination of various techniques and styles of guitar play-
ing including chord formations, positions, tuning and tone qual-
ity. 1 hour. Franzen.

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

Mus 191  Beginning Jazz Improvisation I
Techniques and materials used in the performance of basic in-
strumental jazz styles such as the Blues and Standards. Studies
will include jazz theory, keyboard harmony, solo transcription,
Mus 240  Introduction to World Music
Through lecture, discussion, structured listening and participation, students will explore various music cultures throughout the world including those in Japan, Eastern Europe, Latin America, Africa, Indonesia and India. In addition, the course includes an examination of Afro-American and Native American music as well as other less commonly known North American forms and genres. Meets cross-cultural requirements. 3 hours. Tuomi.

Mus 280  Accompanying
A basic study of accompanying technique for both instrumental and vocal literature. The course addresses problems of balance, ensemble, texture, and interpretive style. Prerequisite: piano major or minor and consent. May be repeated for credit. 1 credit. Smith.

Mus 282  Basics of Conducting
Seminar class covering beginning level music conducting gestures, movement, and basic analysis of scores for both vocal and instrumental students. Students will conduct other musicians with graded verbal and video feedback from the instructor. Prerequisite: Mus 112. This class is a prerequisite for Mus 482 and/or Mus 483. 1 hour. Harshbarger.

Mus 285  Functional Piano III
A continuation of Mus 124. Prerequisite: Mus 124 or consent. 1 hour. Smith.

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

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

Mus 301  Music in the Elementary School
An examination of techniques and materials for teaching classroom vocal and instrumental music in the elementary school for the prospective music specialist. Emphasis on lesson planning. Orff, Kodaly methods; the rote song, reading-readiness, the reading song, the rhythm program, the listening lesson, and creative music. Observation of music-making in the elementary school classroom and directed teaching. Prerequisite: Mus 212 or consent. 3 hours. Offered alternate years. Harshbarger.

Mus 302  Music in the Secondary School (Choral)
Selection and presentation of vocal music for the high school; conducting skills; examination of typical problems encountered in high school music ensembles; methods and materials for classroom as well as individual teaching; introduction to basic vocal techniques; curriculum development, and organizational practices. Observation. Prerequisite: Mus 212 or consent. 3 hours. Offered alternate years. Harshbarger.

Mus 303  Music in the Secondary School (Instrumental)
Selection and presentation of instrumental music for the high school; conducting skills; examination of typical problems encountered in high school music ensembles; methods and materials for classroom as well as individual teaching; introduction to basic instrumental techniques; curriculum development, and organizational practices. Observation. Prerequisite: Mus 212 or consent. 3 hours. Offered alternate years. Burch-Pesses.

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

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

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

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

Mus 322  Music History: 1585-1809
A study of works from the early Baroque to the late Classic. The approach will be similar to that described for Mus 321 above. Prerequisite: Mus 111 or consent. 3 hours. Offered alternate years. F95. Tuomi.

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

Mus 324  Music History: The Twentieth Century
The survey of the major trends in twentieth-century compositional thought and practice: chromatic tonality, atonality, serialism, neo-classicism, nationalism, avant-gardism, etc. Emphasis will be on various composers’ approaches to the problems of tonal language. Prerequisite: Mus 111 or consent. 3 hours. Offered F94. Stephens.

Mus 326  Song Literature
A survey of the development of the art song, beginning with the troubadour and trouvère songs of the 13th century and extending through contemporary techniques in the genre. Score study and in-class performance required. An elective course for vocal performance majors/minors. Prerequisite: Mus 272, and Mus 323, 324 or consent. Offered alternate years. 3 hours. Tuomi.

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. Offered alternate years. 1 hour. Tuomi.

Mus 391 Piano Literature
A chronological study of standard and lesser known works for solo piano, from pre-Bach to the present. Consideration of editions and library techniques included along with regular short performances by class members. Prerequisite: piano major or minor and consent. 2 credits. Smith.

Mus 394 Junior Recital
Candidates for the degree Bachelor of Music in Performance Studies are required to research and perform one-half of a recital (one-half hour minimum). This course is also open to other majors and to qualified non-majors enrolled in Performance Studies. 1 hour per semester. Staff.

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

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

Mus 428 History of Opera
A comprehensive study tracing the development of opera and music drama through analysis, listening, and performance attendance. The course will concentrate on works beginning with Claudio Monteverdi and continue through modern innovations in the genre. An elective class for music majors/minors. Offered by arrangement. Prerequisite: Mus 112, 323, 324, or consent. 3 hours. Tuomi.

Mus 482 Instrumental Conducting
A detailed study of conducting techniques and instrumental rehearsal procedures. The approach will be through music analysis, and will include beat patterns, body movements, and baton technique. Students will work with instrumental ensembles. Prerequisites: Mus 212, Mus 282 or consent. 2 hours. Burch-Pesses.

Mus 483 Choral Conducting
A study of conducting techniques and choral rehearsal procedures to include the teaching of vocal production, breathing, diction, basic musicianship, and performance. Choral literature for ensembles of various age groups and experience will also be examined. Students will work with choral ensembles. Prerequisites: Mus 212, Mus 282 or consent. Concurrent enrollment in a Pacific University choral ensemble is required. 2 hours. Harshbarger.

Mus 490 Introduction to Vocal Pedagogy
Laboratory classes in singing and teaching of voice. Emphasis is placed on class teaching procedures, tone production, and healthy singing techniques. Prerequisite: consent of instructor. Offered alternate years. 2 hours. Tuomi.

Mus 491 Piano Pedagogy
Provides pianists with the skills to teach beginning reading, techniques, and musical expression to beginning, intermediate, or advanced piano students. Prerequisite: piano major or minor. 2 hours. Smith.

Mus 494 Senior Recital
Candidates for the degree Bachelor of Music: Performance Emphasis are required to research and perform a full-length public recital of music (one hour minimum) from various periods during their senior year. Open to other students enrolled in Applied Music only with approval of the Music Department. 2 hours. Staff.

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

CERTIFICATE PROGRAM

THE OREGON SYMPHONY CONDUCTING APPRENTICESHIP PROGRAM AT PACIFIC UNIVERSITY

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

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

This is the first conducting program sponsored jointly by a University and professional orchestra in which the apprentices study under practicing professional conductors, learn repertoire, acquire conducting skills, and experience the enormous diversity of an orchestral season. Apprentices will meet with the concertmaster and other principal players, librarian, personnel manager, production staff, and even represent and speak on behalf of the orchestra in public informal gatherings.

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

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

Diploma
At the conclusion of the two year residency, the apprentice conductor will receive an Artist Diploma from Pacific University and the Oregon Symphony signifying successful completion of the program. It is important to note that this is a non-degree program. There is no age restriction to the program.

Requirements for entry to the program:
1. It is the expectation that all applicants to the program will have considerable conducting training and experience.
2. Competence at the piano and/or professional level performance skills on an orchestral instrument.

Application packet must include:
• Qualified applicants should send a letter describing their current level of artistic development and professional intentions.
  Please attach to this letter a statement of artistic philosophy concerning the role and philosophy of the conductor in American life in the years ahead, both on and off the podium.
  • A thorough résumé.
  • Three letters of recommendation.
  • A video of your recent work with orchestra (chamber orchestra or ensemble are acceptable) Must be within the past year.
  • A videotaped description of a symphonic composition, as though you were presenting it to an audience. Use piano for examples.

Course Sequence
MUS 581 Fall semester, first year
MUS 582 Spring semester, first year
MUS 681 Fall semester, second year
MUS 682 Spring semester, second year

Conducting Advisors:
James DePreist, Chair of the Advising Committee, Music Director, Oregon Symphony, Music Director, Monte Carlo Philharmonic
Thomas Baldner, Professor of Conducting Studies, Indiana University
Sergiu Comissiona, Music director, Vancouver (B.C.) Symphony
Lawrence Foster, Music Director, Barcelona Symphony Orchestra
Norman Leyden, Associate & Pops Conductor, Oregon Symphony
Gerard Schwartz, Music Director, Seattle Symphony
Leonard Slatkin, Music Director, National Symphony
Michael Tilson Thomas, Music Director, San Francisco Symphony
Hans Vonk, Music Director, St. Louis Symphony

Certificate Program Course Descriptions
Mus 581 Conducting Apprenticeship I
Four hours per week: seminar with Mr. Sidlin, Maestro DePreist, visiting conductors, guest artists, and musicians of the Oregon Symphony as well as administrative staff of the orchestra. Score study of current Oregon Symphony repertoire. Ten hours per week: study and observation of the rehearsal process and procedure with a view from both inside and outside the orchestra. Exposure to management, marketing and production responsibilities. One hour per week: private conducting lesson. Coursework will include rehearsals and/or concerts of the Oregon Symphony. Evaluation by Mr. Sidlin, Maestro DePreist, and members of the orchestra. Fall semester. Sidlin. 12 credits

Mus 582 Conducting Apprenticeship II
A continuation of MUS 581. Spring semester. Sidlin. 12 credits

Mus 681 Conducting Apprenticeship III
A continuation of MUS 582. Fall semester. Sidlin. 12 credits

Mus 682 Conducting Apprenticeship IV
A continuation of MUS 681. Spring semester. Sidlin. 12 credits
DEPARTMENT OF THEATRE

Edwin S. Collier, Chair, Associate Professor
Greta Christensen, Costume, Make-up Instructor*
Shaun Hearn, Technical Director*
Joan Gunness, Instructor of Dance*
John Gardner, Instructor of Dance*

*adjunct faculty

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

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

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

MAJOR IN THEATRE

Requirements:

Core courses
Thea 110 Acting I: Fundamentals ..................................3
Thea 150 Theatre Company: Performance .....................1
Thea 151 Theatre Company: Technical and Organizational ..............1
Thea 215 Intro to Scene Design ...................................3
Thea 220 Theatre Technology & Design ..........................3
Thea 225 Makeup ......................................................1
Thea 330 Directing I: Fundamentals .................................3
Thea 350 Theatre History or Thea 360 Modern Theatre 3
Thea 495 Thesis (Directing, play writing, choreography, design or acting - Learning Contract required) ..........................3-6

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

Upper Division Electives (9 additional hours [6 in Theatre] chosen from the following or others with the approval of Theatre Advisor) .........................9
Art 310, 316, 335
MEDA 319, 320, 330

MINOR IN THEATRE

Requirements:

Thea 110 Acting I .......................................................3
Thea 150 Theatre Company: Performance .....................1
Thea 151 Theatre Company: Technical and Organizational (P/N) .................................................................1
Thea 220 Theatre Technology and Design .........................3
Thea 330 Directing I: Fundamentals .................................3
Thea 350 Theatre History .............................................3

Electives: Six upper division hours in Theatre Arts in consultation with the Theatre Director ..............................................6

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COURSE DESCRIPTIONS

Theatre (Thea)

Thea 101 The Theatre Experience*
An introductory course for the curious - those with little or no background in theatre. Students write, rehearse and produce plays in class. Attend and critique 4-5 plays during term. Not required for theatre majors. 3 hours. Collier. (Offered in even numbered years.)

Thea 110 Acting I: Fundamentals*
Basic Method technique and vocabulary. Students who hope to act in plays encouraged to take course Freshman or Sophomore years. (Advanced beginning acting students are encouraged to enroll in Thea 210) 3 hours. Collier. (Offered each year.)

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

Thea 150 Theatre Company Performance*
Active participation in a dramatic production as an actor or performer. 1 hour. Collier. Graded P/NP. (Offered each semester. May be repeated 3 times. Must audition and be cast in a play to enroll.)

Thea 151 Theatre Company Technical and Organizational*
Active participation in a dramatic production or project as a production assistant or technician. 1 hour. Staff. (Offered each semester. May be repeated 3 times.)
### Thea 210  Acting II: Intermediate
Intensive scene work and an introduction to classical and style acting, dialect and film acting technique based on fundamentals and vocabulary from Acting I. Advanced beginning actors with considerable prior experience and basic understanding of Method acting may enroll with instructor’s consent. Prerequisite: Thea 110. 3 hours. Collier. (Offered in even numbered years.)

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

### Thea 220  Makeup
The theoretical and practical application of makeup to the theatre and media. Students are expected to purchase their own makeup supplies. 1 hour. Christensen. (Offered fall semester.)

### Thea 270/370  Theatre in London
An experiential two-week exploration of theatre in England, 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 $1,750.00. See schedule for current rate) Offered Winter Three. 3 hours. Collier.

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

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

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

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

### Thea 415  Directing Performers for the Camera
An exploration of the relationship between directors and performers in television and film production. Rehearsal and production of short dramatic scenes utilizing video tape. Prerequisites: A basic working knowledge of Method Acting, television production experience, or consent of instructor. 3 hours. (Offered in odd-numbered years) Collier.

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

- **Directing**
- **Playwriting**
- **Performance**
- **Choreography**
- **Design: Costume or Scenic**
- **Video Drama**

### DANCE

All dance classes partially satisfy the core requirement for Artistic Self-expression and can be repeated. All are one credit and are graded P/NP.

#### Danc 105  Ballet I
Classical ballet technique beginning at basic level. 1 hour. Gardner.

#### Danc 121  Jazz Dance
Basic jazz dance for beginners. 1 hour. Gunness.

#### Danc 126  Modern Dance I
Exploration of basic concepts of dance movement - space, time, design, expression - and appropriate techniques. 1 hour. Gunness.

#### Danc 205  Intermediate Ballet
Continuation of ballet technique. 1 hour. Gardner.

#### Danc 221  Jazz Dance II
Continuation of jazz dance technique. 1 hour. Gunness.

#### Danc 226  Modern Dance II
Continuation of modern dance technique. 1 hour. Gunness.

#### Danc 426  Advanced Modern Dance
Continuation of Dance 226. 1 hour. Gunness.
The Humanities Division is composed of the departments of English, Media Arts, Philosophy, and World Languages and Literatures. While these departments have their own goals and specialized programs, they are united in a common endeavor to discover and make relevant the historical direction and essence of humans’ cultural endeavors and to help students prepare for a life of quality and meaning. In this sense, the humanities are at the heart of liberal arts education.

COORDINATED STUDIES IN HUMANITIES

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

Proposals should include:
1. 18 hours in one department in the division plus 24 hours divided among three other departments (English, world languages and literatures, fine arts and music, philosophy, history, media arts, and selected peace and conflict studies courses) at Pacific. Students must plan a program with a minimum of 18 upper-division hours ..........................................................42

2. Special Project in the Humanities for a minimum of six units chosen from the following options; this project should be approved by the Humanities Division Chair before the end of the student's junior year ......................6
   - Career Internship (Hum. 475)
   - Overseas Study (Hum. 476)
   - Individual Study and Research (Hum. 477)

Minimum Total Units ..........................................................48
Interested students should consult with Professor Lorely French, Division Chair.

DIVISIONAL COURSES

HUMANITIES (HUM)

Hum 100 Origins, Identity, and Meaning
A seminar for first-semester first-year students that introduces students to college academic life and the skills needed for success in that life. It is a humanities-based course in its content, intended to engage students in the task of personal and cultural critique, and designed to provide a common learning experience for the entire first-year class. Students will also experience the educational advantages of having a diversity of teaching methods and approaches both within and among the various sections of the seminar; although cross-sectional themes, texts, and events may be adopted by current Hum 100 faculty, the course will be designed and taught in a manner thought most appropriate by the individual instructor. 4 hours. Fall semester. Staff.

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

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

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

Hum 300 Mentoring in the Humanities
Each student serves as a mentor in one section of Humanities 100, the required First-Year Seminar course. Mentors attend all Hum 100 classes and co-curricular events and complete all of the readings. They do not take exams, write papers, or participate in the evaluation of students in Hum 100. The mentor is to act as a peer in helping first-year students make the transition from high school to college. They hold study sessions and help students with note taking, writing assignments, and the development of proper study skills. They work closely with faculty in developing the means to good mentoring in their section of Hum 100. They meet with the First-Year Seminar Coordinator one hour each week to review their work and to discuss pedagogical issues associated with teaching the humanities. Mentors are selected by an application process in the spring. 4 hours. Fall semester. Beard.

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

Hum 325 Hispanics in the United States
A study of the history, literature, culture, and demographics of Hispanic groups in the U.S. An interdisciplinary approach will be taken toward placing in perspective the major political, social, and educational issues facing these groups. Students will simultaneously be engaged in a field internship in the Hispanic community. Prerequisite: Spanish 102. Meets cross-cultural requirement. 4 hours. Bates/Cabello or Phillips/Christoph.

DEPARTMENT OF ENGLISH

Lorelle Browning, Chair, Associate Professor
Pauline Beard, Assistant Professor
George G. Evans, Professor (On leave Fall)
Brad Maxfield, Instructor*, Director of English Language Institute
Michael R. Steele, Professor
Tim Thompson, Assistant Professor
Doyle W. Walls, Associate Professor (On sabbatical Fall)
Diane Young, Associate Professor
Lidia Yukman, Assistant Professor

*Indicates part time

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

The faculty of the English Department brings to its teaching a wide range of experience, training, and perspectives: students benefit from exposure to a variety of teaching styles and approaches to the reading, writing, and enjoyment of literature. Each member of the department brings his or her passions into the classroom: we all write creatively—presenting or publishing scholarship, poetry, fiction, drama, or essays—and remain active in the larger community of writers and scholars.

Students may choose to major or minor in Creative Writing or Literature. Both emphases encourage students to do interdisciplinary work, to recognize the connections between the study of literature and the work they do in other fields as they seek a liberal arts education. Creative Writing majors and minors are required to take part in editing and publishing the Pacific Review, the University literary magazine sponsored by the department. Literature majors and minors, as well as general students, are encouraged to take advantage of this opportunity to “produce” literature as well. (In addition to offering the community the work of resident writers, the department also presents readings and lectures by noted visiting poets and writers.) Our majors go on to graduate school; teach in high schools and colleges; and use their thinking and writing skills in television, publications, technical writing, insurance, administration, law, library science, special education, and social work. They also go on to give readings of their own.

MAJOR IN CREATIVE WRITING

Requirements:

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

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

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

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

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

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

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

*Requires world language proficiency.

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

Recommended courses for Major in Creative Writing:

Art 216 Computer Graphics................................. 3
Art 235 Illustration ................................................. 3
Engl 343 Studies in Criticism and Theory .......... 3
WorL 101-202 World Languages Study ................. 3-12
Hist. 300+ An upper-division history course ...... 3
Phil 101 Knowledge and Reality or
Phil 110 Religion and the Quest for Meaning .......... 3

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

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

MAJOR IN LITERATURE

Requirements:

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

Two courses from: .............................................................. 6
Engl 200 Literature
Engl 220 Literature and Human Concerns (Topics
Vary)
Engl 227 World Literature
Engl 229 American Literature
Engl 232 British Literature
Engl 255 (Subject Varies)
Engl 323 Shakespeare

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

PACS 411 Literature About War
Engl. 495/496 Senior Seminar in Literature ................. 4
One upper-division history course ................................ 3-4
One course chosen from Phil. 101, 110, 205, 206, 207, 208,
303, 309**, or 403** ................................................. 3-4

* requires world language proficiency
**check prerequisites

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

MINOR IN CREATIVE WRITING

Requirements:

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

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

PACS 411 Literature About War
Engl. 495/496 Senior Seminar in Literature ................. 4
One upper-division history course ................................ 3-4
One course chosen from Phil. 101, 110, 205, 206, 207, 208,
303, 309**, or 403** ................................................. 3-4

* requires world language proficiency
**check prerequisites

At least one course (3 hours) from the above requirements
must be in American literature.
One course from: ................................................................. 3
Engl 200 Introduction to Literature
Engl 220 Literature and Human Concerns (Topics Vary)
Engl 227 World Literature
Engl 229 American Literature
Engl 232 British Literature
Engl 255 (Subject Varies)
Engl 323 Shakespeare

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

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

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

MINOR IN LITERATURE

Requirements:

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

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

Three courses from: .............................................................. 9-12
Engl 323 Shakespeare
Engl 340 Studies in Drama
Engl 341 Studies in Poetry
Engl 342 Studies in Fiction
Engl 343 Studies in Criticism and Theory
Engl 416 British Literature, Beowulf to 1660
Engl 418 British Literature, 1660 -1790
Engl 420 British Literature, 1790 - 1900
Engl 423 Nineteenth Century American Literature
Engl 425 Twentieth Century Literature
Engl 430 Major Writers
Engl 455 (Subject Varies)
PACS 411 Literature About War

18-21

COURSE DESCRIPTIONS

Writing (ENGW)

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

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

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

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

Engw 206 Introduction to Creative Writing, Poetry
An introduction to writing poetry. Prerequisite: College writing skills core requirement met. 3 hours. Walls, Young.

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

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

Engw 301 Advanced Expository Writing
An upper-level course that deals with refinements of style, tone, economy of expression, and rhetorical forms. Provides students an opportunity to express their more mature ideas. May be repeated once for credit. Prerequisite: Engw 201 or Engw 225 and consent of instructor. 3 hours. Staff. (G)

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

Engw 306 Advanced Poetry Writing
A workshop for writing and discussing poetry. May be repeated. Prerequisite: College writing skills core requirement met, two courses from Engw 206, 207, or 208., and faculty approval. 4 hours. Walls. (G)
Engw 308  Advanced Fiction Writing
A workshop for writing and discussing fiction. May be repeated. Prerequisite: College writing skills core requirement met, two courses from Engw 206, 207, or 208, and faculty approval. 4 hours. Yukman. (G)

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

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

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

Engl 220  Literature and Human Concerns
A study of important ideas and problems as they are reflected in the world's literature. War, racism, death, censorship, film, civil disobedience, minority literature, and the Holocaust are examples of characteristic topics. May be repeated more than once when content varies. 3 hours. Staff.

Engl 227  World Literature
An introduction to literature drawn from Western and non-Western cultures, organized around a theme, a literary problem, or the examination of a political condition. Ordinarily, the reading lists will include several genres. 3 hours. Young.

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

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

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

Engl 323  Shakespeare
An analysis of Shakespeare's major plays with emphasis on both literary and theatrical qualities. 3 or 4 hours. Browning, Steele, Young. (G)

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

Engl 340  Studies in Drama
The reading and analysis of chief European and American playwrights from the authors of the morality plays to the present, with some consideration of the dramaturgy involved in the production of the plays. 3 or 4 hours. Beard, Browning, Thompson. (G)

Engl 341  Studies in Poetry
A study of the development of the short story and novel, with an emphasis on exploring interpretive models. 3 or 4 hours. Walls, Young. (G)

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

Engl 343  Studies in Criticism and Theory
A study and application of some of the critical and theoretical approaches used in the study of literature. 3 or 4 hours. Steele, Young. (G)

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

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

Engl 418  British Literature, 1660 - 1790
Investigates major examples of various genres from the Restoration and eighteenth century. 3 or 4 hours. Offered alternate years. Young. (G)

Engl 419  British Literature, 1790 - 1900
Investigates major examples of various genres in the Victorian periods. 3 or 4 hours. Offered alternate years. Steele. (G)

Engl 420  Nineteenth Century American Literature
Intensive study in the period to include such writers as Irving, Poe, Hawthorne, Emerson, Thoreau, Dickinson, and Twain. 3 or 4 hours. Evans. (G)
Intensive studies in major writers of the period. 3 or 4 hours.
Walls, Yukman.  (G)

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

Engl 495/496  Senior Seminar: Literature
Students in this capstone experience for literature majors will discuss the state of literature, criticism, and writers in contemporary society, reflecting on the tradition of literature and literary study, and develop, present, and critique original critical work. Students will produce a 20-30 page thesis, with annotated bibliography, and present their work publicly. 2 hours per semester. Beard, Browning, Steele.

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

NOTE: In addition, PACS 411 may be counted toward the major and minor in Literature.

DEPARTMENT OF MEDIA ARTS

Dave Cassady, Chair, Associate Professor
Nancy Breaux, Assistant Professor
Melissa Jones, Assistant Professor
Samuel Mathies, Instructor and Director of Forensics

A major in media arts prepares students for careers in a variety of media-related fields including journalism, broadcasting, video 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 coursework, students are able to gain further experience through work with student media outlets such as the student newspaper (Index), television productions (Pacific Productions), radio station (KPUR) and yearbook (Heart of Oak) and a variety of campus integrated media projects. All student publications are open to any Pacific student.

Qualified communication students are also eligible for summer internships in professional media.

Students interested in a major in Media Arts or careers in the media and related fields should consult the department chair, Dave Cassady.

MAJOR IN MEDIA ARTS

Students who major in media arts at Pacific must complete the MedA core plus requirements in one of four concentrations, journalism, video production, integrated media or general media arts. Students may receive credit for more than one concentration (journalism, video, integrated media only) by completing the required courses in each emphasis. In addition to the media arts course requirements, students must also complete a minor or second major in an area outside of Media Arts or may design, with the consent of the faculty, an 18-hour program of study outside the department, with the consent of the Media Arts department chair. The 18-hour program must include at least 9 upper-division hours.

Requirements:

Media Arts Core (Required of all Media Arts Majors)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MedA 111</td>
<td>Cultural and Historical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>MedA 112</td>
<td>Media in Modern Society</td>
<td></td>
</tr>
<tr>
<td>MedA 422</td>
<td>Media Criticism</td>
<td></td>
</tr>
<tr>
<td>MedA 434</td>
<td>Mass Communication Law and Regulation</td>
<td>3</td>
</tr>
<tr>
<td>MedA 495</td>
<td>Senior project</td>
<td>2</td>
</tr>
<tr>
<td>MedA 496</td>
<td>Senior project</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: In addition, PACS 411 may be counted toward the major and minor in Literature.
## GENERAL MEDIA ARTS CONCENTRATION

### Requirements:

**MedA core plus**
- MedA 225 Introduction to Black & White Photography 3
- MedA 240 Writing for the Print Media 3
- MedA 250 Elements of Video Production 3
- MedA 260 Elements of Multimedia Production 3
- MedA 311 Broadcast Writing 3
  - Upper Division Media Studies Electives 6

### JOURNALISM CONCENTRATION

### Requirements:

**MedA core plus**
- MedA 225 Introduction to Black & White Photography 3
- MedA 240 Writing for Print Media 3
- MedA 340 Reporting 3
- MedA 363 Publication Design 3
- MedA 370 Advanced Reporting 3
  - Upper Division Comm. Electives 6

### VIDEO PRODUCTION CONCENTRATION

### Requirements:

**MedA core plus**
- MedA 250 Elements of Video Production 3
- MedA 311 Broadcast Writing 3
- MedA 320 Studio Production 3
- MedA 330 Field Production 3
  - Upper Division Media Studies Electives 6

It is expected that majors in Video production will become involved with Pacific Productions and/or KPUR radio.

### INTEGRATED MEDIA CONCENTRATION

### Requirements:

**MedA core plus**
- Art 110 Basic Design 3
- CS 120 The Information Era 3
- CS 205 Programming for Multimedia 3
- MedA 260 Elements of Multimedia Design 3
- MedA 305 Graphics and Audio for Integrated Media 3
- MedA 311 Broadcast Writing 3
- Engw 206 Creative Writing 3
- MedA 350 Integrated Media Production 3
- MedA 360 Integrated Media Project Design 3

### MINORS

### Requirements:

#### Media Arts
- MedA 112 Media in Modern Society 3
- MedA 225 Introduction to Black & White Photography 3
- MedA 240 Mass Media Writing 3
- MedA 250 Elements of Production 3
- MedA 260 Introduction to Integrated Media 3
- MedA 311 Broadcast Writing 3
- MedA 434 Mass Communication Law and Regulation 3

#### Journalism
- MedA 111 Cultural and Historical Foundations 3
- MedA 112 Media in Modern Society 3
- MedA 225 Introduction to Black & White Photography 3
- MedA 240 Writing for the Print Media 3
- MedA 340 Reporting 3
- MedA 363 Publication Editing and Design 3
- MedA 434 Mass Communication Law and Regulation 3

#### Video Production
- MedA 111 Cultural and Historical Foundations 3
- MedA 112 Media in Modern Society 3
- MedA 250 Elements of Production 3
- MedA 260 Introduction to Integrated Media 3
- MedA 311 Broadcast Writing 3
- Choose one of the following: 3
  - MedA 320 Studio Production
  - MedA 330 Field Production
- MedA 434 Mass Communication Law and Regulation 3
MEDIA ARTS (MedA)

MedA 101  Fundamentals of Speaking
This course includes study of communication theory and the preparation and delivery of speeches. Students are expected to give a number of relatively short speeches before the class. Emphasis is on the development of speaking skills before an audience. 3 hours. Staff.

MedA 111  Cultural and Historical Foundations of Mass Communication
The historical and theoretical development of the American mass media. Emphasis placed on the integration of historical background, contemporary mass communication theory and modern mass communication institutions. 3 hours. Fall. Cassady.

MedA 112  Media in Modern Society
A study of the mass media in modern America and the world. Focuses on the economic, technological, legal and social aspects of the media. 3 hours. Spring. Staff.

MedA 120  Introduction to Film: History
Introduces the study of film by examining its history. Film movements, national cinemas, the development of technology, the evolution of the industry, and major directors are areas that are explored. The course is international in scope, and regular screenings are included. 3 hours. Offered alternate years. Breaux.

MedA 121  Introduction to Film: Theory
Introduces the study of film by exploring the principles of the major cinematic theories and the filmic styles that have extended them. The course begins with art-derived formalist theories and progresses to the critical theories such as semiotics, culturalist, marxist and feminist theories and continues through postmodernism. The course is international in scope and includes regular screenings. 3 hours. Offered alternate years. Breaux.

MedA 200  Argumentation and Debate
The study of classical and modern argumentation theory and its application to problem solving through reasoning, evidence, and persuasion. The course also covers the structure of collegiate debate as a model for modern debate theory and practice. 3 hours. Fall. Staff.

MedA 225  Introduction to Black & White Photography
A course designed for Communication majors that consists of basic camera handling techniques and black and white darkroom techniques and procedures. The course has a photojournalistic orientation and assignments are intended for students to photograph for the printed page. Students have an opportunity to have work selected for the University’s student paper, the “Index”. Students should have a 35mm camera and be prepared to purchase a reasonable amount of film and paper for the course. Non-majors must have consent of the Instructor. 3 hours. Fall. Flory.

MedA 240  Writing for the Print Media
An introduction to writing for the print media. Course focuses on the basics of writing for print publication in the form of news and feature stories. Major emphasis upon conciseness and adaptation to the writing situation and material. 3 hours. Fall. Cassady.

MedA 250  Elements of Production
Study of the various elements which combine to create television and film products. Includes production planning, scriptwriting, camerawork, sound, editing, and directing. Some time spent in the studio for application of learned techniques. Prerequisite: MedA 111, 112. 3 hours. Fall Breaux.

MedA 260  Elements of Multimedia Design
Introduces students to the fundamental tools and principles of the development of multimedia applications. Prerequisite: CS 120. 3 hours. Fall. Staff.

MedA 305  Graphics and Audio for Integrated Media
Introduces students to the advanced tools and techniques associated with the development of interactive media image and sound resources. Prerequisite: CS 120. 3 hours. Fall, alternate years. Staff.

MedA 311  Broadcast Writing
Various forms of writing for radio and television. Includes extensive practice in preparing scripts for broadcast announcements, commercials, and narrative drama. Prerequisite: MedA 250 and Junior standing. 3 hours. Spring. Shannon.

MedA 320  Video Studio Production

MedA 330  Video Field Production
The study of facts and practice of Electronic Field Production using single camera/multiple-camera and post-production. Prerequisite: MedA 250. 3 hours. Fall. Shannon.

MedA 340  Reporting
Development of news gathering and reporting skills, and techniques for the mass media. Prerequisite: MedA 240. 3 hours. Spring. Cassady.

MedA 350  Integrated Media Production
Explores the use of advanced multimedia tools in the development of a significant multimedia project. Students combine the various fundamental principles of design and human technology interface to create a single interactive multimedia application. Prerequisite MedA 260, 305. 3 hours. Offered alternate years. Staff.

MedA 360  Integrated Media Project Design
Provides students the opportunity to apply their advanced knowledge of interactive media to issues currently affecting the industry. Students develop a complete proposal, including technical and design specifications, to bring an interactive media solution to areas such as academic and nonacademic publications, adver-
tising, dissemination of information and participation in the po-
litical process. Prerequisite: MedA 260 and MedA 305. 3 hours.
Offered alternate years. Staff.

MedA 363 Publication Editing and Design
Copy editing and print layout and design techniques with the
emphasis on publication editing and design. 3 hours. Offered al-
ternate years. Cassady.

MedA 370 Advanced Reporting
Investigation of in-depth reporting techniques with specific at-
tention 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 packag-
ing. Prerequisites: MedA 240 and 340. 3 hours. Offered alternate
years. Cassady.

MedA 399 Independent Study
Individual study in Communication: The student meets with an
advisor for reading and discussion. Prerequisite: senior standing
or consent of the instructor. 2-3 hours. Staff.

MedA 401 Film Topics
In-depth look at various aspects of the film industry including
history, theory and genre studies. Subject varies each term of-
fered. May be repeated for credit. 3 hours. Staff.

MedA 422 Media Criticism
In-depth analysis of the relationship of the mass media and the
political, social, philosophical and moral aspects of modern soci-
ety. Includes historical and contemporary aspects of the modern
mass media. Prerequisites: Senior standing, MedA 111, 112 or
permission of instructor. 3 hours. Staff.

MedA 425 Media Topics
In-depth study of specific areas in mass communication and mass
media. May be repeated for credit 3 hours. Offered intermittently.
Staff. (G)

MedA 434 Mass Communication Law and Regulation
The study of mass communication law and regulation including
First Amendment theory, libel, slander, privacy, free press and
fair trial, obscenity, FCC regulation and copyright. Prerequisite:
Junior standing, MedA 111 and 112 or consent of instructor. 3
hours. Fall. Cassady. (G)

MedA 475 Internship Seminar
An intensive review of summer internship experiences with em-
phasis on the media work experience and the community in which
the experience was gained. Prerequisite: Permission of instruc-
tor. Approved summer internship. 1-3 hours. Cassady.

MedA 495 Senior Project
The student creates a product of professional quality. 495 is of-
ered in the Fall and is the planning and proposal stage. Prerequi-
site: Senior standing and consent of the instructor. 2 hours. Staff.

DEPARTMENT OF PHILOSOPHY

Marc Marenco, Chair, Associate Professor of Philosophy
David B. Boersema, Professor of Philosophy, Douglas C.
Strain Chair of Natural Philosophy
David DeMoss, Assistant Professor of Philosophy

The Department of Philosophy seeks to acquaint students
with various philosophical traditions, to present the chief
philosophic problems and types of philosophy, and to help
students cultivate the intellectual, civic, and moral virtues
of the discipline of philosophy as well as the art and skill of
philosophical analysis.

The department seeks to serve those students who intend
to pursue graduate studies, those pursuing interdisciplinary
career programs, and those who simply desire to under-
stand human reflective traditions in order to enlarge their
own horizon of awareness.

Majors are educated in the liberal arts tradition and are care-
fully counseled to take courses in all areas of the College.
Majors in the bioethics emphasis are educated in the liberal
arts tradition, with a particular focus on the interface be-
 tween philosophy and the health professions.

100- and 200-level courses are open to all students. 300-level
courses are open to upper-division students, though prior
lower-division coursework is recommended. 400-level
courses generally require instructor approval. Courses in a
foreign language are recommended.

MAJOR IN PHILOSOPHY

Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 101</td>
<td>Knowledge and Reality or</td>
</tr>
<tr>
<td>Phil 102</td>
<td>Ethics and Values</td>
</tr>
<tr>
<td>Phil 103</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Two courses from Phil 205, 206, 207, 208</td>
<td>6</td>
</tr>
<tr>
<td>Phil 495</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>Upper-division electives in Philosophy</td>
<td>12</td>
</tr>
</tbody>
</table>

Additional philosophy course (200 or above) or one
course from the following list: 3-4

PACS 430  Human Rights
Hist 339  History of Science
Psy 226  History & Systems
PolS 308  Origins of Western Political Thought
PolS 309  Modern Political Thought
Psy 315  Cognitive Neuroscience
Soc 414  Sociological Theory
Engl 332  Introduction to Linguistics

31-32
MAJOR IN PHILOSOPHY (BIOETHICS EMPHASIS)

Majors in the bioethics emphasis are educated in the liberal arts tradition, with a particular focus on the interface between philosophy and the health professions.

Requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 102</td>
<td>Ethics and Values</td>
<td>3</td>
</tr>
<tr>
<td>Phil 103</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>Two courses from Phil 205, 206, 207, 208</td>
<td>6-8</td>
<td></td>
</tr>
<tr>
<td>Phil 307</td>
<td>Ethics, Medicine &amp; Health Care</td>
<td>4</td>
</tr>
<tr>
<td>Phil 409</td>
<td>Moral Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>Phil 495</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
<tr>
<td>One course in biology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Two courses from the following list</td>
<td>6-8</td>
<td></td>
</tr>
<tr>
<td>Phil 310</td>
<td>Philosophy of Science</td>
<td></td>
</tr>
<tr>
<td>Phil 312</td>
<td>Philosophy of Biology</td>
<td></td>
</tr>
<tr>
<td>Psy 440</td>
<td>Health Psychology and Behavioral Medicine</td>
<td></td>
</tr>
<tr>
<td>Hist 339</td>
<td>History of Science</td>
<td></td>
</tr>
<tr>
<td>Soc 319</td>
<td>Sociology of Medicine</td>
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</tr>
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</table>

33-35

MINOR IN PHILOSOPHY

Requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 101</td>
<td>Knowledge and Reality or Phil 102 Ethics and Values</td>
<td>3</td>
</tr>
<tr>
<td>Phil 103</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>One course from Phil 205, 206, 207, 208</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Phil 495</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
<tr>
<td>Upper-division elective in Philosophy</td>
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3-4

16-17

MINOR IN RELIGION

Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 103</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>Phil 110</td>
<td>Religion and the Quest for Meaning</td>
<td>3</td>
</tr>
<tr>
<td>Phil 205 or 206</td>
<td>Ancient Philosophy or Medieval Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Phil 309</td>
<td>Philosophy of Religion</td>
<td>4</td>
</tr>
<tr>
<td>Phil 495</td>
<td>Senior Seminar</td>
<td>4</td>
</tr>
</tbody>
</table>

17

COURSE DESCRIPTIONS

Philosophy (PHIL)

Phil 101 Knowledge and Reality
An introduction to traditional issues in epistemology and metaphysics, including such topics as the nature and sources of knowledge, freedom and determinism, the relation of mind and body, personal identity, the relation of knowledge and values. 3 hours. Boersema, DeMoss.

Phil 102 Ethics and Values
After developing a few tools of the trade for doing moral analysis this course will explore the moral reasoning behind a number of contemporary moral issues. What is moral reasoning? What is the grammar of moral discourse? Is morality subjective or objective? Is moral discourse possible in the 21st century? What ethical insight might we derive from such complex contemporary debates as abortion, freedom of expression, and sexual ethics? 3 hours. Marenco, DeMoss.

Phil 103 Critical Thinking
An introduction to the recognition, analysis and evaluation of arguments and argumentation. Formal and nonformal techniques are investigated as well as both deductive and inductive modes of reasoning. 3 hours. Boersema, DeMoss.

Phil 110 Religion and the Quest for Meaning
This course is an introduction to the academic study of religion. What are the most fundamental meta-narratives that supply a person and their community 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. Offered alternate years. 3 hours. Marenco. Meets cross cultural requirement.

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. 3 hours. DeMoss, Boersema.

Phil 206 Medieval Philosophy
A study of the major issues and personalities that constituted and shaped medieval thought from the fourth century through the fifteenth century. Offered alternate years. 3 hours. DeMoss, Boersema.

Phil 207 Early Modern Philosophy, 1500-1750
A study of the major issues and personalities that constituted and shaped modern western thought from the sixteenth century through the eighteenth century. Offered alternate years. 3 hours. DeMoss, Boersema.

Phil 208 Late Modern Philosophy, 1750-1900
A study of the major issues and personalities that constituted and shaped modern western thought from the mid-eighteenth century through the nineteenth century. Offered alternate years. 3 hours. DeMoss, Boersema.
Phil 303  American Philosophy
An survey of major themes, movements, and figures of American philosophical thought from the seventeenth century to the present. Prerequisite: sophomore standing. Offered alternate years. 4 hours. Boersema.

Phil 305  Nonwestern Philosophy
A study of nonwestern philosophical texts both historical and contemporary from various cultures, including Indian, Chinese, Japanese, African, Arabic, Persian, Native American, and Latin American. Prerequisite: sophomore standing. Offered alternate years. 4 hours. DeMoss.

Phil 307  Ethics, Medicine and Health Care
A study of ethical issues that arise in the health care professions. After working through the processes of moral reasoning and learning about some of the major moral theories this course will focus major topics in health care today. Typically this course deals with such issues as abortion, physician assisted suicide, genetic manipulation and cloning, and comparative health delivery systems. Students will be able to do some independent research on a topic of their choice. Prerequisite: sophomore standing. 4 hours. Marenco.

Phil 309  Philosophy of Religion
An investigation of the structure and content of religious truth-claims. The various arguments for and against the existence of God will be considered along with a few of the more important theories about the nature of religious belief, the logical status of religious propositions and the notion of a “religious use” of language. Prerequisite: Phil 110 or Phil 101 or instructor's approval. Offered alternate years. 4 hours. Marenco.

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. Offered alternate years. 4 hours. Boersema.

Phil 312  Philosophy of Biology
An introduction to philosophical issues within and about biology, including such topics as design, fitness, and adaptation; units of selection; the nature of species; taxonomy and classification; molecular biology and reductionism; sociobiology. Prerequisite: 8 hours in philosophy or biology. Offered alternate years. 3 hours. Boersema.

Phil 314  Philosophy of Mind
This course focuses on the nature of mind and consciousness as interpreted by contemporary philosophers of mind. What is consciousness? Who has it? How is it produced? Prerequisite: sophomore standing. Offered alternate years. 4 hours. DeMoss.

Phil 403  Twentieth Century Philosophy
A study of the major issues and personalities in twentieth-century philosophy, in such movements and schools as pragmatism, existentialism, phenomenology, positivism, linguistic analysis, structuralism, poststructuralism, and critical theory. Prerequisite: Phil 208 plus one other course in the history of philosophy or instructor’s approval. Offered alternate years. 4 hours. Boersema.

Phil 409  Moral Philosophy
Intensive study in the field of moral philosophy, including such topics as the nature of moral epistemology, metaethics, and the metaphysics of morals. Prerequisite: nine hours in philosophy or instructor’s approval. Offered alternate years. 4 hours. Marenco.

Phil 412  Major Philosophers
Intensive study of the works of a major philosopher. Prerequisite: nine hours in philosophy or instructor’s approval. Offered alternate years. 4 hours. DeMoss.

Phil 420  Seminar in Philosophy
A concentrated study of various issues in philosophy, including such topics as philosophy of language, advanced logic, aesthetics, environmental ethics, moral philosophy, in-depth analysis of particular works or philosophers, etc. Prerequisite: Nine hours in philosophy or instructor’s approval. 4 hours. Boersema, DeMoss, Marenco.

Phil 495  Senior Seminar
Required of all Philosophy majors and minors. The foci of this seminar are learning how to write philosophy and in-depth discussion of topics guided by the instructor and the interests represented by the philosophical work of graduating students. Prerequisites: fifteen hours in philosophy and instructor’s approval. 4 hours. Boersema, DeMoss, Marenco.
DEPARTMENT OF WORLD LANGUAGES AND LITERATURES

Susan U. Cabello, Chair, Professor of Spanish
Nancy Christoph, Assistant Professor of Spanish (On leave fall, 1998)
Lorely French, Associate Professor of German
Naoya Fujita, Assistant Professor of Japanese
Kazuko Ikeda, Associate Professor of Japanese
Lina Lu, Assistant Professor of Chinese
Victor Rodriguez, Assistant Professor of Spanish
Sara Steinert Borella, Assistant Professor of French
David F. Stout, Associate Professor of German, Associate Dean of Arts and Sciences
Marcus Welsh, Instructor of Spanish
Sandra Garcia, Instructor of Spanish and Japanese*
Lynnetta Richardson, Instructor of French*

* indicates part-time

The Department of World Languages and Literatures seeks to provide the general student with awareness of and sensitivity toward the cultural and linguistic diversity of an increasingly interconnected world. For students specializing in language study, the Modern Languages curriculum teaches proficiency in speaking, writing, and comprehending a modern language. Majors spend a semester or a year in study abroad. The curriculum is designed to ensure mastery of the languages studied through intensive conversational training.

The faculty of the Department is diverse and international. There are eight full-time faculty members and three part-time members. Seven languages are represented in the curriculum: Chinese, French, German, Italian, Japanese, Latin, and Spanish. All the members of the faculty carry out research or creative writing projects, publish regularly, and participate actively in professional organizations.

The Modern Languages student may concentrate in Chinese, French, German, Japanese, or Spanish as a primary language. Majors are required to complete 12 semester hours in an accredited program outside the United States, offered in the language in which the student is specializing. Students may also select a major in Japanese or Spanish or a major in Chinese, French or German Studies. Pacific students may apply their financial aid awards to foreign study undertaken through the Study Abroad program of the department. (For more information on studying abroad, see the appropriate section in this catalog.)

All courses in the department are open to non-majors having the appropriate prerequisites. Students are invited to pursue their area of interest within the framework of departmental offerings.

For information about language courses, the major, or the Study Abroad program, contact Professor Cabello.

MAJOR IN MODERN LANGUAGES

Requirements:

- Primary Language (Chinese, French, German, Japanese, Spanish) ..................................................30
- Lower Division .................................................................12
- Upper Division (at Pacific) ..............................................6
- Upper Division (overseas) ..............................................12
- Secondary Language(s) ..................................................12
- English Literature or Linguistics (300 or above) ..................3

45

Students will enter the sequence at a level appropriate to their previous preparation and may be exempt from up to 12 hours of lower-division credit.

MAJOR IN JAPANESE

Requirements:

- Japn 101-102.............................................................................6
- Japn 201-202.............................................................................6
- Upper division hours earned overseas .........................12-16
- 4 Upper division classes at Pacific, at least two of which must be numbered 400..............................12

36-40

Students will enter the sequence at a level appropriate to their previous preparation and may be exempt from up to 12 hours of lower-division credit.

MAJOR IN SPANISH

Requirements:

- Span 101-102............................................................................6
- Span 201-202............................................................................6
- 2 classes numbered 300 at Pacific .................................6
- 2 classes numbered 400 at Pacific .................................6
- Upper division hours earned overseas .........................12
- Span 485 Seminar in Hispanic Studies ...........................3

39-43
Students will enter the sequence at a level appropriate to their previous preparation and may be exempt from up to 12 hours of lower-division credit.

**MAJOR IN CHINESE STUDIES**

**Rationale:** To provide a viable major that emphasizes Chinese language, literature, and culture.

**Requirements:**

Chin 101-102 ................................................................. 6
Chin 201-202 ................................................................. 6
Upper division hours earned overseas in a Chinese-speaking country........ 12-16
3 upper division Chinese courses at Pacific......................... 9
3 classes from the following list of related classes:
(Must include at least 6 credit hours taken at Pacific) .......... 9-12

- **Anthropology:**
  - Anth 340: Symbolism, Myth and Ritual (3 hours)
- **Art:**
  - Art 273: Art and Architecture of China (3 hours)
- **English/International Studies:**
  - Engl 332: Introduction to Linguistics (3 hours), or
  - Engl 343: Studies in Criticism & Theory (3 hours), or
  - IS 201: Intercultural Communications (3 hours)
- **History:**
  - Hist 101: Foundations of East Asia (3 hours)
  - Hist 112: East Asia (3 hours)
  - Hist 212: China Past and Present with Film (3 hours)
  - Hist 316: China from Mao to Tiananmen (3 hours)
- **Philosophy:**
  - Phil 305: Nonwestern Philosophy (4 hours)
  - Phil 403: Twentieth-Century Philosophy (4 hours), or
  - Phil 412: Major Philosophers* (4 hours), or
  - Phil 420: Seminar in Philosophy* (4 hours) (*will depend on topic)

(Must include at least 6 credit hours taken at Pacific) .... 9-12

**Art:**
- Art 271: History of Western Art II: Renaissance through Impressionism (3 hours)
- Art 272: History of Western Art III: Post Impressionism Through 20th Century (3 hours)

**English/International Studies:**
- Engl 332: Introduction to Linguistics (3 hours)
  - or
- Engl 343 Studies in Criticism and Theory (3 hours)
  - or
- IS 201: Intercultural Communications (3 hours)

**History:**
- Hist 206: France from Caesar to Napoleon (3 hours)
- Hist 301: The Medieval World, 400-1500 (3 hours)
- Hist 302: Renaissance, Reformation, Revolt: 1500-1800 (3 hours)
- Hist 401: Charlemagne and his Era (3 hours)

**Media Arts:**
- MedA 401: Film Topics* (3 hours)

**Philosophy:**
- Phil 403: Twentieth-Century Philosophy (4 hours)
- Phil 412: Major Philosophers* (4 hours)
- Phil 420: Seminar in Philosophy* (4 hours) (*will depend on topic)

(Must include at least 6 credit hours taken at Pacific) .... 9-12

**MAJOR IN FRENCH STUDIES**

**Rationale:** To provide a viable major that emphasizes France and the French-speaking world.

**Requirements:**

Fren 101-102 ................................................................. 6
Fren 201-202 ................................................................. 6
Upper division hours earned overseas in a French-speaking country........ 12-16
2 French classes numbered 300 at Pacific ..................... 6
1 French class numbered 400 at Pacific ......................... 3
3 classes from the following list of related classes:
(Must include at least 6 credit hours taken at Pacific) .... 9-12

- **Anthropology:**
  - Anth 340: Symbolism, Myth and Ritual (3 hours)
  - Anth 400: Transnationalism in a Postmodern World (3 hours)
- **Art:**
  - Art 271: History of Western Art II: Renaissance through Impressionism (3 hours)
  - Art 272: History of Western Art III: Post Impressionism Through 20th Century (3 hours)

**English/International Studies:**
- Engl 332: Introduction to Linguistics (3 hours)
  - or
- Engl 343 Studies in Criticism and Theory (3 hours)
  - or
- IS 201: Intercultural Communications (3 hours)

**History:**
- Hist 206: France from Caesar to Napoleon (3 hours)
- Hist 301: The Medieval World, 400-1500 (3 hours)
- Hist 302: Renaissance, Reformation, Revolt: 1500-1800 (3 hours)
- Hist 401: Charlemagne and his Era (3 hours)

**Media Arts:**
- MedA 401: Film Topics* (3 hours)

**Philosophy:**
- Phil 403: Twentieth-Century Philosophy (4 hours)
- Phil 412: Major Philosophers* (4 hours)
- Phil 420: Seminar in Philosophy* (4 hours) (*will depend on topic)

(Must include at least 6 credit hours taken at Pacific) .... 9-12

**MAJOR IN GERMAN STUDIES**

**Rationale:** To provide a viable major that emphasizes Germany and the German-speaking world.

**Requirements:**

Ger 101-102 ................................................................. 6
Ger 201-202 ................................................................. 6
Upper division hours earned overseas in a German-speaking country........ 12-16
2 German classes numbered 300 at Pacific ..................... 6
1 German class numbered 400 at Pacific ......................... 3
3 classes from the following list of related classes:
(Must include at least 6 credit hours taken at Pacific) .... 9-12

- **English/International Studies:**
  - Engl 332: Introduction to Linguistics (3 hours)
    - or
  - Engl 343 Studies in Criticism and Theory (3 hours)
    - or
  - IS 201: Intercultural Communications (3 hours)
  - Engl 220: Literature and Human Concerns: The Holocaust

**History:**
- Hist 232: The Holocaust (3 hours)
- Hist 301: The Medieval World, 400-1500 (3 hours)
- Hist 302: Renaissance, Reformation, Revolt: 1500-1800 (3 hours)
- Hist 401: Charlemagne and his Era (3 hours)
- Hist 430: Adolf Hitler and the Question of Germany (3 hours)
Media Arts:
MedA 401: Film Topics* (3 hours)

Music:
Mus 322: Music History: 1585-1809 (3 hours)
Mus 323: Music History: 1809-1918 (3 hours)

Philosophy:
Phil 403: Twentieth Century Philosophy
Phil 412: Major Philosophers* (4 hours)
Phil 420: Seminar in Philosophy* (4 hours)
(*will depend on topic)

(Check individual departments for course descriptions, prerequisites, and course schedules for semesters offered.)

Thesis (2 credits/semester) ...................................................4

MINORS IN MODERN LANGUAGES

Students interested in a minor are urged to consult with the professor of the language they wish to pursue.

Requirements:

Chinese
Chin 101-102 Introduction to Chinese Language and Culture...........................................................6
Chin 201-202 Intermediate Chinese .........................................6
Upper Division work in Chinese.................................................6

French
Fren 101-102 Introduction to French Language and Culture...........................................................6
Fren 201-202 Intermediate French .........................................6
Upper Division work in French......................................................6

German
Ger 101-102 Introduction to German Language and Culture...........................................................6
Ger 201-202 German Conversation and Grammar Review 6
Upper Division work in German ......................................................6

Japanese
Japn 101-102 Introduction to Japanese Language and Culture...........................................................6
Japn 201-202 Intermediate Japanese .........................................6
Upper Division work in Japanese ......................................................6

Spanish
Span 101-102 Introduction to Spanish Language and Culture...........................................................6
Span 201-202 Intermediate Spanish .........................................6
Upper Division work in Spanish ......................................................6

Students who enter with previous foreign language training may be exempt from a maximum of 6 hours of the minor requirement. Students entering the sequence at the 301 level will complete a minimum of 12 hours selected from upper-division offerings.

COURSE DESCRIPTIONS

TEACHING LANGUAGES

World Languages (WorL)

WorL 301-302 Mentoring in Language Teaching
Each student serves as a mentor in one section of a beginning language class (101 and 102 classes in Chinese, French, German, Japanese, Latin, and Spanish). Mentors attend all three of the regular sessions of the class, which will be taught by the professor. Mentors are responsible for facilitating the activities for the fourth hour. They do not participate in the evaluation of students, except to take attendance during the fourth hour. The mentor meets once a week with the supervising professor in the language to develop activities that build oral proficiency, grammatical accuracy, and cultural understanding of the language. Mentors also meet as a group with language faculty three times per semester to discuss pedagogical issues associated with language instruction. Mentors are selected by an application process in the spring. Prerequisite: consent of instructor. 3 hours. Graded P/NP. Cabello, Staff.

WorL 430 Methods of Teaching Foreign Languages
Theoretical and practical considerations in the teaching of foreign languages at the elementary and secondary school levels. Required of all who are working for certification as language teachers. Prerequisite: consent of the instructor. 3 hours. Offered intermittently. Staff. (G)

WorL 432 Teaching English as a Second Language
The course is designed as a practicum for students who may be planning to teach English abroad. The first half of the course covers elements of English grammar and phonology, together with theoretical aspects of second language teaching. The second half of the semester will involve practice teaching with ESL students in the University’s English Language Institute. Prerequisite: consent of instructor. 3 hours. Spring Maxfield.

WORLD LANGUAGES AND LITERATURES

CHINESE (CHIN)

Chin 101-102 Introduction to Chinese Language and Culture
The beginning course is intended to give training in the basic listening and reading of Chinese (Mandarin). Introduction of Chinese characters and presentation of the cultural behaviors that influence language usage. 3 hours each semester. Lu.

Chin 201-202 Intermediate Chinese
The intermediate course is intended for expansion of conversational skills, reading practice, and grammatical constructions. Development of writing skills. Emphasis on effective spoken communication and reading practice. Prerequisite: Chin 102 or equivalent proficiency. 3 hours each semester. Lu.
Chin 301  Communicating in Chinese
Development or communicative competence in Chinese with emphasis on conversational skill. Application of cultural awareness in various communication situations. Prerequisite: Chinese 202 or equivalent competency. Taught in Chinese. 3 hours. Lu.

Chin 305  Chinese Reading and Writing
Study of Chinese writing and the enhancement of reading skills. Acquisition of more vocabulary to facilitate Chinese reading and writing. Cultural and social influences on expressions and styles will be discussed. Taught in Chinese. 3 hours. Lu.

Chin 401  Selected Chinese Short Stories
This course will focus on selected topics in contemporary Chinese short stories, which include such themes as nature and humans, life and death, love and loyalty, family and friends, and self and public. Students will understand Chinese values, beliefs, and norms through extensive analysis of these topics. The course also provides the opportunity to enhance Chinese reading skills by studying various styles of the stories. Taught in Chinese. Prerequisite: Chinese 301 and 305, or equivalent proficiency. 3 hours. Offered alternate years. Meets Literature core requirement. Lu.

Chin 485  Seminar in Chinese Studies
An in-depth study of various cultural issues as reflected in the literature, history, politics, society, films & television, art & music, and sports & leisure. Taught in Chinese. 3 Hours. Offered alternate years. May be repeated once for credit when content varies. Prerequisite: consent of instructor.

Chin 494/495 Senior Thesis in Chinese Studies
This course is designed to assist senior students who are writing a thesis for a major in Chinese Studies. Students will receive direction in completing their research proposal and help in conducting and writing their senior thesis. These are student-conducted individual research theses. Students take 494 and 495 in consecutive semesters. Prerequisites: Senior standing and study abroad. 2 hours per semester. Staff.

FRENCH (FREN)

Fren 101-102 Introduction to French Language and Culture
The beginning course is intended to give training in the basic patterns and structures of French. Conversation and reading related to the cultures of French-speaking areas. Classroom work is supplemented by laboratory experience. 3 hours each semester. Steinert Borella, Richardson.

Fren 201-202 Intermediate French
Expansion of conversational skills and continuation of reading practice. Use of periodical and literary sources and audio-visual aids. Prerequisite: Fren 102 or an equivalent proficiency. 3 hours each semester. Steinert Borella, Richardson.

Fren 301  Composition and Conversation
Practice in conversational idiom through reading and discussion of contemporary short stories, periodical literature and oral interviews. Extensive practice in composition with analysis and correction of students' errors in the classroom. Taught in French. Prerequisite: Fren 202 or equivalent competency. 3 hours. Offered alternate years. Steinert Borella.

Fren 304  Twentieth-Century French Theatre
Analysis of representative plays by French and Francophone authors including Jarry, Sartre, Anouilh, Genet, Beckett, Ionesco, Schwarz-Bart, and others. Introduction of theoretical texts relevant to the plays studied. Prerequisite: Fren 202 or an equivalent competency. Taught in French. 3 hours. Offered intermittently. Meets Literature core requirement. Steinert Borella. (G)

Fren 305  French Literature and Culture: 1637 to the present
An introduction of major developments in French literature and culture including Classicism, the Enlightenment, Romanticism, Realism, surrealism, and the "nouveau roman". Prerequisite: French 202 or equivalent. Taught in French. 3 hours. Offered intermittently. Meets Literature core requirement. Steinert Borella. (G)

Fren 307  The Contemporary Short Story
Study of significant short stories by major writers in the French-speaking world, among them Maupassant, Leciezio, Kamanda, Roy, and others. Prerequisite: Fren 202 or an equivalent proficiency. Taught in French. 3 hours. Offered alternate years. Meets Literature core requirement. Steinert Borella. (G)

Fren 308  Contemporary Issues in French Press
Reading and discussion of selected articles from French newspapers and magazines. Course work would be supplemented by relevant video and audio-visual materials. Prerequisite: Fren 202 or equivalent proficiency. Taught in French. 3 hours. Offered intermittently. Meets Literature core requirement. Steinert Borella. (G)

Fren 401  Gender, Culture, and Society: Women's Writing in the Francophone World
Survey of women's writing in the Francophone world throughout the twentieth century. Special focus on the novel and development of alternative prose forms. Authors from France, Switzerland, Belgium, Quebec, the French Caribbean, Senegal, and Algeria will be included. Taught in French. 3 hours. Offered intermittently. Meets Literature and Cross-cultural core requirement. Steinert Borella. (G)

Fren 485  Seminar in French Studies
A concentrated study of one of the major movements in French and Francophone literature, art, and culture. Topics include: the rise of Classicism, the French Revolution, the nineteenth-century French novel, writing and resistance: 1848-1968, and literature in French-speaking Switzerland. May be taken more than once for credit. Prerequisite: Consent of the instructor. Taught in French. 3 hours. Offered intermittently. Steinert Borella

Fren 494/495 Senior Thesis in French Studies
This course is designed to assist senior students who are writing a thesis for a major in French Studies. Students will receive direction in completing their research proposal and help in conducting and writing their senior thesis in French. These are stu-
dent-conducted individual research theses. Students take 494 and 495 in consecutive semesters. Prerequisites: Senior standing and study abroad. Taught in French. 2 hours per semester. Staff.

GERMAN (GER)

Ger 101-102 Introduction to German Language and Culture
The beginning course is intended to give training in the basic patterns and structures of German. Conversation and reading related to the cultures of German-speaking areas. 3 hours each semester. French.

Ger 201-202 Intermediate German
Designed to prepare students to identify conversational vocabulary. Expansion of conversational, reading, and comprehension skills. Review and development of grammatical constructions most commonly used in speaking. Use of periodical and literary sources and audio-visual materials. Prerequisite: Germ 202 or an equivalent proficiency. 3 hours. Offered alternate years. French, Stout.

Ger 301 Topics in German Culture
Extensive practice in composition and conversation. Reading and discussion of materials from German newspapers, magazines, and short story collections. Audio-visual materials develop the students’ comprehension of the German language, media, society and culture. Prerequisites: Germ 202 or an equivalent proficiency. 3 hours. Offered alternate years. French.

Ger 302 Contemporary Short Stories and Narrations
Study of significant short stories by major writers in the post-WWII, German-speaking world: Ingeborg Bachmann, Peter Bichsel, Heinrich Böll, Irmintraud Morgner, Peter Schneider, Christa Wolf, and others. Students report on stories or authors not covered in the classroom. Prerequisite: Germ 202 or equivalent proficiency. 3 hours. Offered alternate years. Meets Literature core requirement. French.

Ger 303 German Literature and Culture 1750 to the present
Study of significant developments in literature and culture with focus on the Enlightenment, Classicism, Romanticism, Realism, Expressionism, the Nazi period, and the post-WW II period, including the 1990 unification. Prerequisite: Germ 202 or equivalent proficiency. Taught in German. 3 hours. Offered aternately. Meets Literature core requirement. French. (G)

Ger 305 Advanced Grammar and Composition
Extensive review of advanced grammatical concepts and practice of written idiom through reading, viewing, discussing, and writing on short stories, newspapers, films, and magazine articles. Development of vocabulary and grammatical constructions through composition with analysis and correction of students’ errors in class. Prerequisite: Germ 202. or equivalent proficiency. 3 hours. Offered intermittently. French. (G)

Ger 400 German Film
Analysis of significant 20th-century German films with concentration on films from the Weimar Republic and on New German Cinema. Study of theoretical and literary texts in relation to the cultural and political climate. Prerequisite: consent of the instructor. Taught in German. 3 hours. Offered alternate years. French. (G)

Ger 485 Seminar in German Studies
An in-depth study of various cultural issues as reflected in the literature, art, history, and politics of German-speaking countries. Topics include: survey of German literature in historical context; German unification; gender and society; politics and culture. Taught in German. Prerequisite: consent of the instructor. 3 hours. Offered alternate years. French. (G)

Ger 494/495 Senior Thesis in German Studies
This course is designed to assist senior students who are writing a thesis for a major in German Studies. Students will receive direction in completing their research proposal and help in conducting and writing their senior thesis in German. These are student-conducted individual research theses. Students take 494 and 495 in consecutive semesters. Prerequisites: Senior standing and study abroad. Taught in German. 2 hours per semester. Staff.

ITALIAN (ITAL)

Ital 101-102 Introduction to Italian Language and Culture
The beginning course is intended to give training in the basic patterns and structures of Italian. Conversation and reading related to the cultures of Italian-speaking areas. Classroom work is supplemented by laboratory practice. 3 hours each semester. Offered intermittently. Steinert Borella.

JAPANESE (JAPN)

Japn 101-102 Introduction to Japanese Language and Culture
Intensive introductory Japanese. Training in the basic patterns and structures of Japanese. Emphasis on oral and aural skills. Japanese writing of Kana is introduced from the beginning to ensure the overall development of language skills. Development of cultural awareness that influences language usage. 3 hours each semester. Ikeda, Fujita.

Japn 201-202 Intermediate Japanese
Expansion of conversational skills. Development of reading and writing skills in three different characters in Japanese. Application of cultural awareness in Japanese language learning. Prerequisite: Japn 102 or an equivalent proficiency. 3 hours each semester. Ikeda, Fujita.

Japn 301-302 Communicating in Japanese
Development of communicative competence in Japanese with emphasis on conversational skills. Reading and writing skills will also be practiced. Application of cultural awareness in various communication situations. Prerequisite: Japn 202 or equivalent proficiency. 3 hours. Ikeda, Fujita.

Japn 307 Readings in Contemporary Japanese Writers
Study of short stories and essays written by major writers in Japan. Reading materials are utilized for vocabulary expansion, Kanji recognition and writing in order to achieve better understanding of the content by grasping cultural meanings. Prerequisite: Japn 202 or equivalent proficiency. 3 hours. Offered alternate years. Meets Literature core requirement. Ikeda, Fujita.

Japn 315 Grammar and Composition
Extensive review of grammatical concepts and practice of written idiom through reading, writing, and discussing short stories, newspapers, films, and magazine articles. Development of vocabu-
**SPANISH (SPAN)**

### SPAN 101-102 Introduction to Spanish Language and Culture

The beginning course is intended to give training in the basic patterns and structures of Spanish. Conversation and reading related to the cultures of Spanish-speaking areas. Classroom work is supplemented by laboratory practice. 3 hours. Cabello, Christoph, and Staff.

### SPAN 201-202 Intermediate Spanish

Expansion of conversational skills and continuation of reading practice. Use of periodical and literary sources and audio-visual aids. Prerequisite: Span 102 or an equivalent proficiency. 3 hours. Cabello, Christoph, and Staff.

### SPAN 301 Composition and Conversation

Practice in conversational idiom through reading and discussion of contemporary short stories, periodical literature, and oral interviews. Extensive practice in composition with analysis and correction of students' errors in the classroom. Prerequisite: Span 202 or equivalent proficiency. Taught in Spanish. 3 hours. Offered yearly. Cabello and Christoph.

### SPAN 302 Contemporary Spanish Novel

Study of representative twentieth century novels from both Spain and Latin America. Student reports on plays and authors not covered in the classroom. Prerequisite: Span 202 or an equivalent proficiency. Taught in Spanish. 3 hours. Offered intermittently. Meets Literature core requirement. Cabello and Rodriguez (G).

### SPAN 303 Introduction to Hispanic Literatures

An introduction to the study of literature in Spanish through the genres from different periods and countries of the Hispanic world. Continued practice in composition with in-class editing. Prerequisite: Span 202 or an equivalent proficiency. Taught in Spanish. 3 hours. Offered yearly. Christoph and Rodriguez.

### SPAN 304 Contemporary Spanish Drama

Analysis of representative plays of contemporary dramatists from both Spain and Latin America: Sastre, Miura, Arrabal, Usgili, Wolf, Carballido, and others. Students report on plays and authors not covered in class. Prerequisite: Span 202 or equivalent proficiency. Taught in Spanish. 3 hours. Offered intermittently. Meets Literature core requirement. Christoph and Rodriguez.

### SPAN 305 Contemporary Spanish Poetry

Analysis of representative poems of the major contemporary poets of Spain and Latin America: Antonio Machado, Garcia Lorca, Juan Ramon Jimenez, Vicente Alexandre, Pablo Neruda, Cesar Vallejo, and others. Student reports on poems and authors not covered in the classroom. Prerequisite: Span 202 or equivalent proficiency. Taught in Spanish. 3 hours. Offered intermittently. Meets Literature core requirement. Christoph.

### SPAN 306 Contemporary Spanish Novel

Study of representative novels from both Spain and Latin America. Student reports on novels and authors not covered in the classroom. Prerequisite: Span 202 or an equivalent proficiency. Taught in Spanish. 3 hours. Offered intermittently. Meets Literature core requirement. Cabello and Rodriguez.

### SPAN 307 Contemporary Spanish Drama

Analysis of representative plays of contemporary dramatists from both Spain and Latin America: Sastre, Miura, Arrabal, Usgili, Wolf, Carballido, and others. Students report on plays and authors not covered in class. Prerequisite: Span 202 or equivalent proficiency. Taught in Spanish. 3 hours. Offered intermittently. Meets Literature core requirement. Christoph and Rodriguez.

### SPAN 308 Contemporary Short Story

A study of short stories by major contemporary writers in the Spanish-speaking world: Borges, Cortazar, Rulfo, Onetti, Garcia Marquez, Concha Lagos, Carmen Conde, Medardo Fraile, and others. Student reports on stories and authors not covered in the classroom. Prerequisite: Span 202 or equivalent proficiency. Taught in Spanish. 3 hours. Offered intermittently. Meets Literature core requirement. Cabello and Rodriguez.

---

**JAPN (JAP)**

### Japn 401 Topics in Contemporary Literature

Study of Japanese culture through selected topics in contemporary literature. Topics include various human relationships in Japan, love and death, aesthetic attitudes, attitudes toward religion. Extensive analysis of these topics by understanding Japanese cultural values, beliefs, norms and behavioral patterns. Taught in Japanese. Prerequisite: 302. 3 hours. Offered alternate years. Meets Literature core requirement. Ikeda, Fujita. (G)

### Japn 402 Selected Issues in the Japanese Press

The course provides the opportunity to enhance Japanese reading skills and acquisition of cultural knowledge through newspaper and magazine article reading. Supplementary materials are brought in to broaden the students' understanding of the Japanese language, people, and culture. Prerequisite: Japn 302. Taught in Japanese. 3 hours. Offered alternate years. Ikeda, Fujita. (G)

### Japn 415 Structure of Japanese

Development of linguistic knowledge about the Japanese language. Study of structure of Japanese words and their categorization. Grammatical and syntactical analysis of Japanese sentences. Structural analysis of Japanese paragraphs. This course will be of use to both students of Japanese and to those who intend to become teachers of Japanese. Prerequisite: Japn 301 and 302, or equivalent proficiency. 3 hours. Offered intermittently. Ikeda, Fujita. (G)

### Japn 431 Methods of Teaching Japanese

This course will provide the opportunity to develop methods, knowledge, and techniques which are specific to teaching Japanese. FL 430 Methods of Teaching Foreign Languages, which deals with methods and techniques about foreign language teaching in general, is the prerequisite for this course. Students will be required to demonstrate the methods in the classroom situation for practice. Prerequisite: FL 430 Methods of Teaching Foreign Languages. 2 hours. Offered Intermittently. Ikeda. (G)

### Japn 445 The Sociolinguistics of Japanese

This course will provide the opportunity to study the impact of the Japanese social norm, and cultural attitudes and values on language usage. Attitudes toward standard language and dialects will be discussed. Variations of styles in spoken and written language usage. Attitudes toward standard language and dialects will be discussed. Variations of styles in spoken and written language usage. Taught in Japanese. Prerequisite: Japn 302, or equivalent proficiency. 3 hours. May be taken more than once for credit. Ikeda, Fujita. (G)
Span 315  Advanced Grammar and Phonetics
Grammatical analysis of the syntax of Spanish and English with emphasis on the differences in structure and idiom. Analysis of sounds, intonation, and rhythm. Taught in Spanish. Prerequisite: Span 202. 3 hours. Offered Intermittently. Christoph. (G)

Span 401-402  Development of Spanish Literature
A study of the major works and literary movements of Spain. Student reports on authors, genres, or works not covered in the classroom. Prerequisite: a Spanish course at 300 level or consent of the instructor. Taught in Spanish. 3 hours. Offered alternate years. Meets Literature core requirement. Cabello. (G)

Span 411-412  Survey of Spanish American Literature
A study of the major works and literary movements of Spanish America from the pre-Columbian era through the Twentieth Century. Prerequisite: a Spanish course at 300 level or consent of the instructor. Taught in Spanish. 3 hours. Offered alternate years. Meets Literature core requirement. Christoph and Rodríguez.

Span 485  Seminar in Hispanic Studies
Detailed study of the works of one or more contemporary writers or of selected areas of Hispanic culture. Students will conduct research and complete a major paper. Taught in Spanish. Prerequisite: completion of study abroad or near-native fluency. May be repeated once for credit when content varies. 3 hours. Cabello, Christoph, and Rodríguez.
The overall goal of the division is to help students develop the ability to utilize the methods in spirit of scientific inquiry. Students learn how the concepts and theories of science are developed as well as the ways in which they can be applied. The study of science and mathematics helps students build skills in problem solving and logical analysis.

The Division of Natural Sciences includes five departments, Biology, Chemistry, Exercise Science, Mathematical Sciences and Physics, and several interdisciplinary programs. Ten majors are offered: Applied Science, Biology, Chemistry, Computer Science, Environmental Biology, Exercise Science, Mathematics, Physics, and special majors in Health Sciences (Biology with Human Emphasis and Health Sciences/Physical Therapy), which serve students admitted to Pacific’s degree program in Physical Therapy.

Cooperative programs with other institutions in computer science, engineering, environmental science, and medical technology are available. Five-year programs in computer science, electrical engineering, and environmental science are offered in cooperation with the nearby Oregon Graduate Institute of Science and Technology (OGIST). A student completing one of these programs earns both a B.S. degree from Pacific University and an M.S. from OGIST. Medical Technology is available in conjunction with accredited professional schools of medical technology.

Applied Science major requirements, majors in the Environmental Science Program, and cooperative degree programs are outlined here under the divisional heading. Consult departments within the division for major requirements in Biology, Chemistry, Computer Science, Mathematics, and Physics.

PRE-MEDICAL ADVISING

See Dr. Lisa Sardinia

Because of the sequential nature of many of the required courses, students who are considering medical school should seek out the advice of Dr. Lisa Sardinia, Biology during their first year. All medical schools require introductory courses in Biology, Chemistry, Mathematics and Physics. However, students may enter medical school with any major. A list of courses that will satisfy the admission requirements of nearly all medical schools is given below. For those students who wish to enter medical school in the year following graduation from Pacific, it is necessary to complete all of the listed courses by the end of the junior year to ensure adequate background for the MCAT exam required for application to all U.S. medical schools. Applications to take the MCAT and applications for medical school (through AMCAS) are available in Career Services. Many medical schools require some clinical experience prior to medical school. Career Services can assist students in finding an internship or field experience in the medical field.

MAJOR IN APPLIED SCIENCE

The Applied Science program leads to a well-rounded cross-disciplinary degree in science. It is well suited for students seeking technical employment in areas where a cross-disciplinary background in science is desirable. It is also appropriate for students interested in a career in the high-tech industry, those planning further work in a specialty via a joint B.S./M.S. (particularly in engineering) or those transferring into programs in the health sciences. Students interested in teaching science via the integrated science norm or those interested in cross-disciplinary areas such as environmental science may choose this program.

In most cases, cooperative programs have additional requirements beyond those of the Applied Science major. Any student interested in such a program should carefully review its requirements and consult with members of the Department of Physics.

Requirements:
1. All requirements for two minors within the Division of Natural Sciences. For students choosing physics as one of the two minors, the requirements for the Applied Physics minor must be completed.
3. CS 150, Introduction to Computer Science I or CS 230, Advanced Software Tools

4. 28 upper-division hours within the Division of Natural Sciences selected to meet specific career or interdisciplinary objectives. These courses must be approved by a faculty adviser in science. Courses in engineering or other approved science-related professional programs may be counted in this total, but no more than 7 hours of internship may be counted here.

5. Seven hours of internship or one year of course work in an approved science-related professional program (e.g., engineering, etc.).

ENVIRONMENTAL STUDIES PROGRAM

Dr. Wes Jarrell, Professor of Environmental Biology and Chemistry

The Environmental Studies Program in the College of Arts and Sciences provides students with modern environmental science degrees in the context of a liberal arts and sciences college. In these programs, students and faculty have an opportunity to pursue varied interests in this broad and multidisciplinary field. The program is guided by faculty who are in the traditional disciplines biology, chemistry, and environmental science but who choose to apply their knowledge to environmental problems that cross disciplinary boundaries.

The Environmental Biology major offers a program in the basic biological sciences and is tailored for students who want an interdisciplinary biology degree that is centered around environmental issues. It emphasizes field approaches to understanding the environment and ecological problems. The principal uniqueness of the environmental biology major can be found in the integration of interdisciplinary core courses with a mission oriented, problem solving methodology. Pacific University environmental biology majors study in the unique surroundings of the Tualatin River Basin, Pacific’s John Blodgett Arboretum, the Columbia River and Tillamook Estuaries, and Fernhill Wetlands (300 acres), which is located in Forest Grove. Students completing this major have the analytical skills and technical background necessary to compete in the job market for environmental biology, or to continue with advanced studies in a graduate degree program. Please refer to the Biology Department for the specific requirements for the Environmental Biology major.

The Environmental Chemistry major couples a core study in Chemistry with specific environmental science and policy courses. The core courses provide a theoretical background for understanding the chemical processes that control our environment. The program emphasizes an understanding of atmospheric, groundwater and aquatic chemistry and includes the analytical and statistical methods to study them. Field activities in a variety of nearby study areas are included. Students graduating with this major are well qualified to directly enter the job market and will have excellent credentials for entry into various related graduate programs. Please refer to the Chemistry Department for the specific requirements for the Environmental Chemistry major.

CHEMISTRY MAJOR WITH AN EMPHASIS IN ENVIRONMENTAL CHEMISTRY

See Chemistry Department.

COURSE DESCRIPTIONS

ES 100 Environmental Studies Seminar
The study of the environment encompasses a broad field that links theory from many disciplines to applications in human society. This course provides a survey of both the major issues in environmental science and the environmental professions that address these issues. Faculty and outside speakers from government and private industry will make presentations and lead discussions. The structure of environmental regulation and management in the US will be described. 1 hour Jarrell

ES 200 Our Global Environment
Human activities have changed the types and rates of the processes occurring throughout the planet. Understanding the near-term effects of these actions on the quality of the environment requires a broad view of how the earth functions without human intervention, and how society has changed these functions to support itself. Prerequisite: Chem 220. 4 hours. Jarrell

ES 301 Environmental Biology
The effects of human activity on natural environment depends both on the initial condition of the site and the type and intensity of human activity. This course will work with eight ecosystem types: forests, cropland, rangeland, urban landscapes, wetlands, estuaries, streams, and lakes. For each type, biological principles will be applied to reconstruct the history of the site, assess its current condition, and predict future condition depending upon current actions. Prerequisite: ES 200, Biol 204, and one semester of organic chemistry. 4 hours Jarrell

ES 310 Environmental Chemistry
Changes in the environment, whether they involve degradation or restoration, are ultimately the result of chemical processes. This course studies the state of and theoretical basis for change in the atmosphere, groundwater and the various aquatic environments. Methodology for monitoring and modeling these systems will be included. Prerequisite: ES 200, Biol 204, and Chem 320. 4 hours Jarrell

ES 490 Environmental Studies Capstone
Designed to allow students to pursue undergraduate environmental science research projects or work in an internship type environment. Students will write a thesis and present their experiences or research to the campus community. Senior standing in an Environmental Science major.
COOPERATIVE PROGRAMS

3-2 Engineering, Cooperative Program

Contact Dr. Fehrs or Dr. Wiener

Pacific currently has cooperative programs with Washington University in St. Louis and with Oregon State University, although our students have also completed engineering degrees at several other schools. A complete range of engineering specialties is available through these schools including civil, chemical, electrical, mechanical, and nuclear engineering. Requirements for admission to these programs are unique to each school, but admission will usually be assured for those students who maintain a "B" average and are recommended by the Division of Natural Sciences. Program details for the various engineering schools are available from professors Fehrs or Wiener.

The program is designed as a 3-2 transfer program in which the student spends three years at Pacific obtaining the necessary background science and mathematics and then transfers to the engineering school for the final two years of professional training. In addition, the program provides for an appropriate breadth in humanities and social sciences which is desirable for scientists in industry. Upon completion the student receives a B.S. from Pacific and a B.S. in engineering from the engineering school. One of the primary advantages that engineering schools see for the 3-2 package is that students who come into engineering from a liberal arts background frequently have a broader perspective than the average engineering student. This comes in part through an increased variety of contacts with peers and faculty who draw from different backgrounds and experiences.

Requirements:

In addition to Pacific’s core requirements, students planning on a cooperative program must complete the courses listed below. 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, selected professional courses may be used to meet some major requirements.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ 101 or 102</td>
<td>Macroeconomics or Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Chem 220-230</td>
<td>General Chemistry I-II</td>
<td>8</td>
</tr>
<tr>
<td>C.S. 150</td>
<td>Introduction to Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>Math 306</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Math 226-228</td>
<td>Calculus I-III</td>
<td>12</td>
</tr>
<tr>
<td>Math 311</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>Phy 232-242</td>
<td>General (Workshop) Physics I-II</td>
<td>8</td>
</tr>
<tr>
<td>Phy 320/321</td>
<td>Modern Physics I with lab</td>
<td>4</td>
</tr>
<tr>
<td>Phy 364</td>
<td>Electronics</td>
<td>4</td>
</tr>
</tbody>
</table>

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.

Medical Technology

Contact Dr. Buecher

The program in Medical Technology consists of three years of study at Pacific University (90 hours) and an internship year of a full 12 months in a professional school of medical technology. Competition for admission to the fourth year of training is rigorous, and to be accepted the student must maintain high scholastic standards and meet the specific requirements at the school when the application is made. Completion of the three-year pre-professional program at Pacific does not automatically guarantee admission to a professional program.

Requirements:

(In addition to Pacific’s general and core requirements):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 202 and 204</td>
<td>General Biology I-II</td>
<td>8</td>
</tr>
<tr>
<td>Biol 308-309</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Biol 310</td>
<td>Medical Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Biol elective (Anatomy, Physiology and Genetics recommended)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Chem 220-230</td>
<td>General Chemistry I-II</td>
<td>8</td>
</tr>
<tr>
<td>Chem 310-311, 320-321</td>
<td>Organic Chemistry I-II</td>
<td>8</td>
</tr>
<tr>
<td>Math 125 or higher</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Twelve months of professional training in an accredited program of medical technology. Additional courses in quantitative analysis, physical chemistry, statistics, physics and electronics are recommended as electives.

Cooperative Programs with OGI

There is a formal cooperative arrangement between OGI (Oregon Graduate Institute of Science and Technology) and Pacific University which allows for free interchange of students and faculty as well as use of facilities. Specifically, Pacific students are encouraged to take courses, attend seminars, and participate in research at OGI. Courses such as Applied Mathematics, Chemical Group Theory, Solid State Physics and Complex Analysis might be taken by interested advanced undergraduates. In addition there are three cooperative advanced-degree programs with OGI in Electrical and Computer Engineering, Computer Science and Engineering, and Environmental Science and Engineering. These are all five year programs in which the student earns both B.S. and M.S. degrees. During the fifth year, students are enrolled as full-time students at OGI.

Computer Science, Cooperative Program

Contact Professor Ryan

A 3-2 program requiring five years of study for the well-prepared student, three years at Pacific and two years at OGI. Degrees awarded are a baccalaureate degree (normally in Mathematics, Computer Science or Applied Science) from
Pacific, and a Master of Science degree in Computer Science from the Oregon Graduate Institute. Upon completion, the two degrees will be awarded concurrently.

The student applies for the program during the sophomore year. During the senior year, the student will transfer to OGI to continue study in Computer Science and specialized mathematics.

Requirements:
Students planning on a cooperative program must complete the courses below. In addition, students must complete all other Pacific University requirements for a B.S. degree with a major of their choice, normally Applied Science, Computer Science or Mathematics.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.S. 150</td>
<td>Introduction to Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>C.S. 250</td>
<td>Introduction to Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>C.S. 320</td>
<td>Assembly Language Programming</td>
<td>3</td>
</tr>
<tr>
<td>Math 226-227</td>
<td>Calculus I-II</td>
<td>8</td>
</tr>
<tr>
<td>Upper Division Electives</td>
<td></td>
<td>6-9</td>
</tr>
</tbody>
</table>

The student must also complete at least 45 quarter hours of graduate study in computer science and engineering, including a satisfactory written thesis.

DIVISIONAL COURSES

Science (Sci)

Sci 140 Physical Geology
An introduction to the structure of the earth and dynamic earth-shaping processes including plate tectonics, rocks and minerals and the origin and evolution of landforms through volcanic activity, folding, faulting and erosion. Co- or prerequisite: Sci 141. 3 hours. Jordan.

Sci 141 Geology Laboratory
Laboratory experience to accompany Sci 140 and Sci 150, one of which must be taken concurrently. 1 hour. Jordan.

Sci 150 Historical Geology
An introduction to the history of the earth beginning with the origin of the solar system and including the evolution of the continents, the evolution of life, geologic time and stratigraphy. Co- or prerequisite: Sci 141. 3 hours. Jordan.

Sci 170 Astronomy
A survey of astronomy, including the solar system, stars and stellar evolution, galaxies, cosmology, astronomical instruments, and space science. Evening observing sessions. 3 hours. Staff. Alternate years.

Sci 285 Pre-Engineering and Applied Science Seminar
An introduction to the fields of engineering and applied science, with an emphasis on the methods of problems solving and the nature of employment in these fields. Course activities include presentations, discussions, guest lectures, field trips, and problem-solving exercises. 1 hour. Fehrs, Wiener.

Electrical Engineering, Cooperative Program

Contact Dr. Fehrs or Dr. Wiener
An five-year program involving four years at Pacific and one year at the Oregon Graduate Institute for Science and Technology (OGIST). The student will normally receive a baccalaureate degree in physics from Pacific at the end of the fourth year and a Master of Science degree in Electrical Engineering from OGIST at the end of the fifth year. A few courses may be taken at OGIST while the student is still enrolled at Pacific.

While at Pacific the student will complete all of the required courses for the physics major as well as the pre-engineering requirements listed earlier in this section. Within the electives in the physics major program, it is recommended that the student complete Physics 384 (Thermodynamics) and Physics 472 (Electromagnetic Waves and Fourier Optics), but other courses may also be selected. Physics 364 (Electronics) must be completed as part of the pre-engineering requirements.

The requirements for the M.S.E.E. are listed on the OGIST Web page and can be completed in a nine-month academic year (http:\\www.ogi.edu).
DEPARTMENT OF BIOLOGY

Robert E. Stockhouse II, Chair, Professor
Edmond Alkaslassy, Assistant Professor
Edward J. Buecher, Professor
Wes Jarrell, Professor of Environmental Biology
Charles Laidley, Visiting Assistant Professor
Pamela T. Lopez, Associate Professor
Lori Rynd, Professor
Lisa Sardinia, Assistant Professor
Jordan West, Assistant Professor

The Biology Department provides unique educational experiences for students in biology and related fields. The faculty in the department has particular expertise in ecology, botany, molecular biology, genetics, physiology, developmental biology, anatomy, invertebrate zoology, vertebrate zoology, marine biology, animal behavior, and microbiology.

The courses in Biology are designed to provide the basic knowledge, skills, and training necessary for students who intend to pursue professional study in the health sciences, graduate study in biological sciences, or professional employment in some field of biology.

The Biology Department encourages students to obtain additional experience in the specialized area of their choice, through career internships or through independent research projects. Field courses provide direct experience through field trips to Henry Blodgett Arboretum, Malheur Field Station, and other habitats throughout Oregon.

The Biology Department sponsors the Omicron Xi Chapter of Beta Beta Beta, a national biological honor society. The purpose of this organization is to promote student interest and participation in research. The Biology Department also sponsors the annual Northwest Undergraduate Biological Research Conference where undergraduate students from throughout the Northwest present the results of their independent research work.

MAJOR IN BIOLOGY

Requirements:

Biol 190 Biology Passport .................................................1
Biol 202 General Biology I .............................................4
Biol 204 General Biology II ............................................4
Biol 304 General Biology III ..........................................4
Biol 490 Capstone Experience .......................................2

Students must also take one course from each of the following three groups:

**Group I** Subcellular/Cellular Biology .................4
Biol 308 Microbiology, Biol 310 Medical Microbiology,
Biol 400 Molecular Biology,
Biol 320 Cell Biology

**Group II** Biology of Multicellular Organisms ........4
Biol 316 General Botany
Biol 350 Principles of Development
Biol 410 Invertebrate Zoology
Biol 420 Vertebrate Zoology

**Group III** Biology of Populations .....................................4
Biol 305 General Ecology
Biol 450 Tropical Rainforest Biology
Biol 340 Animal Behavior,
Biol 345 Marine Biology
Biol 430 Plant Systematics

**Group IV (Electives)** ............................................... 7-8
Two additional upper division classes.

Additional work outside of Biology:

General Chemistry I and II (Chem 220, 230) .................8
Organic Chemistry (Chemistry 310-311
and 320-321; or Chem 240-241) ...................... 4-8
Physics (Physics 130-201, 140-203 or Physics 232, 242 ... 8
Computer Science (CS 130) ........................................ 2

52-60

Restrictions: In order to receive a Biology degree from Pacific University a student must complete a minimum of three Biology lecture courses including Biol 304 Biology III and the Senior Capstone on campus.

Though not a requirement for a major, it is strongly recommended that Biology majors planning graduate work include a statistics course and independent research.
MINOR IN BIOLOGY

Requirements:

Five 3-hour courses in Biology including Biol 202 Biology I, and Biol 204 Biology II (with associated laboratory courses where appropriate). A minimum of three upper-division courses, including Biol 304 (Biology III), must be taken from Pacific University. No more than 4 hours credit will be given in a minor to a student who has taken both an upper level human anatomy and an upper level human physiology course. Courses for non-science major students do not count toward the minor.

Any student interested in a Biology minor should consult with a faculty member in the Biology Department.

MAJOR IN BIOLOGY WITH HUMAN EMPHASIS

see majors in Health Science at the end of the Natural Sciences Division section.

ENVIRONMENTAL BIOLOGY MAJOR

Required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 100</td>
<td>Environmental Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ES 200</td>
<td>Our Global Environment</td>
<td>4</td>
</tr>
<tr>
<td>ES 300</td>
<td>Environmental Biology</td>
<td>4</td>
</tr>
<tr>
<td>Chem 220</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>Chem 230</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>Biol 202</td>
<td>Biology I</td>
<td>4</td>
</tr>
<tr>
<td>Biol 204</td>
<td>Biology II</td>
<td>4</td>
</tr>
<tr>
<td>Biol 304</td>
<td>Biology III</td>
<td>4</td>
</tr>
<tr>
<td>Biol 305</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>Biol 410 or Biol 345</td>
<td>Invertebrate Zoology or Marine Biology</td>
<td>4</td>
</tr>
<tr>
<td>Biol 420 or Biol 340 Vertebrate Zoology or Animal Behavior</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Biol 430 or Biol 316 Plant Systematics</td>
<td>or General Botany</td>
<td>4</td>
</tr>
<tr>
<td>Biol 308</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Pols 355</td>
<td>Environmental Politics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 355</td>
<td>Environmental Economics</td>
<td>3</td>
</tr>
<tr>
<td>CS 130</td>
<td>Introduction to Software Tools</td>
<td>2</td>
</tr>
<tr>
<td>ES 490</td>
<td>Environmental Science Capstone</td>
<td>2-6</td>
</tr>
<tr>
<td></td>
<td>Internship or Research</td>
<td></td>
</tr>
</tbody>
</table>

(students may be able to substitute applied summer field research in a specified area for course credit)

Recommended:

- Introductory Physics or General Physics
- An introductory statistics course
- Technical Writing course, if available

COURSE DESCRIPTIONS

BIOLOGY (BIOL)

Biol 110  Human Biology
An introduction to basic anatomy and physiology of the human organism. This course is designed for non-science majors. Laboratory is integrated with lecture. There are no prerequisites. (Students cannot receive credit for both Biol 110, and the sequence Biol 300 and 302.) (Does not count toward Biology major or minor.) 4 hours. Staff.

Biol 115  Microbiology for Nonscience Majors
An introductory biology course to meet the Natural Science core requirement. This course stresses the history of microbiology and the diversity within the microbial world. It includes some aspects of medical, ecological and industrial microbiology. (Does not count toward Biology major or minor.) 3 hours. Staff

Biol 145  Marine Biology for Nonscience Majors
This course is designed to acquaint students with the spectrum of marine organisms inhabiting the littoral waters of the coast. Taxonomy, ecological relationships, and organismal adaptations are stressed, with field trips to the marine intertidal zones. (Does not count toward Biology major or minor.) 3 hours. Staff

Biol 180  Biology of Human Reproduction
A study of the biology, psychology and sociology of human reproduction, designed primarily for the non-science major. The course emphasizes the anatomy, development and physiology of the human reproductive system. Some aspects of psychology and sociology are introduced as they relate to birth control, venereal disease, control of reproduction and population control. (Does not count toward Biology major or minor.) 3 hours. Rynd.

Biol 190  Biology Passport
An introductory course for students interested in the biological sciences as a major or minor. Activities and faculty/guest speakers will introduce students to the biology program at Pacific University and to the diversity of possible biological careers. Pass/No Pass. 1 hour. Staff.

Biol 202  General Biology I
A survey of ecology, evolution, the diversity of life on earth, and the structure of plants and animals. Laboratory is integrated with lecture. Prerequisite: Chem 220 with a C- or better. 4 hours. Staff.

Biol 204  General Biology II
Basic principles of cell and molecular biology for both prokaryotes and eukaryotes. The course includes cell structures and functions, metabolism, classical genetics, and molecular genetics. Laboratory experiences are integrated in the course. Prerequisite: Biol 202 (with a grade of C- or better) and Chem 230. 4 hours. Staff

Biol 300  Human Anatomy
An examination of gross and histological structure of the systems of the human body. Prerequisite: Biol 202 (with a grade of C- or better) and at least sophomore standing. (Students cannot receive credit for both Biol 300 and Biol 110.) Laboratory experiences are integrated in the course. 4 hours. Staff
Biol 302 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. (Students cannot receive credit for both Biol 302 and Biol 110.) Prerequisites: Biol 204 (with a grade of C- or better), Biol 300 (with a grade of C- or better) and Chem 230. Laboratory experiences are integrated in the course. 4 hours. Rynd.

Biol 304 General Biology III
This course utilizes a hands-on, application-oriented approach to enhance student understanding of: (1) the scientific method, (2) the diversity of techniques used by biologists in the field and laboratory, (3) how to conduct searches for and effectively use the primary biological literature, and (4) how to present biological research in the form of scientific papers, oral presentations and posters. Prerequisites: Biol 204 (with a grade of C- or better). Laboratory experiences are integrated in the course. 4 hours. Staff.

Biol 305 Ecology
An introduction to the basic principles and fundamentals influencing interactions between plants and animals and their environment. Includes laboratory and field experiences. Includes some weekend field trips (including a four day trip). Additional fee required. Prerequisites: Biol 304 (with a grade of C- or better). 4 hours. Stockhouse. (G)

Biol 308 Microbiology
A survey of microorganisms with emphasis on bacterial and viral forms. Basic concepts in micro structure, physiology, genetics and classification will be covered. Laboratory involves the development of techniques specific to the area of microbiology as well as morphological and biochemical analysis of bacterial species. Prerequisite: Biol 304 (with a grade of C- or better). 4 hours. Bucher.

Biol 310 Medical Microbiology
A study of the systematics and the fundamentals of morphology and physiology of medically-important microorganisms. Basic principles of immunology and host response to infection are stressed. A diagnostic laboratory to study microbial pathogens is included. Prerequisite: Biol 304 (with a grade of C- or better). 4 hours. Bucher. (G)

Biol 316 General Botany
Fundamental principles of plant biology with emphasis on morphology, anatomy, taxonomy, physiology, and evolution of algae, fungi, non-vascular and vascular plants. Includes laboratory and field experiences. Prerequisite: Biol 304 (with a grade of C- or better). 4 hours. Stockhouse. (G)

Biol 320 Cell Biology
A study of the functions of biological systems from the molecular to the tissue level. The molecular biology of cells and the regulatory mechanisms for physiological processes are emphasized. Prerequisite: Biol 304 (with a grade of C- or better), Chem 240/241 or Chem 320/321. Laboratory experiences are integrated in the course. 4 hours. Rynd. (G)

Biol 330 Genetics
A study of the principles of heredity with emphasis upon transmission genetics, quantitative inheritance, the molecular basis of inheritance, and population genetics. Biol 304 (with a grade of C- or better). Laboratory experiences are integrated in the course. 4 hours. Sardinia. (G)

Biol 340 Animal Behavior
A study of the ecology and evolution of animal behavior, including such topics as foraging strategies, predator-prey interactions, mating systems, sexual selection and communication. Mechanisms of animal behavior (such as endocrinology, genetics and neurobiology) are also discussed. Includes laboratory and field experiences along with some weekend field trips. Prerequisite: Biol 304 (with a grade of C- or better). 4 hours. Lopez. (G)

Biol 345 Marine Biology
This course is designed to acquaint students with the spectrum of marine organisms inhabiting the littoral waters of the coast. Taxonomy, ecological relationships, and organismal adaptations are stressed, with field trips to the marine intertidal zones. Laboratory experiences are integrated in the course. Prerequisite: Biol 304 (with a grade of C- or better). 4 hours. Staff.

Biol 350 Principles of Development
A study of molecular and cellular aspects of development and embryological differentiation of selected species. Prerequisite: Biol 304 (with a grade of C- or better). Laboratory experiences are integrated in the course. 4 hours. Rynd. (G)

Biol 385 Seminar
Student-led discussions of selected biological topics. 1 hour. Staff.

Biol 400 Molecular Biology
A laboratory-intensive course focusing on nucleic acid biology, with special emphasis on bacterial and viral genetics, recombinant DNA and biotechnology. Prerequisites: Biol 304 (with a grade of C- or better) and Chem 240-241 or Chem 320/321. 4 hours. Sardinia. (G)

Biol 410 Invertebrate Zoology
A study of invertebrate organisms including their systematics, morphology and ecology. Prerequisite: Biol 304 (with a grade of C- or better). Includes some field trips on Saturdays and Sundays. Laboratory experiences are integrated in the course. 4 hours. Staff. (G)

Biol 420 Vertebrate Zoology
A study of vertebrate organisms, including their systematics, life histories, morphological and physiological adaptations, and behavior. Includes laboratory and field experiences. Includes some weekend field trips. Prerequisite: Biol 304 (with a grade of C- or better). 4 hours. Lopez. (G)

Biol 430 Plant Systematics
Identification and classification of the vascular plants represented in the flora of the Pacific Northwest. Includes laboratory and field experiences. Some weekend field trips required. Prerequisite: Biol 304 (with a grade of C- or better). 4 hours. Stockhouse. (G)

Biol 440 Human Histology
A coordinated lecture and laboratory course. The study of cellular and tissue structure and the interrelationships of tissues in the organ systems of the human body. Prerequisite: Biol 300 (with a grade of C- or better). 3 hours. Staff (G)
Biol 450  Tropical Rainforest Biology
A study of tropical rainforest ecology and natural history, and current biological research in tropical rainforests. The course meets during the fall semester for 1 credit, during which students gain the background required for the field component of the course held in Costa Rica during January. Prerequisites: Biol 304 (with a grade of C- or better). Alternate years 1998-99. 4 hours. Lopez.

Biol 480  Advanced Methods in Cell Biology
This course is a laboratory course designed to introduce the student to a variety of cellular and biochemical techniques for investigating the behavior and function of living cells. Students will be required to understand the concepts of the techniques used, as well as to demonstrate hands-on competence in the laboratory. The course will meet all day during the January three week term. This course is strongly recommended for those students interested in undergraduate research projects, graduate school, or employment as a laboratory technician. Prerequisite: C- or better in Biol 308, Biol 310, Biol 320 or Biol 400. Junior standing recommended. 3 semester credits. Staff. (G)

Biol 485  Seminar
Student presentation and discussion of selected biological topics. Senior standing required. 1 hour. Staff.

Biol 490  Capstone Experience
Designed to allow students to expand on research projects from upper level biology courses by more thoroughly examining the primary literature, reanalyzing data, writing a publication-quality paper and presenting the results in a public forum. Prerequisites: Senior standing. 2 hours. Staff.

Biol 495  Research
Consent of Instructor. Student-conducted individual research project. Faculty supervised. 1-6 hours. (G)
The course offerings and programs of the Chemistry Department are designed to serve three broad categories of students. The bachelor of science degree in chemistry prepares students for immediate industrial employment, for entry into programs of professional study such as medicine or engineering, or for graduate study in chemistry, or a related field. The chemistry program also serves students not majoring in chemistry whose academic and career goals require some understanding of chemistry. Finally, course work is offered specifically for students whose academic goals are not concentrated in the sciences but who would like to better understand natural phenomena and how they affect our lives.

MAJOR IN CHEMISTRY

Core Requirements:
Chem 220-230 General Chemistry I-II ..................................8
Chem 310-311
Chem 320-321 Organic Chemistry I-II ..................................8
Chem 340-341 Quantitative Analysis..................................4
Chem 410-411 Thermodynamics and Kinetics ........................4
Chem 430  Advanced Inorganic Chemistry .........................3
Chem 485 Seminar .............................................................1
Math 226-227 Calculus I-II ....................................................8
(Math 228 strongly recommended)
Physics One year with laboratory
(Phys 232-242 recommended). .........................................8
At least one of the following emphases must be fulfilled

Emphases:

Chemistry
Biol 202 & 204 General Biology I-II ..................................8
Two upper division electives (with lab if appropriate). 6-8

Note: For students planning to work as chemists or attend graduate school in chemistry the following courses should be included:
Chem 350-351 Instrumental Analysis .................................4
Chem 420-421 Quantum Chemistry and Spectroscopy .......4
Chem 440 Advanced Organic Laboratory or
Chem. 498/499 Thesis .....................................................3-4

Chemical Physics
Chem 420-421 Quantum Chemistry and Spectroscopy .......4
Phys 320-321 Modern Physics ............................................4
One upper division Physics course from the following
(Phys 364, 376, 380, 420, 460, or 472) ........ 3-4
One additional upper division course in Chem., Physics,
or Math ................................................................. 3-4

57-60

Biological Chemistry
Chem 380 Biochemistry ..................................................3
Biol 202, 204, & 306 General Biology I, II and III .............12
Biol 400 Molecular Biology .............................................4
One of the following: .....................................................4
Biol 308 Microbiology
Biol 320 Cell Biology
Biol 300-301 & 302-303 Human Anatomy and Human
Physiology

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Environmental Chemistry
Biol 202 & 204 General Biology I-II .................................8
Chem 350-351 Instrumental Analysis ................................4
ES 200 Our Global Environment ....................................4
ES 310 Environmental Chemistry ................................4
One of the following: .....................................................3-4
ES 301 Environmental Biology
ES 255 Environmental Politics (also PolS 255)
ES 255 Environmental Economics (also Econ 255)

67-68

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 (C.S. 150 or 230) is also recommended.

MINOR IN CHEMISTRY

Requirements:
Chem 220-230 General Chemistry I-II ...............................8
Chem 310-311
Chem 320-321 Organic Chemistry I-II ...............................8
Chem 340-341 Quantitative Analysis ................................4
Chem 385 Seminar ............................................................1
Elective: Choose one of the following ............................. 3-4
Chem 350-351 Instrumental Analysis
Chem 380 Biochemistry
Chem 410-411 Thermodynamics and Kinetics
Chem 420-421 Quantum Chemistry and Spectroscopy
Chem 440 Advanced Inorganic Chemistry

24-25

At least one credit of chemistry laboratory, must be taken at Pacific University. Any student interested in a Chemistry minor should consult with a faculty member in the Chemistry Department.
COURSE DESCRIPTIONS

Chemistry (Chem)

Chem 110  Chemistry for Nonscientists.
An introductory chemistry course for students who do not plan to take additional chemistry. Basic principles of chemical reactions are developed in a non-mathematical way and used to explain phenomena of significance to our lives. Topics may include the structure and function of selected biological molecules, atmospheric chemistry, chemical sources of energy, and foods. 3 hours. Jordan.

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. Johnson, Whiteley.

Chem 230  General Chemistry II
The second of a two semester sequence continuing from Chem 220. In addition to three lectures per week, the class meets three hours weekly for a laboratory or activity session. Prerequisite: Chem 220 (with a grade of “C-” or higher) and Math 125 or equivalent. 4 hours. Johnson, Whiteley.

Chem 240  Survey of Organic Chemistry

Chem 241  Survey of Organic Chemistry Laboratory

Chem 310  Organic Chemistry I
An integrated study of aliphatic and aromatic chemistry. Emphasis is placed on the mechanistic approach to understanding organic reactions. Prerequisite: Chem 230. Note: Students cannot receive credit for both Chem 240-241 and the 310-311, 320-321 series. 3 hours. Currie.

Chem 311  Organic Chemistry Laboratory I
A laboratory course in organic chemistry concerned with the synthesis, isolation and purification of characteristic organic compounds including an introduction to the qualitative identification of unknown compounds. Prerequisite: Chem 230 Co-requisite: Chem 310. 1 hour. Currie.

Chem 320  Organic Chemistry II
A continuation of Chem 310, which is a prerequisite. 3 hours. Currie.

Chem 321  Organic Chemistry Laboratory II
A continuation of Chem 311, which is a prerequisite. 1 hour. Currie.

Chem 340  Quantitative Analysis
An introduction to the theory and principles of volumetric, gravimetric, and colorimetric methods of analysis. Prerequisite: Chem 230. 2 hours. Whiteley.

Chem 341  Quantitative Analysis Laboratory
A laboratory course to accompany and give practical illustration to the principles covered in Chem 340, which is a co-requisite. Prerequisite: Chem 230. 2 hours. Whiteley.

Chem 350  Instrumental Analysis

Chem 351  Instrumental Analysis Laboratory
Laboratory experiences to augment and illustrate Chem 350, which is a co-requisite. Prerequisite: Chem 341. 1 hour. Whiteley. Alternate years. 1998-99.

Chem 380  Biochemistry
A general biochemistry course including the structure and function of biological molecules in metabolism, bioenergetics, and enzyme action. Prerequisites: Chem 240 or 320. 3 hours. Jordan, Alternate years. 1998-99.

Chem 385  Seminar
Participation in discussions about recent advances in the field of chemistry. May be taken twice for credit. P/NP. 1 hour. Johnson.

Chem 410  Thermodynamics and Kinetics
Presentation, discussion, and application of the laws of thermodynamics, including gas behavior, equations of states, phase transformations, chemical equilibria and kinetics. Prerequisite: Chem 230 and Calculus II and one year of college physics. 3 hours. Johnson. Alternate years. 1998-99.

Chem 411  Thermodynamics and Kinetics Laboratory
A laboratory course to accompany Chem 410, which is a co-requisite. Prerequisite: Chem 230. 1 hour. Johnson. Alternate years. 1998-99.

Chem 420  Quantum Chemistry and Spectroscopy
An introduction to quantum mechanics and its applications to chemistry including structure, the chemical bond and spectroscopy. Prerequisite: Chem 230 and Calculus II and one year college physics. 3 hours. Johnson. Alternate years. 1998-2000.

Chem 421  Quantum Chemistry and Spectroscopy Laboratory
A laboratory course designed to accompany Chem 420, which is a co-requisite. Prerequisite: Chem 230. 1 hour. Johnson. Alternate years. 1998-2000.

Chem 430  Advanced Inorganic Chemistry
Chem 440  Advanced Organic Laboratory
An advanced Laboratory for majors and serious pre-professional students who require more practical laboratory experience than can be given in the introductory course sequence, Chem 311 and 321. Prerequisite: Chem 321. 3 hours. Currie. Alternate years. 1999-2000.

Chem Reactivity Modeling
Practical application of computer modeling to the determination of molecular properties and reactivity. Topics include both classical and quantum mechanical approaches. Prerequisites: Chem 310 or 240 (one semester of organic chemistry). 1 hour. Currie.

Chem 450  Analytical Topics, Lecture
Lecture in single analytical technique such as electrochemistry or mass spectrometry. May be repeated for credit in different techniques. 1 hour.

Chem 451  Analytical Topics, Laboratory
Lecture and laboratory work in a single analytical technique such as gas chromatography, electrochemistry, liquid chromatography, or atomic absorption spectroscopy. May be repeated for different techniques. 1 hour.

Chem 485  Seminar
Designed to acquaint the science major with recent advances in chemistry and related fields as well as to provide experience in the preparation and oral presentation of science topics. May be taken twice for credit. 1 hour. Johnson.

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.

Chem 498/499 Thesis
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. The work will culminate in a written thesis and oral presentation. 2 hours each semester.
MAJOR IN EXERCISE SCIENCE

Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Biol 202</td>
<td>General Biology I</td>
<td>4</td>
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<tr>
<td>Biol 204</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>Biol 300</td>
<td>Human Anatomy and Lab</td>
<td>4</td>
</tr>
<tr>
<td>Biol 302</td>
<td>Human Physiology and Lab</td>
<td>4</td>
</tr>
<tr>
<td>Phys 130/201</td>
<td>Introduction to Physics I &amp; Gen. Physics Lab</td>
<td>4</td>
</tr>
<tr>
<td>Exsc 230</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Exsc 380/381</td>
<td>Kinesiology and Lab</td>
<td>4</td>
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<tr>
<td>Exsc 414</td>
<td>Perceptual Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>Exsc 475</td>
<td>Internship</td>
<td>3</td>
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<tr>
<td>(Can also be counted: Student Teaching, Human Performance Practicums, Adult Fitness Practicum, or Sports Medicine Practicums)</td>
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<tr>
<td>Exsc 480/481</td>
<td>Physiology of Exercise and Lab</td>
<td>4</td>
</tr>
<tr>
<td>Spmd 204</td>
<td>Athletic Training</td>
<td>2</td>
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<td>Select one of the following</td>
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<tr>
<td>Hper 330</td>
<td>330 Adult Fitness</td>
<td></td>
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<tr>
<td>Exsc 450</td>
<td>Biomechanics</td>
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<tr>
<td>Exsc 400/401</td>
<td>Adv Gross Anatomy and Lab</td>
<td>4</td>
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<tr>
<td>Exsc 490/491</td>
<td>Adv Phys of Exercise and Lab</td>
<td>4</td>
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<tr>
<td>Hper 105</td>
<td>First Aid</td>
<td>1</td>
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<tr>
<td>Hper 170</td>
<td>Techniques of Recreational Games, Personal Defense, Gymnastics, Fitness, Pickleball, Handball, Racquetball</td>
<td>3</td>
</tr>
<tr>
<td>Hper 231</td>
<td>Measurement and Evaluation in Physical Education</td>
<td>1</td>
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<tr>
<td>Hper 270</td>
<td>Techniques of Aquatics, Rhythms, Badminton, Tennis, Track</td>
<td>3</td>
</tr>
<tr>
<td>Hper 315</td>
<td>Adaptive Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Hper 316</td>
<td>Teaching Health and Physical Education in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>Hper 321</td>
<td>Elementary Human Performance Practicum</td>
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<tr>
<td>Hper 323</td>
<td>Secondary Human Performance Practicum</td>
<td>1</td>
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<tr>
<td>Hper 370</td>
<td>Techniques of Softball, Basketball, Flag Football, Soccer, Volleyball, Archery, Golf</td>
<td>3</td>
</tr>
<tr>
<td>Hper 372</td>
<td>Principles and Administration of Physical Education and Athletic Programs</td>
<td>3</td>
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</tbody>
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EXERCISE SCIENCE WITH AN EMPHASIS IN HUMAN PERFORMANCE

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<thead>
<tr>
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<tr>
<td>Biol 110</td>
<td>Human Biology</td>
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<td>(May substitute Biol 204, 300, and 302)</td>
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<tr>
<td>Biol 202</td>
<td>General Biology I</td>
<td>4</td>
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<tr>
<td>Phys 110/111</td>
<td>Physics of Everyday Phenomena and Lab</td>
<td>4</td>
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<tr>
<td>(May substitute Phys 130/201)</td>
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<tr>
<td>Exsc 230</td>
<td>Nutrition</td>
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<tr>
<td>Exsc 380/381</td>
<td>Kinesiology and Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

EXERCISE SCIENCE WITH AN EMPHASIS IN SPORTS MEDICINE

Pacific University's Exercise Science Department offers an emphasis in Sports Medicine preparatory to certification by the National Athletic Trainers Association (NATA).

The following are requirements for certification:

1. Documentation of attainment of at least 1500 hours of Athletic Training Experience under direct supervision of a NATA Certified Athletic Trainer. These hours must have been attained over a minimum of two years and not more than five years.

2. Completion of the following course work:

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<td>Human Anatomy and Lab</td>
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<td>Exsc 380/381</td>
<td>Kinesiology and Lab</td>
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<td>Exsc 414</td>
<td>Perceptual Motor Learning</td>
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<td>Exsc 480/481</td>
<td>Physiology of Exercise and Lab</td>
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<tr>
<td>Spmd 204</td>
<td>Athletic Training</td>
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<td>Select one of the following</td>
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<td>Exsc 490/491</td>
<td>Adv Phys of Exercise and Lab</td>
<td>4</td>
</tr>
</tbody>
</table>
COACHING MINOR
This minor is available for those students interested in obtaining a coaching position in the public/private schools or in youth or adult programs.

Hper 105 First Aid ........................................................... 1
Hper 311 Coaching Methods ............................................. 1
Hper 320 Sport and Society................................................. 3
Hper 322 Sport Psychology ................................................. 3
Hper 372 Principles and Administration of Physical Education and Athletic Programs .......... 3
Hper 420 Principles and Techniques of Coaching .......... 3
Spmd 204 Athletic Training................................................. 2

EXERCISE SCIENCE MINOR
This minor is available for those students who, with the appropriate major, seek entry into the School of Physical Therapy or are interested in careers in the Sports and Fitness industry.

Biol 202 General Biology I................................................. 4
Biol 204 General Biology II ................................................. 4
Biol 300 Human Anatomy and Lab ............................... 4
Biol 302 Human Physiology and Lab ............................... 4
Phys 130/201 Introduction to Physics I and General Physics Lab ........................................... 4
Spmd 204 Athletic Training.................................................. 2
Exsc 380/381 Kinesiology and Lab .................................. 4
Exsc 414 Perceptual Motor Learning ................................ 3
Exsc 480/481 Physiology of Exercise and Lab ................. 4

COURSE DESCRIPTIONS

Exercise Science (Exsc)

Exsc 230 Nutrition
An in-depth study of the relationship between nutrition and total individual health through the life-span. Emphasis will be placed on the essential nutrient chemical conversions during digestion, absorption and metabolism and their contribution to optimal health. Individual nutritional analysis and a personalized diet plan project will be required. 3 hours. Staff.

Exsc 380 Kinesiology
A study of the aspects of human movement; actions of bones and muscles in motor activities. Prerequisite: Biol 202 and 300/301 and Phy 110/111 or 130/201. 3 hours. Staff.

Exsc 381 Kinesiology Laboratory
To be taken concurrently with Exsc 380. 1 hour. Staff.

Exsc 400 Gross Human Anatomy
Advanced study of gross and histological structure of the human body. Introduction into musculoskeletal, nervous and cardiovascular systems. Prerequisite: Biol 202 and 300/301. 3 hours. Staff.

Exsc 401 Gross Human Anatomy Lab
To be taken concurrently with Exsc 400. 1 hour. Staff.

Exsc 414 Perceptual Motor Learning
An in-depth study of learning theories, acquisition of skill, perception and motor control as they apply to the learning of a motor skill. Prerequisite: Biol 202. 3 hours. Staff.

Exsc 430 Biomechanics
The physical laws and mechanical aspects governing human motor functioning; analytical processes emphasized. Prerequisite: Phys 110/111 or 130/201 (Math 125 is a prerequisite for Phys 130/201) and Exsc 380/381. 3 hours. Staff.

Exsc 475 Internship
An internship consists of a field experience in a student’s specific career choice. Application of theories is emphasized. Arrangements for the course must be completed two weeks prior to the term in which the course is being taken. The internship is a capstone experience recommended to be taken during the senior year. Instructor’s consent is required. Prerequisite: 12 hours of Exercise Science/Human Performance/Sports Medicine. Graded P/N. Course may be repeated once for credit. 1-14 hours. Staff.

Exsc 480 Physiology of Exercise
The study and application of principles to the development of efficient human movement. Includes emphasis in physiology of exercise and in motor learning development. Prerequisites: Biol 202, 204, 300/301 and 302/303, or Biol 110 and Biol 202. Phys 110/111 (Physics of Everyday Phenomena) or Physics 130/201 (Math 125 is a prerequisite for Phys 130/201). 3 hours. Staff. Exsc 481 Physiology of Exercise Laboratory. To be taken concurrently with Exsc 480. 1 hour. Staff.
Exsc 490  Advanced Physiology of Exercise
The advanced study and application of principles of physiology to the development of efficient human movement. Includes emphasis in the following areas: metabolism, muscle physiology, cardiovascular and respiratory dynamics, strength physiology, methods designed to improve performance, and instrumentation frequently used in the exercise physiology setting. Prerequisites: Successful completion of Exsc 480/481. 3 hours. Staff.

Exsc 491  Advanced Physiology of Exercise Laboratory
To be taken concurrently with Exsc 480. 1 hour. Staff.

Human Performance (Hper)

Hper 103  Personal Health
The study of physical, mental, intellectual and social well being; effective functioning, both within the individual and by the individual, within the environment. 3 hours. Fall Alternate Years. Staff.

Hper 105  First Aid
The study of basic anatomy and physiology of body systems as they relate to the prevention and care of injury and safety. More advanced than a standard first aid class outlined by the American Red Cross. 1 hour. Boyd.

Hper 170  Techniques of Fitness, Gymnastics, Recreational Games, Handball, Self-Defense, Racquetball, Pickleball.
Personal skill development, methods and materials for teaching and evaluating in the areas of gymnastics, recreational games, handball, self-defense, racquetball, pickleball, and fitness parameters. 3 hours. Fall Alternate Years. Staff.

Hper 204  Methods of Officiating
The study of officials duties for various sports; general officiating diagnosis to discover methods and techniques used for better officiating. 3 hours. Bafaro.

Hper 231  Measurement and Evaluation in Physical Education
A study of the basic statistical concepts and procedures for use in evaluating the process and the product in physical education programming. 1 hour. Staff.

Hper 270  Techniques of Swimming, Badminton, Tennis, Rhythms, Track
Personal skill development, methods and materials for teaching and evaluating in the areas of swimming, badminton, tennis, track and field. 3 hours. Spring Alternate Years. Staff.

Hper 311  Coaching Methods
A series of individual courses designed to give students insight and direction in leading or assisting in the coaching of athletics. Students may elect from a variety of coaching methods courses in the areas of baseball and softball, basketball, cross country, football, golf and tennis, soccer, volleyball, and wrestling. May be repeated for different sports. Prerequisite: Hper 105. 1 hour each. Staff.

Hper 315  Adaptive Physical Education
An introduction to adapted, corrective and developmental physical education. Emphasis is placed on instruction of physical activities for the exceptional child. 3 hours. Bafaro.

Hper 316  Teaching Physical Education in the Elementary School
Program development; methods of instruction in elementary school physical education. The purpose and requirements of the elementary physical education program with emphasis on program planning methods. 3 hours. Spring Alternate Years. Rix.

Hper 320  Sport and Society
Investigation of sport as a social phenomenon, including small groups in sport, sport organizations, sport subcultures, socializing institutions, and an in-depth analysis of interscholastic and intercollegiate sport programs. 3 hours. Staff.

Hper 321  Elementary Human Performance Practicum
A supervised practical experience teaching physical education activities and concepts to elementary age school children. Prerequisite: Hper 316. 1 hour. Rix.

Hper 322  Sport Psychology
Examination of the psychological basis of sport including effects on learning, perception, motivation, social, and behavioral aspects. 3 hours. Staff.

Hper 323  Secondary Human Performance Practicum
A supervised practical experience teaching physical education activities and concepts to junior high, high school and/or college-age students. Prerequisite: Junior standing in exercise science major or consent of the instructor. 1 hour. Staff.

Hper 330  Adult Fitness Principles
A study of the physiological, psychological and sociological aspects of adult fitness. The course includes materials and programs for use in initiating, prescribing, evaluating, monitoring and supervising adult fitness programs. Prerequisites: Exsc 380/381, 482/483, or junior standing and consent of the instructor. 3 hours. Staff.

Hper 331  Adult Fitness Programming Practicum
A supervised practical experience working with adults in a physical fitness program. Prerequisite: Hper 330. 1 hour. Staff.

Hper 370  Techniques of Softball, Basketball, Flag Football, Soccer, Volleyball, Archery, Golf
Personal skill development, methods and materials for teaching and evaluating in the areas of softball, basketball, flag football, soccer, volleyball, archery and golf. 3 hours. Fall Alternate Years. Staff.

Hper 372  Principles and Administration of Physical Education and Athletic Programs
A study of the principles and practices of administration and supervision which relate to the conducting of sound physical education and athletic programs. Emphasis placed on the discussion and solution of administrative problems and procedures. Prerequisite: Jr. Standing. 3 hours. Fall Odd Years. Schumann.

Hper 420  Principles, and Techniques of Coaching
Principles technically applicable to the coaching of sports, including legal liability, budgeting, organizational and communication skills. Prerequisite: Hper 105. 3 hours. Schumann.
Sports Medicine (Spmd)

Spmd 204 Athletic Training
A basic study of prevention and care of athletic injuries. Students will learn to prevent, evaluate, and care for common injuries. Students will also learn the basics of emergency care and the application of preventive taping. 2 hours. Prerequisite: Hper 105. $5 Lab Fee. Staff.

Spmd 205 Athletic Training Room Procedures
Observation of Pacific University athletic training facility and its operations. 1 hour. Staff.

Spmd 206 Athletic Training Coverage of Collegiate Practices & Games
Observation of athletic training procedures and protocols during collegiate games and practices. 1 hour. Staff.

Spmd 304 Treatment/Evaluation of Athletic Injuries
Advanced procedures in athletic training, injury evaluation, care and rehabilitation. Consideration for safety factors in athletic contests, sports equipment, and facilities. Theory and practice in the use of therapeutic modalities. Prerequisites: Spmd 204 and Biol 300/301 or consent of instructor. Every other year (alternates with Spmd 404). 3 hours. McIntosh.

Spmd 305 Athletic Training Practicum I
Observation hours in a clinical setting. Hours may be obtained in a physical therapy clinic or orthopedist’s office. Instructor’s consent only. 1 hour. McIntosh.

Spmd 404 Advanced Principles of Athletic Training
Advanced procedures in Athletic Training including gait analysis, manual therapy, joint injury evaluation, taping and bracing. Discussion of current issues in sports medicine including: drugs and sports, communicable diseases, the female athlete and chronic illnesses. Prerequisite: HE 204, Biol 300/301. Every other year (alternates with Spmd 304). 3 hours. McIntosh.

Spmd 405 Athletic Training Practicum II
Advanced practical application of training skills in a secondary school or collegiate setting. Prerequisite: Spmd 304. Instructor’s consent only. 1 hour. McIntosh.
DEPARTMENT OF MATHEMATICAL SCIENCES

Michael Boardman, Chair, Associate Professor, Mathematics
Juliet Brosing, Associate Professor, Mathematics and Physics
Margaret Chou, Associate Professor, Mathematics (on sabbatical Fall, 1998)
Michael C. Clock, Professor, Mathematics (on sabbatical Spring 1999)
Christine Guenther, Assistant Professor of Mathematics
David Jones, Assistant Professor of Mathematics
Johnny Snyder, Assistant Professor of Mathematics
Allen Taylor, Assistant Professor of Mathematics
Douglas J. Ryan, Associate Professor, Computer Science

The Department of Mathematical Sciences offers majors in Computer Science and Mathematics. The curriculum and degree requirements are varied enough to allow the student to focus on work with either an applied or theoretical flavor. This preparation can be used as a basis for immediate employment in business or industry, or as background for graduate study. Students wishing to teach mathematics in the public schools may do so by completing the subject matter and professional education requirements shown in the School of Education section.

The Computer Science program at Pacific University is characterized by small class sizes, close interaction with faculty, and a curriculum with a breadth and depth rarely encountered in a small university. Because the department follows the ACM (Association for Computing Machinery) curriculum guidelines, students graduating with a degree in CS from Pacific are well-prepared to pursue immediate employment in the computer/electronics industry or continue on to graduate school. With 100% placement in the field since the program inception, our graduates are employed at industry leaders such as Intel, Microsoft, and Hewlett Packard.

The entire campus is networked on a fiber optic backbone, with access from terminals in the Computer Science lab, the library, and the dorms. Currently, there are three computer labs in the Strain Science Center and several other labs across the campus. Exclusively for Computer Science students, the main lab contains PC and UNIX machines. Our network of Pentium machines is used primarily in courses such as Interactive Computer Graphics, Windows Programming, and Assembly Language Programming. Our UNIX platform consists of a SUN SPARC/10 with Tektronix 19” & 17” color X-terminals and is used mainly in courses such as Introduction to Computer Science I & II, System Design, Compilers, and Operating Systems. An Intel System 303 running Linux is the department Web server. Several other Linux machines are available for use by students for software development or system administration training. Access to this lab is granted to all Computer Science majors/minors.

The mathematics program at Pacific is flexible, allowing students to concentrate on preparation for graduate school, a career in elementary or secondary teaching or entrance into business and industry. With courses from the abstract to the applied, students are exposed to a broad spectrum of mathematics and its application.

While remaining active professionally in research, curriculum development, and in local and national mathematics organizations, the mathematics faculty make student learning their highest priority.

The James F. Price memorial mathematics computer laboratory and resource center, financed through a generous gift in memory of Dr. Price and the National Science Foundation, is used by mathematics majors and minors and other students enrolled in calculus, statistics and certain other classes. The lab is fully equipped with Power Macintoshes, 17” professional monitors and projection equipment. Each computer has an array of software including Maple, fractal generating programs, internet software, database and spreadsheet programs, editors and word processors. Information on graduate schools and careers related to mathematics is readily available in the resource center.

MAJOR IN COMPUTER SCIENCE

In addition to meeting general college degree requirements, the major in Computer Science must complete the following:

Core Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 206</td>
<td>Introductory Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Math 240</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Math 226</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>C.S. 150</td>
<td>Introduction to Computer Science I</td>
<td>3</td>
</tr>
<tr>
<td>C.S. 250</td>
<td>Introduction to Computer Science II</td>
<td>3</td>
</tr>
<tr>
<td>C.S. 310</td>
<td>Theoretical Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>C.S. 320</td>
<td>Assembly Language Programming.</td>
<td>3</td>
</tr>
<tr>
<td>C.S. 330</td>
<td>Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>C.S. 440</td>
<td>System Design</td>
<td>3</td>
</tr>
<tr>
<td>C.S. 441</td>
<td>System Design Lab</td>
<td>2</td>
</tr>
<tr>
<td>C.S. 460</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>C.S. 480</td>
<td>Principles of Compiler Design</td>
<td>3</td>
</tr>
<tr>
<td>C.S. 481</td>
<td>Compiler Laboratory I</td>
<td>1</td>
</tr>
</tbody>
</table>

6 Credits selected from the following courses.................6

Electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.S. 360</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>Phys 364</td>
<td>Electronics</td>
<td></td>
</tr>
</tbody>
</table>

Note: C.S. 360 can be counted twice as an elective as long as the topics are different.

1. At least 18 hours of upper division C.S. courses (Credit by Examination not acceptable) must be taken from Pacific University.

2. Anyone enrolling in the 3-2 Program must take at least six hours of upper-division C.S. courses (Credit by Examination not acceptable) from Pacific University.
MINOR IN COMPUTER SCIENCE

Math 125 (or higher) Precalculus ......................................... 4  
C.S. 150 Introduction to Computer Science I ..................... 3  
C.S. 250 Introduction to Computer Science II .................... 3  
C.S. 320 Assembly Language Programming ...................... 3  

Restriction:  
1. At least six hours of upper-division courses in Computer Science must be taken from Pacific University. (Credit by Examination not acceptable).

COURSE DESCRIPTIONS

COMPUTER SCIENCE (C.S.)

C.S. 120 The Information Era  
An exploration, with the use of computers, of how information technology is playing an ever increasing role in society. Students will explore a host of topics for using and accessing information such as: searching and navigating the Internet, the World-Wide Web (WWW), interactive multimedia, communications, and ethics. This is not a programming class and is intended to give students the ability to access and manipulate information in a variety of ways. (Class includes lab projects). 3 hours.

C.S. 130 Introduction to Software Tools  
Many disciplines are finding the need to gather, manipulate, analyze, and graph data. This is an introductory course that will introduce students to some software tools that will aid in this process. Software which is widely used at Pacific includes: StatView, Excel, Equation Editor, and Word. (Class includes lab projects). Prerequisite: Math 125. 2 hours (10 weeks). Students can not get credit for both C.S.130 and 230.

C.S. 150 Introduction to Computer Science I  
A first course in computing fundamentals where no previous programming experience is presumed. This course will be taught in "C" or C++ and include programming projects in a wide variety of areas. Course content includes selections, repetitions, functions, arrays, pointers, classes, unions, and I/O. (Class includes lab projects). Co-requisite: Math 125. 3 hours.

C.S. 205 Introduction to Programming for Multimedia  
This course introduces students to the programming process and logic. Multimedia projects will be discussed and developed using state of the art scripting and macro languages such as HTML, Java, Perl, and/or Director. Prerequisite: C.S. 120 or equivalent.

C.S. 230 Introduction to Advanced Software Tools  
This course covers the same topics as C.S. 130 in the first ten weeks. The last four weeks are spent doing more intense work with StatView, Excel, and Maple. Some programming in Maple will be required. (Class includes lab projects). Pre-requisite: Math 226. 3 hours (14 weeks). Students cannot get credit for both C.S. 130 and 230.

C.S. 250 Introduction to Computer Science II  
A second course in computing fundamentals which is a continuation of C.S. 150. The study of data structures such as stacks, queues, linked lists, trees, searching, and sorting is an integral component of the class. This course will teach an object oriented approach to computing if taught in C++ and include classes, function and operator overloading, and inheritance. (Class includes lab projects). Prerequisite: C.S. 150. 3 hours.

C.S. 310 Theoretical Computer Science  
This course introduces the foundations of formal language theory, computability, complexity, shows the relationship between automata and various classes of languages, addresses the issue of which problems can be solved by computational means and studies the complexity of their solutions. It also studies Turing machines and equivalent models of computation, the Chomsky hierarchy, context free grammars, push-down automata, and computability. Prerequisite: C.S. 250. 3 hours. Zavoshy. Alternate years 1998-1999.

C.S. 320 Assembly Language Programming  
An introduction to digital logic, machine structure and instruction sets, assembly language programming (arrays, subroutines, I/O conversion, sorting, searching, lists, look-up tables), interrupts and resets. Prerequisite: C.S. 250 or instructor consent. 3 hours. (Class includes lab projects using MASM ).

C.S. 330 Computer Architecture  
An introduction to the hardware design aspects of all major components of a computer system. Topics include computer arithmetic, Boolean algebra and gate networks, logic design, memory (virtual & cache), I/O devices, pipelined instruction execution, bus structures, microprogramming, and RISC/CISC philosophies. Prerequisites: C.S. 320. 3 hours. Ryan. Alternate years 1998-1999.

C.S. 360 Special Topics  
Consists of an area in Computer Science that is getting a great deal of attention. Current topics include (but are not limited to) the following: Windows Programming - This class uses Visual C++ to introduce basic concepts of GUI. (Class includes lab projects). Interactive Computer Graphics - An introduction to interactive computer graphics, including: bit-mapped graphics (low level routines), line drawing algorithms, circle generators, two-dimensional transformations, clipping and windowing, solid area scan conversion, three-dimensional transformations, fractals, and ray tracing. (Class includes lab projects using C/C++, Java, and/or OpenGL). Survey of Programming Languages - An overview of programming languages to include the fundamentals of procedural, functional, and object-oriented languages. (Class includes lab projects using C/C++, Modula-2, and LISP). Prerequisites: C.S.250 or instructor consent. 3 hours. Staff.

C.S. 440 System Design  
The design of an Assembler, syntax analysis, code generation, macros, linkers and loaders. In particular, the first three phases of the software development cycle (requirements analysis, system specification, and system design) will be implemented for a large software system. Prerequisite: C.S. 320. 3 hours. Ryan. Alternate years 1999-2000.

C.S. 441 System Design Laboratory I  
A laboratory course which completes the software life cycle of implementation and system testing of the software system de-

C.S. 460 Operating Systems
The Operating System as a resource manager. Topics to include: Processes and threads, CPU scheduling, memory management, I/O systems, distributed file systems, multiprocessor operating systems, and case studies. Prerequisite: C.S. 320. 3 hours. Zavoshy. Alternate years 1999-2000.

C.S. 480 Principles of Compiler Design
An introduction to compilers. Topics to include: attribute grammars, syntax-directed translations, lex, yacc, LR(1) parsers, symbol tables, semantic analysis, and code generation. Prerequisites: C.S.310, 3 hours. Zavoshy. Alternate years 1998-1999.

C.S. 481 Compiler Laboratory
A laboratory course which must be taken concurrently with C.S. 480. Involves coding, verification, and validation of a compiler. 1 hour. (Class project is implemented on a SUN SPARC 10 using C/Unix). Zavoshy. Alternate years 1998-1999.

MAJOR IN MATHEMATICS

Requirements:
Math 226, 227, 228 Calculus I-III ........................................12
Math 240 Discrete Mathematics ........................................3
Math 306 Linear Algebra ....................................................3
One Programming Course (either C.S. 150 or C.S. 230)...3
Any six upper division courses ............................................18

At most 1 course at the 300 level or higher passed with a grade below "C-" can count towards the mathematics major.

MINOR IN MATHEMATICS

The student must complete at least 18 hours in Mathematics courses numbered 200 or above (excluding Math 221 or 223), of which at least 6 hours must be upper division.

Any student interested in a Mathematics minor should consult with a faculty member in the Mathematical Sciences Department.

COURSE DESCRIPTIONS

Mathematics courses of at least 3 credits numbered 165 and above satisfy the mathematics core requirement.

Mathematics (MATH)

Math 122 College Algebra
This course offers students the opportunity to polish their general algebra skills in preparation for precalculus, statistics and other courses where a working knowledge of algebra without trigonometry is a prerequisite. Throughout the course, students are asked to translate information back and forth between grammatical and mathematical forms. Topics include basic algebra, graphing, rational exponents, polynomials, linear and non-linear equations and inequalities, and an introduction to functions. 3 hours.

Math 125 Precalculus
Most science and mathematics courses require that students be comfortable working with functions symbolically, graphically and numerically. Precalculus offers students the background they need to pursue these courses. An integral component of the course is translating information back and forth between grammatical and mathematical forms. Concentrating on functions and their properties, the course includes the study of several classes of functions including polynomial, rational, exponential, logarithmic, and trigonometric functions. The conic sections are also studied. Prerequisite: Math 122 with a grade of "C" or better or placement. 4 hours.

Math 165 Modern Topics in Mathematics
This course exposes students to abstraction, mathematical modeling and problem solving with mathematical constructs. Elements of descriptive and inferential statistics give students the foundation to understand visual and numerical representations of data and to make informed judgments about survey and experimental study results. Various topics chosen from among management science, voting theory, game theory, symmetry, proportionality, or other modern topics offer the opportunity to see connections of mathematics to business, political science, art and other fields. 3 hours.

Math 206 Introductory Linear Algebra
This course is intended as an introduction to Linear Algebra with emphasis on the computational aspects of the material. Topics covered include matrices, determinants, Gaussian elimination, vector spaces, eigenvalues and eigenvectors, orthogonal matrices and least squares. Pre or Co-requisite: Math 226. 3 hours.

Math 207 General Elementary Statistics
A great deal of modern research in the social and natural sciences relies upon the mathematical theories of probability and statistics. This course will introduce students to the basic theory and practice of statistics. Emphasis is on the general ideas of hypothesis testing and estimation. Other topics include classification and presentation of data, descriptive statistics, basic probability distributions, and correlation and regression. Prerequisite: Math 122 with a grade of "C" or better or placement. 3 hours.

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 1998-1999.
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 1999-2000.

Math 226  Calculus I
The study of functions and their rates of change. Topics include the concept of derivative as rate of change, limits and continuity, differentiation and its applications, Intermediate, Extreme and Mean Value Theorems, introduction to integrals, and the Fundamental Theorem of Calculus. Prerequisite: Math 125 with a grade of "C" or better. 4 hours.

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 grade of "C" or better. 4 hours.

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 grade of "C" or better. 4 hours.

Math 240  Discrete Mathematics
An introduction to the fundamentals of number systems, sets, functions and relations, logic and proof, elementary combinatorics, Boolean algebra and graph theory. Prerequisite: Math 125 with a grade of "C" or better or placement. Math 226 strongly recommended. 3 hours.

Math 306  Linear Algebra
Geometrical vectors; their applications and basic properties; real vector spaces; dependence, basis, dimensions; systems of linear equations; linear transformations and matrices; determinants; quadratic forms. Emphasis on augmentation. Prerequisite: Math 226, Math 240 both with grades of "C" or better or placement. Math 226 strongly recommended. 3 hours.

Math 311  Differential Equations
Ordinary differential equations and their applications. Prerequisite: Math 227 with a grade of "C" or better. 3 hours. Alternate years 1998-1999.

Math 316  Mathematical Statistics I
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 grades of "C" or better. 3 hours. Alternate years 1999-2000.

Math 317  Mathematical Statistics II
Estimators, confidence intervals, tests of statistical hypotheses, linear models, regression and correlation analysis, and testing probability models. Prerequisite: Math 316 with a grade of "C" or better. 3 hours. Offered on demand.

Math 321  Higher Geometry
A rigorous study of both Euclidean and non-Euclidean geometries. Prerequisite: Math 240 with a grade of "C" or better. 3 hours. Alternate years 1998-1999.
DEPARTMENT OF PHYSICS

Juliet W. Brosing, Chair. Associate Professor
David Cebula, Assistant Professor
Mary H. Fehrs, Professor
W. Thomas Griffith, Distinguished University Professor
Camille Wainwright, Associate Professor
Richard Wiener, Assistant Professor

The program in Physics is designed to prepare students for careers in applied physics and engineering, as well as graduate study in physics, engineering, and professional fields. Physics students are encouraged to gain practical experience through participation in on-campus experimental projects and industrial internships. Facilities are available for student research in optics, nuclear physics, astronomy, non-linear dynamics, and solid state physics. The majority of our graduates go to graduate school in physics and related fields or take engineering-related positions in technical industry.

MAJOR IN PHYSICS

The student majoring in Physics must complete the following:

Physics Core Requirements:
- Phy 232-242 General (Workshop) Physics I-II or Phy 130/201 and 140/203, Introductory Physics I-II with lab ........................................... 8
- Phy 320/321 Modern Physics I with lab ................................. 4
- Phy 380 Classical Mechanics: Dynamics ............................... 4
- Phy 420 Quantum Mechanics ............................................. 4
- Phy 460 Electric and Magnetic Fields ................................. 4
- Phy 435 From Newton to Einstein Seminar ............................ 1
- Phy 485 Seminar .................................................................. 1
- Capstone Experience (Phy 401-402, research, internship) 2
- Upper Division electives ..................................................... 9

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Other Requirements:
- Chem 220-230 General Chemistry I-II ............................... 8
- Math 226-228 Calculus I-III ................................................. 12

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Because there are so many possible career paths for physics majors, here are some recommendations for the 9 additional upper division hours that are required for the major. Below are suggestions for what we think would offer the best preparation for these alternatives. However, each student’s interests are different; please discuss yours with a member of the department to develop a personalized selection of courses. All physics majors are strongly encouraged to take Math 311 (Differential Equations) and CS 150 (Introduction to Computer Science).

Optics/Optometry
- Geometric Optics
- Physical Optics
- EM Waves & Fourier Optics

Engineering/Applied Science
- Electronics
- Statics

EM Waves & Fourier Optics
- Thermodynamics

Graduate School in Physical Science
- Relativity
- Thermodynamics
- Physical Optics

Health Science Careers
- Thermodynamics
- Electronics
- Statics

MINOR IN PHYSICS

The minor in physics is designed to give students a deeper appreciation of physics than can be attained in a one-year sequence. The minor in physics can enhance studies in other disciplines such as (but not limited to) chemistry, mathematics, computer science, and philosophy.

Requirements:
- Phy 232-242 General (Workshop) Physics I-II or Phy 130/201 and 140/203, Introductory Physics I-II with lab ........................................... 8
- Math 226-227 Calculus I-II ..................................................... 8
- Phy 320/321 Modern Physics I with lab ............................... 4
- Seven additional upper-division credits in physics .......... 7

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MINOR IN APPLIED PHYSICS

The minor in applied physics is designed for students interested in employment in the high-tech industry or in engineering. The minor in applied physics can be used toward completion of the applied science major.

Requirements:
- Math 226-227 Calculus I-II ..................................................... 8
- One of the following: ......................................................... 8
- Phy 232-242 General (Workshop) Physics I-II
- Phy 230/201 & 240/203, General Physics I-II with lab
- Phy 130/201 & 140/203, Introductory Physics I-II with lab
- Phy 320/321 Modern Physics I with lab ............................... 4
- Phy 364 Electronics ......................................................... 4
- One of the following: ......................................................... 3
- Phy 376 Statics, or
- Phy 384 Thermodynamics
- Phy 340/341 Physical Optics with lab
- One of the following: ......................................................... 4
- Phy 380 Classical Mechanics: Dynamics
- Phy 420 Quantum Mechanics
- Phy 460 Electric & Magnetic Fields

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Any student interested in a Physics minor should consult with a faculty member in the Physics Department.
COURSE DESCRIPTIONS

Physics (Phy)

Phy 110  Physics of Everyday Phenomena
Designed to develop an understanding of the phenomena of our everyday life via the laws of physics. Not a problem-solving course but, instead, a course to encourage students to understand and appreciate their environment from a new perspective. Includes topics in mechanics and other physics subfields such as thermal physics and electrical phenomena. 3 hours.

Phy 111  Physics of Everyday Phenomena Laboratory
A laboratory course taught for Phy 110 students. Includes experiments in mechanics, thermal physics, electricity and magnetism, and light. 1 hour.

Phy 120  Inquiries in Electricity and Magnetism
This is an activity-based course for non-science majors, designed to develop a conceptual understanding of both current and static electricity, magnetism, electromagnetic induction, and related concepts at an introductory level. Laboratory investigations are an integral component of this course. Students cannot receive credit for both Phy 110 and Phy 120. 3 hours.

Phy 130  Introductory Physics I
The first semester of an algebra-based sequence in physics. Topics include Newtonian mechanics, work, momentum, energy, and thermodynamics. Prerequisite: Math 125. 3 hours. Brosing. Alternate years 1998-99.

Phy 140  Introductory Physics II
The second semester of an algebra-based sequence in physics. Topics include electricity and magnetism, sound and light waves, and geometric optics. Prerequisite: Phy 130. 3 hours. Wiener.

Phy 201  Introductory Physics Laboratory I
A laboratory course taught in conjunction with Phy 130. Includes computer-based experiments in mechanics and thermodynamics. 1 hour.

Phy 203  Introductory Physics Laboratory II
A laboratory course taught in conjunction with Phy 140. Includes computer-based experiments in electricity and magnetism, electronics, sound and light waves, with an introduction to electronics instrumentation. 1 hour.

Phy 232  General Physics I - Workshop Physics I
An introductory course in physics (calculus-based) for science and pre-engineering students. First term includes Newtonian mechanics. This course is an inquiry-based, laboratory-oriented course. Co-requisite: Math 226. 4 hours. Fehrs.

Phy 242  General Physics II - Workshop Physics II
A continuation of Phy 232 including electricity and magnetism, thermodynamics, and nuclear physics. Prerequisite: Math 226, Phy 232. 4 hours. Fehrs.

Phy 310  Relativity
An introduction to Einstein’s special and general theories of relativity with special emphasis on the theory of relativity. Topics include the principle of relativity, space-time effects of the Lorentz transformations, relativistic energy and momentum, Minkowski diagrams, the equivalence principle, the geometry of space-time, and gravity. Prerequisite: Phy 130 or 232. 3 hours. Wiener. Alternate years 1999-00.

Phy 320  Modern Physics
The historical development of modern atomic physics including the special theory of relativity, origins of the quantum theory, the Bohr theory of the atom, and atomic spectra. Prerequisites: Phy 140 or 242, Math 227. 3 hours. Wiener.

Phy 321  Modern Physics Lab
A laboratory course taught in conjunction with Phy 320. Involves classic experiments in modern physics that have shaped our understanding of matter and light. These typically include (but are not limited to) e/m measurements, the photoelectric effect, visible light spectroscopy, blackbody radiation, and X-ray diffraction. Co-requisite: Phy 320. 1 hour. Wiener.

Phy 324  Modern Physics Lab II
A laboratory course involving more advanced topics in modern physics, particularly in the areas of nuclear physics and non-linear dynamical systems. Experiments typically include (but are not limited to) gamma-ray spectroscopy, neutron-activation analysis, the Hall effect, scanning tunneling microscopy, and pattern formation and chaos in fluid flows. Some of the experiments are performed at the nuclear reactor located on the Reed College campus in Portland. May be taken twice for credit. Prerequisite: Phy 320/321. 1 hour. Brosing.

Phy 330  Geometric Optics
(Also listed as Opt 501) The principles and applications of geometric optics, including the propagation of light, reflection and refraction, thin lenses, combinations of lenses, thick lenses, lens systems, mirrors, aberrations, stops and pupils, gradient-index lenses, and optical systems. Prerequisites: Phy 140 or 242. 3 hours. Griffith.

Phy 331  Geometric Optics Laboratory
A laboratory course taught to demonstrate and investigate the concepts introduced in Phy 330. 1 hour. Wiener.

Phy 340  Physical Optics
(Also listed as Opt 502) Principles of wave optics, including interference, diffraction, thin films, optics of transformations, holography, light scattering, polarization, photometry, quantum optics, spectroscopy, and lasers. Prerequisites: Phy 140 or 242. 2 hours. Griffith, Wiener.

Phy 341  Physical Optics Laboratory
A laboratory course taught to demonstrate and investigate the concepts introduced in Phy 340. 1 hour. Griffith, Wiener.

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. Computer modeling and computer control of electronic circuits. Prerequisite: Math 125, Phy 140 or 242. 4 hours. Wiener. Alternate years 1999-00.

Phy 376  Engineering Mechanics: Statics
Presentation, discussion, and application of the principles of static mechanics to problems in physics and engineering including force analysis, equilibrium in two and three dimensions, trusses, internal forces, centroids, and cables. Special emphasis is given to problem-solving techniques. Prerequisites: Phy 232. 3 hours. Brosing. Alternate years 1998-99.
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 140 or 242, Math 228. 4 hours. Fehrs. Alternate years 1998-99.

Phy 384  Thermodynamics
Presentation, discussion, and application of the laws of thermodynamics including gas behavior, equations of states, phase transformations, and kinetic theory. Prerequisite: Phy 140 or 242, Math 227. 3 hours. Griffith. Alternate years 1998-99.

Phy 385  Modern Physics Seminar
A seminar course exploring specified areas of modern physics, such as solid state physics, nuclear physics, fluid dynamics and chaos, or particle physics. The topics will be addressed through selected readings as well as faculty and student presentations based upon the readings. Prerequisite: Phy 320. 1 hour. May be taken three times for credit on different topics. Griffith.

Phy 401  Advanced Laboratory I
In-depth laboratory experience in areas such as nuclear physics, thermodynamics, spectroscopy, optics, astronomy, non-linear fluid dynamics, and solid-state physics. In this, the first semester of a two-semester course, a bibliography will be prepared, a written report on materials and methods will be submitted, and preliminary data should be obtained. Prerequisites: Phy 140 or 242, junior standing. 1 hour.

Phy 402  Advanced Laboratory II
In-depth laboratory experience in areas such as nuclear physics, thermodynamics, spectroscopy, optics, astronomy, non-linear fluid dynamics, and solid-state physics. In this, the second semester of a two-semester course, all data and analysis will be completed; a final written report and an oral presentation will be submitted. Prerequisites: Phy 140 or 242, 401, junior standing. 1 hour.

Phy 420  Quantum Mechanics
An introduction to quantum mechanics and its application to: free particles, barriers, the simple harmonic oscillator, the hydrogen atom, angular momentum, spin, and identical particle systems. A computer algebra system will be utilized for problem solving and visualization. Prerequisites: Phy 320/321, Math 228. 4 hours. Fehrs. Alternate years 1999-00.

Phy 435  From Newton to Einstein Seminar
A review of fundamental concepts and problem-solving techniques from classical and modern physics. Students will discuss problems posed by members of the physics faculty. Open only to senior physics majors. Graded pass/no pass. 1 hour. Fehrs, Wiener.

Phy 460  Electric and Magnetic Fields
The 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. Prerequisites: Phy 140 or 242, Math 228. 4 hours. Griffith. Alternate years 1998-99.
Social Science is a study of relationships and interactions in human society. The five departments within the Division of Social Sciences are: Business and Economics, History, Politics and Government, Psychology, and Sociology/Anthropology. Each of these disciplines has a unique perspective and emphasis in the investigation of human relationships and interactions. The common goal of these disciplines is to develop a deeper awareness and sophisticated understanding of society and the world in which we live and the influence society exerts on the shaping of individual values and goals. Students are evaluated by their ability to think critically, write clearly and to engage in meaningful analytical and rigorous discourse about the subject matter covered in divisional courses.

DEPARTMENT OF BUSINESS AND ECONOMICS

H. Joe Story, Chair, Professor of Economics
Michelle M. Nelson, Assistant Professor of Business Administration
Charles O’Connor, Professor of Business Administration
Nelson Olf, Visiting Associate Professor of Business Administration
Philip J. Ruder, Assistant Professor of Economics

A major within the Department of Business and Economics is designed to prepare the student to enter business or government as a beginning professional or to enter a graduate program in business administration or in economics. The department attempts to develop a broadly-educated individual who is flexible, well versed in problem-solving methods, and responsive to the pressures and challenges of the modern world.

The department offers a major in business and a major in economics. Students majoring in business have the option of concentrating in one of the following areas: marketing, accounting, finance or management.

The major students will plan electives in consultation with their adviser in order to improve skills in speech and writing, develop the strongest possible background in the area of concentration, and achieve a well-rounded liberal arts education. Off-campus full-time internships during a semester in the senior year are available for responsible students who have identified specific career goals. The off-campus experience is intended to provide an opportunity for the student to be involved in the practical application of classroom concepts. Normally, students are required to obtain an overall grade point average of 3.0 or higher to be eligible for an internship.

MAJOR IN BUSINESS ADMINISTRATION

The Business and Economics Department offers a major in Business Administration with the option of concentrating in one of four areas or to complete the program with no specific concentration. Each major in Business Administration must complete at least 39 hours (of which 18 hours of upper level courses must be taken at Pacific) in business and economics courses and 3 hours in statistics. A minimum 2.0 grade point average is required in all business and economics courses; only grades “C” or above may be used to satisfy department requirements, including Math 207. Normally, majors are required to complete satisfactorily BA
201, 202, Econ 101, 102, and Math 207 prior to taking any of the upper division core requirements. Exceptions to this rule must be approved by the department chair. Students who are planning to attend graduate school are encouraged to take a year of calculus. Students planning a career as a Certified Public Accountant must complete 150 semester hours of college course work, which is the equivalent of five years of college, prior to taking the CPA exam.

### Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Econ 101</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 102</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Econ 300+</td>
<td>Upper-division economics elective</td>
<td>3</td>
</tr>
<tr>
<td>B.A. 201</td>
<td>Financial Accounting Principles</td>
<td>3</td>
</tr>
<tr>
<td>B.A. 202</td>
<td>Management Accounting Principles</td>
<td>3</td>
</tr>
<tr>
<td>B.A. 300</td>
<td>Management Principles</td>
<td>3</td>
</tr>
<tr>
<td>B.A. 305</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>B.A. 309</td>
<td>Marketing</td>
<td>3</td>
</tr>
<tr>
<td>B.A. 405</td>
<td>Business Policy</td>
<td>3</td>
</tr>
<tr>
<td>Math 207</td>
<td>General Elementary Statistics</td>
<td>3</td>
</tr>
<tr>
<td>One of the following</td>
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<td>2-3</td>
</tr>
<tr>
<td>CS 120</td>
<td>The Information Era</td>
<td></td>
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<tr>
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</tr>
</tbody>
</table>

#### MAJOR WITHOUT CONCENTRATION

Additional courses in business and economics, including at least 6 hours of upper division: 15

#### MAJOR WITH CONCENTRATION:

Students may elect to concentrate in one of a number of areas: accounting, finance, marketing, or management. Only one concentration is noted on the student’s official transcript (e.g., major Business Administration, concentration in Accounting).

Unless otherwise stated, each student must complete the required core courses for the major in Business Administration, plus the courses listed under the appropriate concentration area.

### Concentration in Accounting

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>B.A. 313</td>
<td>Intermediate Accounting</td>
<td>3</td>
</tr>
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<td>B.A. 314</td>
<td>Intermediate Accounting</td>
<td>3</td>
</tr>
<tr>
<td>At least three of the following:</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>B.A. 316</td>
<td>Cost Accounting</td>
<td></td>
</tr>
<tr>
<td>B.A. 306</td>
<td>Business Law</td>
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<tr>
<td>B.A. 357</td>
<td>Income Tax Accounting</td>
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</tr>
<tr>
<td>B.A. 415</td>
<td>Auditing</td>
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<tr>
<td>B.A. 425</td>
<td>Advanced Accounting</td>
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</tr>
<tr>
<td>B.A. 430</td>
<td>Financial Accounting Topics</td>
<td></td>
</tr>
</tbody>
</table>

Business core courses: 32-33

### Concentration in Finance

At least five of the following: 15

- B.A. 352  Investments
- Econ 331  Money and Banking
- B.A. 334  Real Estate Principles
- B.A. 313  Intermediate Accounting
- Econ 321  Introduction to Econometrics
- Econ 327  Microeconomic Theory
- B.A. 316  Cost Accounting

Business core courses: 32-33

### Concentration in Marketing

At least two of the following: 6

- B.A. 333  Consumer Behavior
- B.A. 410  Marketing Research
- B.A. 440  Promotion Management

At least five of the following: 15

- B.A. 312  International Business
- B.A. 442  Services Marketing
- Psy 308  Social Psychology
- MedA 434  Mass Communication, Law and Regulation
- Art 317  Computer Graphics Design, or
- Art 318  Computer Graphics Illustration

Business core courses: 32-33

### Concentration in Management

At least four of the following: 12

- B.A. 450  Organizational Behavior
- B.A. 306  Business Law
- B.A. 302  Small Business Management
- B.A. 312  International Business
- B.A. 320  Human Resource Management
- B.A. 350  Operations Management
- Psy 308  Social Psychology
- Math 350  Linear Programming

Business Core Courses: 32-33

### MINOR IN BUSINESS ADMINISTRATION

The Business and Economics Department offers a minor in Business Administration which requires completion of 21 hours of departmental courses including 9 hours of electives. A minimum 2.0 grade point average is required. Any student interested in a Business Administration minor should consult with a faculty member in the Business and Economics Department.

### Requirements:

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<td>3</td>
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<tr>
<td>B.A. 300+</td>
<td>Upper division electives</td>
<td>9</td>
</tr>
</tbody>
</table>

NOTE: One of the electives can be an upper level economics course.

College of Arts and Sciences  ❖  103
MAJOR IN ECONOMICS

The major in economics requires completion of 30 hours in economics courses, 3 hours in accounting, 3 hours in statistics and 2-3 hours in computer science. Principles of Microeconomics and Macroeconomics are the basic prerequisites for all department courses. Elementary Statistics, Math 207, must be completed prior to enrolling in Econometrics, Econ 321. Elementary Functions and Coordinate Geometry, Math 125, is a prerequisite for Microeconomic Theory, Econ 327. A minimum 2.0 grade point average is required in all major courses; only grades IC- 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:

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</tbody>
</table>

Note: One of the electives may be selected from B.A. 305, B.A. 334, Hist 317, or PolS 335.

MINOR IN ECONOMICS

The Business and Economics Department offers a minor in Economics which requires completion of 18 hours of departmental courses including 9 hours of electives. A minimum 2.0 grade point average is required. Any student interested in an Economics minor should consult with a faculty member in the Business and Economics Department.

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</table>

COURSE DESCRIPTIONS

Economics (Econ)

Econ 101  Principles of Macroeconomics
An introduction to the U.S economic system with emphasis on understanding the forces that cause economic problems and the policies that can be used to solve them. The causes and effects of inflation and unemployment, the role of money and banks in the economy and the causes and consequences of economic growth. No prerequisites. 3 hours.

Econ 102  Principles of Microeconomics
An introduction to the economics of choice in a private enterprise economy. How individuals and firms make decisions in a world of scarce resources. The limitations of the market in dealing with problems such as pollution, monopoly power, and income distribution. The role of government in correcting market failure. An examination of the international economy including balance of payments and exchange rates. No prerequisites. 3 hours.

Econ 180  Contemporary Economic Problems
Seminar in current economic conditions and problems, analysis of economic policies and practices affecting such problems; contribution of the social sciences toward understanding and providing solutions to such problems. Prerequisite: Econ 110 or Econ 101, or 102. 1-3 hours. This course will be graded Pass/No Pass at the discretion of the instructor.

Econ 321  Introduction to Econometrics
Statistical techniques used in measurement of relationships among economic variables, emphasizing practical applications; estimation of econometric models, prediction, and hypothesis-testing; extensive use of computer. Prerequisites: Econ 110 or Econ 101 and 102, Math 207. 3 hours.

Econ 327  Microeconomic Theory
Principles of price and resource allocation theory in a decentralized economy; theory of consumer choice; price determination under different market situations; effects on economic efficiency. Prerequisites: Econ 110, or Econ 101 and 102, and Math 125. 3 hours.

Econ 328  Macroeconomic Theory
The economics of national income and employment. An analysis of measures of national income and the factors determining levels of income and employment. Prerequisite: Econ 110 or Econ 101 and 102. 3 hours.

Econ 329  International Economics
The economic analysis of the determinants of the international exchange of goods, services and financial assets. International trade topics include the effect of trade policy on national income level and distribution. International finance topics will include the balance of payments, foreign exchange rate regimes, and the flow of foreign investment. Special attention will be paid to examples relevant to U.S.-Europe, and North-South economic relations. Prerequisites: Econ 110 or Econ 101 and 102. 4 hours.
Econ 330  Industry Studies
An applied field of economics that deals with the problems of explaining the behavior of markets for goods and services. The emphasis is upon the market structure, conduct, and performance of selected industries, the problems of ownership and control, competitive behavior and pricing policy, technology and obsolescence, entry and size; the implications of trade practices for public policy. Prerequisite: Econ 110 or Econ 101 or Econ 102. 3 hours.

Econ 331  Money and Banking
Analysis of the nature and functions of money and effects of changes in the money supply; operation of commercial banks, the Federal Reserve System, and the Treasury that affect the United States' monetary system; monetary theory; critique of various monetary policies. Prerequisite: Econ 110 or Econ 101 and 102. 3 hours.

Econ 340  The Asian Economies
An examination of the performance of the East and Southeast Asian economies, addressing problems associated with economic growth, state intervention, industrialization, agricultural development, trade, and foreign investment; recent economic reforms in China; rise of the newly-industrializing countries; transferability of the Japanese experience to other economies; impact of the Asian economies on the United States. Prerequisite: Econ 110 or Econ 101. 3 hours. Meets cross cultural requirement.

Econ 341  Economic Development in Latin America
The application of economic development theory to the study of several Latin American nations. The focus of the course is on the effects of monetary, fiscal, trade and agricultural policies on sustainable economic growth and the distribution of income in various developing nations in the Western Hemisphere. Prerequisite: Econ 110 or Econ 110 and 102. 3 hours.

Econ 375  Practicum
Supervised practicum in public and private placements which students apply and advance concepts and skills learned in their Economics course work. Students work at least 9 hours a week at the practicum site, attend a bi-weekly seminar through the semester, and complete a practicum paper. Students can take this course a maximum of two times. Usually taken in the second semester of the junior year or senior year, and normally a 3.00 cumulative GPA and successful completion of the economics major lower level core courses needed. Prerequisites: Approval of Department Chair. Graded Pass/No Pass.

Econ 490  Senior Research Seminar
This seminar enables each student to apply the concepts and tools of economic analysis in the exploration of current policy issues, and to undertake a research project on a topic of particular interest. Normally students will have at least a 3.3 GPA to be eligible for the seminar. Emphasis will be placed on student-led discussion, with active participation of faculty members. Prerequisite: Senior standing in Economics and consent of instructor. 3 hours.

Econ 495  Independent Research
Student-conducted individual research/theoretical project. Faculty supervised.
B.A. 415 Auditing
Studies both the theory and practice of auditing through the consideration of the auditing environment, standards, ethics, and liability and consideration of internal control techniques, audit evidence and working paper techniques, and methods of auditing procedures and types of reports. Prerequisites: B.A. 313, Math 207. 3 hours.

B.A. 425 Advanced Accounting
Accounting for corporate business combinations using both the pooling of interests method and the purchase method, preparation of consolidated financial statements, and accounting for foreign operations. Prerequisites: B.A. 313, B.A. 314 preferred. 3 hours.

B.A. 430 Financial Accounting Topics
Coverage of financial accounting topics not covered in BA313-314 and BA425. Topics include cash basis and accrual basis, partnerships, estate land sales, real estate sales, estates and trusts, insolvent business solutions, not-for-profit entities, and governments. Prerequisite: B.A. 313. 3 hours.

Management and Administration (B.A.)

B.A. 100 Principles of Business
An overall view of the structure of business and industry. The interrelationships of various business functions. Survey course for non-majors and an introductory course for those emphasizing business and economics. 3 hours.

B.A. 300 Management Principles
This course provides an understanding of the duties and responsibilities of managers. Basic management knowledge, attitudes, skills and managerial processes are stressed. Prerequisites: Econ 110 or Econ 101 and 102. 3 hours.

B.A. 302 Small Business Management
Development of the student's understanding of the economic and social environment in which small concerns function. The processes involved in initiating new ventures are discussed. The course focuses on the areas of marketing and financial management and the legal and governmental relations of the small firm. A detailed treatment of the problems involved in managing specific fields of small business such as a retail store, a franchise, a service firm, and a production plant. Prerequisite: junior standing. 3 hours.

B.A. 306 Business Law
Introduction to the structure and functions of the American legal system followed by an overview of specific topics that are applicable to business. Topics include: contracts, sales, negotiable instruments, bankruptcy, suretyship, agency, partnerships, corporations, federal securities law, accountant's legal liability, employer and employee relationships, property, trusts and estates. Prerequisite: junior standing. 3 hours.

B.A. 320 Human Resource Management
Functions of personnel program in a business organization. Contributions of research in the social sciences to personnel administration. Operation and techniques of a personnel department including job evaluation, psychological testing, employment counseling, wage administration, labor management relations and other personnel programs. Prerequisite: junior standing. 3 hours.

B.A. 350 Operations Management
Study of key concepts, quantitative techniques, and practices used in the management of the production of goods and services. Includes examination of total quality management, project management, materials management, capacity planning, work design, facility layout and operational scheduling. Prerequisites: Econ 110 or Econ 101 and 102, junior standing. 3 hours.

B.A. 405 Business Policy
A case-oriented approach to business problem solving. All functional areas of business are viewed as a system. Solutions to problems attempt to optimize attainment of corporate objectives rather than to optimize attainment of functional area objectives. Prerequisite: B.A. 300, B.A. 305 and senior standing in Business and Economics. 3 hours.

B.A. 450 Organizational Behavior
Theory and policy concerning the nature and control of business organization; sociology of business institutional structure; problems of centralization and decentralization, communication nets; informal organization; delegation of authority and the assignment of responsibility, control practices and policy determination. Prerequisite: junior standing. 3 hours.

Marketing (B.A.)

B.A. 309 Marketing
Introduction to marketing concepts and application of these concepts to the marketing of products, services, ideas, organizations, and people in both profit-oriented and nonprofit business environments. Topics include: marketing's role in society and within the firm; environmental evaluation; consumer buying behavior; market segmentation and target market selection; management of marketing mix variables (product, price, placement, promotion). Students gain experience in problem solving and communication through case analyses and presentations. Prerequisites: Econ 110 or Econ 101 and 102 and junior standing. 3 hours.

B.A. 333 Consumer Behavior
Identification and analysis of environmental and individual factors which influence behavior in the consumer market, emphasizing consumer decision processes and marketer responses. Course includes case analysis, presentation, and individual semester projects. Prerequisite: junior standing. Recommended: B.A. 309 or taken concurrently. 3 hours.

B.A. 410 Marketing Research
Application of research techniques and statistical analysis to the consumer market through case analyses and individual research project. Each student works with a local business to design research, administer survey, conduct appropriate statistical analysis, and present findings (with operational recommendations) to management. Prerequisites: Math 207, B.A. 309, senior standing. 3 hours.

B.A. 440 Promotion Management
A study of communication techniques used in product, service and nonprofit organizations, focusing on the promotion mix elements: advertising, publicity, personal sales, and sales promotion. Course includes case analysis, presentations, and individual semester projects. Prerequisites: B.A. 309, senior standing, or permission. Recommended: B.A. 333. 3 hours.
B.A. 442  Services Marketing
Application of the marketing concept and marketing mix elements to non-product and non-profit organizations. Course includes individual semester project and case analysis. Prerequisites: B.A. 309, senior standing.

Other Departmental Courses (B.A.)

B.A. 312  International Business
Survey course covering recent and important issues in international business, trade and investment. Topics might include the International Business environment, the government and regulatory environment, international comparative environments, international monetary environment, international marketing, international finance, management strategies, and the future of international business. Prerequisites: Econ 101, 102, B. A. 300, B.A. 309. 3 hours.

B.A. 334  Real Estate Principles
An introductory course in real estate. The following areas are emphasized: the real estate industry and the economy; real estate brokerage; real estate finance; real property appraising; title examination, title insurance and closing; land-use planning and zoning. Prerequisite: junior standing. 3 hours.

B.A. 375  Practicum
Supervised practicum in public and private placements which students apply and advance concepts and skills learned in their Business Administration course work. Students work at least 9 hours a week at the practicum site, attend a bi-weekly seminar through the semester, and complete a practicum paper. Students can take this course a maximum of two times. Usually taken in the second semester of the junior year or senior year, and normally a 3.00 cumulative GPA and successful completion of the Business Administration major lower level core courses needed. Prerequisites: Approval of Department Chair. Graded Pass/No-Pass.

B.A. 495  Independent Research
Student-conducted individual research/theoretical project. Faculty supervised.
PACIFIC UNIVERSITY
Catalog 1998-99

DEPARTMENT OF HISTORY

Jeffrey G. Barlow, Chair, Professor
Thomas Beck, Professor and Dean of the College of Arts and Sciences
Marshall M. Lee, Professor (on sabbatical Fall 1998)
Lawrence M. Lipin, Associate Professor
Martha Rampton, Assistant Professor

The discipline of History is central to the liberal arts; it draws on and contributes to neighboring fields, such as political science, literature, philosophy and the arts, to name but a few. History is essential to an understanding of the evolutionary nature of the institutions and values that have shaped not only the past, but inform the present. The study of History prepares students for a wide range of professions, including law, government, archival and museum work, professions in travel and teaching.

The major in History is designed to provide the student with a broad range of offerings in various fields of history. The curriculum established by the History major leads the student from broad-based survey classes that cover the U.S., Europe and Asia to more narrowly defined upper-division classes in the specialty of the student’s choice. Students encounter the scholarly methodology employed by historians, contributing to the development of verbal, analytical and reading skills. More specifically, throughout the curriculum History courses require students to produce written work that emphasizes focused analysis supported by historical evidence. In addition, at the lower-division level, this means students will become familiar with basic historical narratives. At the upper-division level, students will use primary sources in pursuit of questions of an increasingly thematic nature. Their research will capitalize on the electronic resources currently available. As seniors, History majors participate in a seminar emphasizing historical perspectives, methodological techniques, and a variety of interpretive historical models. History majors will complete a thesis in the last semester of their senior year that demonstrates competence with historical theory and methods.

MAJOR IN HISTORY

Requirements:
At least four courses from ...................................................12
Hist 101-102 Western Civilization I & II
Hist 112 East Asia
Hist 141-142 American History I & II
At least five additional courses, not more than one of which may be at the 200-level and at least one of which must be at the 400-level ................................................. 15-20
Hist 490 Senior Research Seminar ........................................3
Hist 495 Senior Thesis ......................................................... 3
Either two years of an appropriate foreign language or a minor, chosen in consultation with an advisor from the History Department, or the completion of the Social Studies endorsement for secondary teaching. 12 (or more)
45 (or more)

MINOR IN HISTORY

Requirements:
For a minor in History a student must complete seven courses in the History Department, at least three of which must be at the 300-level or above ....................... 21-28 hours
Any student interested in a History minor should consult with a faculty member in the History Department.

COURSE DESCRIPTIONS

History (Hist)
Hist 101 Western Civilization I
The development of western culture and institutions from the ancient world to the Reformation. 3 hours. Rampton.
Hist 102 Western Civilization II
The development of western culture and institutions from the Reformation to the modern age. 3 hours. Lee.
Hist 111 Foundations of East Asia
This course deals with the intellectual, social, political, and religious foundations of three East Asian Societies: China, Japan, and Vietnam The focus of the class is upon classical Asian notions of proper values and institutions, with a concentration on intellectual (both philosophical and religious) foundations considered in a historical perspective. We will also consider issues relative to modern Asia, and to Asian-American family life and culture. The approach will be primarily through original Asian texts in translation. Although it is not required, concurrent registration in History 255, “History Web Lab” (1 hour credit) is recommended. In that lab, students will learn to develop electronic materials for the World Wide Web which will both teach them to create Web pages and will illuminate the contents of the course. 3 hours. Barlow.
Hist 112 East Asia
This course surveys the modern histories of China, Japan and Vietnam from the 17th century to the recent past. Topics covered include the classical cultures of the countries, economic and political foundations, and the consequences of Western impact and modern nationalism. The cultures, covered as independent entities, are compared both to each other and to European or Western patterns of development. There will be an opportunity in this course for students to learn how to prepare “Pages” for the World Wide Web. Those who are interested should also enroll for one hour of credit in one of the two sections of History 255, “History Web Lab”. Although concurrent enrollment in 255 is voluntary, all students are strongly urged to enroll as the lab will not only teach web page production, but will also enhance student understanding of materials covered in the class itself. 3 hours. Barlow.
Hist 141-142 American History I-II
A two-part survey of American history from European settlement to the Civil War, and from Reconstruction to the present. The parts may be taken separately. 3 hours per semester. Lipin.
Hist 200  The Islamic Middle East, 570-1453
This is a survey of the history of the Middle East (from Morocco to India) from the birth of Mohammed in 570 to the fall of Constantinople in 1453. The course will concentrate on political developments and institutions as well as the growth and evolution of Islam and Islamic culture. 3 hours. Rampton.

Hist 206  France from Caesar to Napoleon
This course will cover the history and culture of France from the Roman period until the end of the Napoleonic Wars in 1815. Equal attention will be given to political and social/cultural aspects of French history. Through reading of primary sources, discussions, and lecture, the course will deal with the uniqueness of France as well as placing the nation within a broad European historical context. 3 hours. Rampton.

Hist 207  Spain from Rome to Revolution
This course will cover the history and culture of Spain from the Roman era through the Moorish period and will touch lightly on the dissolution of the Spanish Empire in the eighteenth century. Equal attention will be given to political and social/cultural aspects of Spanish history. Through reading of primary sources, discussions and lecture, the course will deal with the uniqueness of Spain, as well as placing the nation within a broad European historical context. 3 hours. Rampton.

Hist 208  England from Rome to Revolution
This course will cover the history and culture of England from the Roman period through the Glorious Revolution of 1688. Equal attention will be given to political and social/cultural aspects of English history. Through reading of primary sources, discussions and lecture, the course will deal with the uniqueness of England, as well as placing the nation within a broad European historical context. 3 hours. Rampton.

Hist 210  Ancient Kingdoms of Indochina: Vietnam, Cambodia, and Laos
This course will cover the pre-modern kingdoms of Vietnam, Cambodia, and Laos, with some reference to contiguous areas of Southeast Asia. These kingdoms, such as those of the Vietnamese, the Cham, the Lao, and the Khmer, will be considered within a historical perspective with regard to such topics as political, social, religious, and economic institutions. The Vietnamese will be used as the unifying element around which to understand the other peoples and their kingdoms. Although it is not required concurrent registration in History 255 “History Web Lab” (1 hour credit) is recommended. In that lab, students will learn to develop electronic materials for the World Wide Web which will both teach them to create Web pages and will illuminate the contents of the course. 3 hours. Barlow.

Hist 211  Japan Past and Present with Film
This class will survey Japanese history and culture using 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 one hour of credit in one of the two sections of History 255, “History Web Lab”. Although concurrent enrollment in 255 is voluntary, all students are strongly urged to enroll as the lab will not only teach web page production, but will also enhance student understanding of the materials covered in the class itself. 3 hours. Barlow.

Hist 212  China Past and Present with Film
This course will provide a survey of the basic institutions and values of China, considered both within their past, or Classical, and their present, or Modern, forms. We will cover such topics as political system and values (Confucianism and Communism), family and gender, poetry and literature, arts, war and diplomacy, economic values and institutions, rebellion and protest, reform movements, etc. Chinese film will be heavily used as a text to illustrate modern Chinese values and Chinese interpretations of traditional values and institutions. There will be an opportunity in this course for students to learn how to prepare “Pages” for the World Wide Web. Those who are interested should also enroll for one hour of credit in one of the two sections of History 255, “History Web Lab”. Although concurrent enrollment in 255 is voluntary, all students are strongly urged to enroll as the lab will not only teach web page production, but will also enhance student understanding of the materials covered in the class itself. 3 hours. Barlow.

Hist 213  Vietnam and the U.S.
This is a survey of the origins, development and results of the American war with Vietnam. This course, however, will be taught more within the context of Vietnamese history and culture than within that of American history and culture. Consequently, more emphasis will be given to the roots of the war in Vietnam than to its origins in U.S. foreign policy. There will be an opportunity in this course for students to learn how to prepare “Pages” for the World Wide Web. Those who are interested should also enroll for one hour of credit in one of the two sections of History 255, “History Web Lab.” Although concurrent enrollment in 255 is 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. 3 hours. Barlow.

Hist 217  The Great War: World War I
This is a course in the history of World War I. The course includes a discussion of the origins of the war, the military history of the conflict, the domestic political, social and economic conditions in the belligerent nations and the political consequences of this, the formative event of the Twentieth Century. 3 hours. Lee.

Hist 231  The Experience of Total War: World War II
This is a course in the history of World War II in Europe. Included are a discussion of the origins of the war, the military history of the conflict, the domestic conditions in the belligerent nations and the political consequences of this, the greatest conflict in human history. 3 hours. Lee.

Hist 232  The Holocaust
Team-taught interdisciplinary course on the Nazi persecution and ultimate extermination of the Jews of Europe, Gypsies, political enemies of the National Socialist Dictatorship, and those considered undesirable by the NS State. Cross-listed with Engl. 220, Literature and Human Concerns: The Holocaust. 3 hours. Lee.

Hist 240  Latin American History
A broad survey of political, social, and economic history of Latin America from the pre-Columbian civilizations to the 20th cen-
tury. Special emphasis will be given to the complex ramifications of the interaction of European conquerors/settlers, African slaves, and the indigenous peoples of the region. Meets cross-cultural requirement. 3 hours. Seward.

Hist 242 History of the American West
An exploration into the history of the western United States, with an emphasis on the historical encounter between peoples and cultures, between human societies and nature, between regional and federal governments, between local communities and an international economy, and between popular culture and historical experiences. While the course covers these themes for the entire geographical expanse west of the Mississippi, there will be a strong focus on the Pacific Northwest. 3 hours. Lipin.

Hist 246 Gender and Sexuality in Victorian America
The development and spread of Victorian culture in the United States during the nineteenth century, particularly as it defined ideas about gender and sexuality. Focus is on the creation of women’s sphere and ways in which women accommodated themselves to domesticity, rebelled against it, or used it themselves to discipline their husbands and sons. 3 hours. Lipin.

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 development of medieval institutions in the fifth century AD. The course will stress both broad political, and social/cultural issues. The class will largely be run as a seminar with some lecture. Class discussions will be based on reading of primary texts. Prerequisites: at least one course from Hist 101, 206, 207, 208 or junior standing. 3 hours. Rampton.

Hist 301 The Medieval World, 400-1500
This class will treat the medieval world from the development of medieval institutions in the fifth century AD through the mid-fifteenth century. The class will stress social/cultural issues, but will also provide an understanding of political and constitutional developments of the period. The class will largely be run as a seminar with some lecture. Class discussions will be based on reading of primary texts. Prerequisites: at least one course from Hist 101, 206, 207, 208 or junior standing. 3 hours. Rampton.

Hist 302 Renaissance, Reformation, Revolt: 1500-1800
This is a history of early modern Europe, from the Reformation to the French Revolution. Treating the spiritual, intellectual, social, political and economic foundations of modern Europe. Prerequisite: Hist 102 or junior standing. 3 hours. Lee and Rampton

Hist 315 Modern Japan
This course will cover Japanese history from the Meiji Restoration to the present, with an emphasis upon the twentieth century. The primary focus of the course will be upon the internal dynamics of Japanese culture. Topics will include political and economic modernization, relations with East Asia and the United States, changes in family and gender roles, the development of fine arts, poetry and literature, the development of Japanese expansionism and the Pacific War, the Japanese Economic Miracle and the place of Japan in the contemporary world. Prerequisite: Hist 112 or 211 or consent of instructor. There will be an opportunity in this course for students to learn how to prepare “Pages” for the World Wide Web. Those who are interested should also enroll for one hour of credit in one of the two sections of History 255, “History Web Lab”. Although concurrent enrollment in 255 is voluntary, all students are strongly urged to enroll as the lab will not only teach web pages production, but will also enhance student understanding of the materials covered in the class itself. 3 hours. Barlow.

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, 1965-69. Topics will also include the Reform Movement of Deng Xiaoping and the student protests culminating in the Tiananmen Incident of 1989. An unusual feature of this course is weekly role-playing in which students will be asked to assume Chinese role-types such as peasant, soldier, female cadre, etc., and to play out actual political problems drawn from the mass political campaigns. There will be an opportunity in this course for students to learn how to prepare “Pages” for the World Wide Web. Those who are interested should also enroll for one hour of credit in one of the two sections of History 255, “History Web Lab”. Although concurrent enrollment in 255 is voluntary, all students are 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 class itself. Prerequisite: Hist 112 or 212, or consent of instructor. 3 hours. Barlow.

Hist 330 Industrial Foundations of Modern Europe
From the origins of the Industrial Revolution to the present technological revolution. The technical, social and political foundations of the modern industrial state and competing economic ideologies. Prerequisite: Hist 102, or Econ 101, or junior standing. 3 hours. Lee.

Hist 331 Europe, 1815-1914 Nineteenth-century Europe
Emphasis on new and revolutionary social movements, the development of national institutions and the breakdown of the old diplomatic and international order. Prerequisite: Hist 102 or junior standing. 3 hours. Lee.

Hist 332 Europe Since 1914
Twentieth-century Europe. Emphasis on new and revolutionary social movements, the development of national institutions and the breakdown of the old diplomatic and international order. Prerequisite: Hist 102 or junior standing. 3 hours. Lee.

Hist 334 Twentieth Century Russia
Russia’s development in late Tsarist times, the Bolshevik revolution; Soviet communism under Lenin, Stalin, Khrushchev, and Brezhnev; nationalism and the non-Russian republics; the Gorbachev reforms and the collapse of the USSR; the current situation. 3 hours. Singleton.

PACS 337 War and International Peace
An examination of war from an historical and political perspective, and of the attempts to evolve regional and international systems of non-violent conflict resolution. 3 hours. Lee.
Hist 339  History of Science
A study of the development of science as doctrine, process and social institution, from early Greek science to the present. Emphasis on western science, including Arab and Islamic contributions. Examination of the impact of science on culture and science on culture. Prerequisite: sophomore standing. 4 hours. Boersema.

Hist 341  American Revolution & Constitution
Covers the ideological, social, economic, and political causes of the American break with the British Empire, the democratizing influence of the revolution on the new state government, and the relationship between this tendency and the construction of the Constitution. Course incorporates research regarding women, African-Americans, and common people generally into the broader movement. Prerequisites: History 141 or junior standing. 4 hours. Lipin.

Hist 342  Civil War and Reconstruction
Treats the Civil War and its aftermath in context of a broader Western move away from bonded servitude and restrictions on human liberty toward free labor and democracy, and will measure successes and failures, particularly with regard to the legacy of racial division that the war was unable to eradicate. Course will cover the causes of sectional conflict, the military problems of the war, the political, social, and economic conditions within both North and South, and the social and political sources of support and opposition to Reconstruction. Prerequisites: History 141 or 142, or junior standing. 4 hours. Lipin.

Hist 343  Industrialization, Labor and the State in America, 1877-1939
Covers the rise of modern industry in the United States, the problem of labor conflict associated with it, and the steps taken by government, both at the state and the federal level, to regulate the new economy, beginning with laissez-faire governance of the late nineteenth century and concluding with the full elaboration of FDR’s New Deal. Course focuses on social, economic and political forces. Prerequisites: History 142 or Junior Standing. 4 hours. Lipin.

Hist 346  Race and Ethnicity in American History
Examines the historical experience of specific minority groups (African-Americans, Mexican-Americans, immigrants from Asia, and those from Southern and Eastern Europe) in the United States, the historical roots of racism and its connection to American political and social thought. Cross listed with the education department. Prerequisite History 141 or 142, or junior standing. 3 hours. Lipin. Meets cross cultural core requirement.

Hist 349  Medieval Women
This course is a seminar on the roles, attitudes towards, work, and responsibilities of women in the period from the fourth century to the fifteenth century. Women in their roles as nuns, witches, prostitutes, brewers, mothers, queens, and consorts will be discussed. The course will be thematic rather than chronological, and will investigate anthropological and political theories and paradigms associated with the study of women generally. Assigned reading will consist of primary sources, secondary monographs, and journals. Prerequisites: at least one course from Hist 101, 206, 207, 208, 301, and consent of instructor. 3 hours. Rampton.

Hist 401  The World of Charlemagne
This course is a seminar on the age of Charlemagne and the European empire he forged in the Early Middle Ages. The course 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 will concentrate 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 will use anthropological paradigms as one type of historical methodology. Assigned reading will consist of primary sources, secondary monographs and journal articles. Prerequisites: at least one course from Hist 101, 206, 207, 208, 301 and consent of instructor. 3 hours. Rampton.

Hist 430  Adolf Hitler and the Question of Germany
The problem of Adolf Hitler in German history. The continuity and break in German history-1848-1945. Prerequisite: Hist 102,332 and junior standing. 3 hours. Lee.

Hist 450  Special Topics in History
Seminar or tutorial course focusing on topics of special interest to students and faculty. Prerequisite: Junior standing. Specific History courses may be noted in course schedule. 3 hours. Staff.

Hist 490  Senior Research Seminar
Combines a variety of historical methods with major historical themes and controversies. Required of all senior History majors prior to embarking on the thesis. Prerequisite: Senior standing in History. Annually in the fall. 3 hours. Staff.

Hist 495  Independent Research
Student-conducted individual research leading to a senior thesis. Required of all History majors. Prerequisite: Senior standing in History and Hist 490. Annually in the spring. 3 hours. Staff.
DEPARTMENT OF POLITICS AND GOVERNMENT

Russell A. Dondero, Professor, Chair (on sabbatical Spring 1999)
Jeffrey G. Seward, Associate Professor
Seth Singleton, Professor
Robert Van Dyk, Assistant Professor

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 on providing 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. The majority of our graduates continue their education 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 to graduate school.

The curriculum in Politics and Government emphasizes broad knowledge of political phenomena, practical skills of analysis and communication, and an understanding of theoretical approaches to politics. Graduates will know how to analyze policy problems in a clear and logical way; how to make oral presentations; how to find information; how to write well in the form of a memorandum, short essay, a research report, and an academic paper; how to work in groups; and how to use electronic communication.

The curriculum is focused on a variety of approaches to political analysis, practical hands-on experience, and student research. An internship or study abroad is strongly recommended for all majors as a useful part of their preparation. The required senior thesis may take a variety of forms ranging from a hands on project based on student field research to statistical analysis of quantitative data to an abstract theoretical treatment of a problem in political philosophy.

The Department’s co-curricular program is highlighted by the annual Tom McCall Forum, an event which brings pairs of nationally prominent speakers to Pacific and Oregon. Recent pairings have included Mario Cuomo and Lynn Martin, James Carville and William Safire, John Sununu and Pierre Salinger, Geraldine Ferraro and William Bennett, Robert Bork and Arthur Schlesinger, and Pat Schroeder and Jeanne Kirkpatrick. Students are intimately involved in this event through active participation in the Politics and Law Forum, which also sponsors debates and other events on campus dealing with important local, state, and national issues.

Internships and Study Abroad

While it is not an absolute requirement, the Department strongly encourages all majors to include in their program a semester-long, off-campus experience.

Over half of our majors find internships, most commonly in the Oregon Legislature or Congressional offices in Washington. Other possible internship sites include social service agencies, government agencies, interest groups, law firms, and the media. Internships for credit involve close collaboration with a faculty advisor and are limited to one semester. Only six hours of internship credit is directly applicable to the requirements of the major.

Pacific offers many study abroad possibilities in England, France, Germany, China, Japan, Ecuador, Mexico, and a number of other countries. These programs are described in detail in the Study Abroad section of the catalog. Students going abroad should include in their plan the language, history, culture, and economy of their area of interest. No more than six hours of academic work taken abroad (nine hours in the case of those studying abroad for an entire academic year) may be directly applied to the requirements of the major.

Junior year is the best time for off-campus study. Seniors off campus in the fall semester may omit the fall term senior seminar but during that time must prepare a first draft of their senior project for completion and presentation in the spring.

Portfolio

The Department will keep a file of each student to measure benchmarks of academic progress, to include a current transcript, the study plan, the second year seminar research report, internship and study abroad reports, selected course papers, material related to relevant extracurricular activities, and the final draft of the senior project. Students are welcome to add other material to their portfolio and should keep their own copy of its contents.

MAJOR IN POLITICS AND GOVERNMENT

Introductory courses

The department offers three introductory level courses, PolS 101, PolS 140, and PolS 180, described in more detail below. None of these courses are required for the major but any of them may be counted for the major. Students interested in the possibility of majoring in politics and government are strongly encouraged to begin with one of these courses.
Required complementary coursework

The following complementary coursework outside the Department is a required part of the major. Prospective majors should try to complete these requirements as early as possible in their academic program.
Econ 101 or 102 (one required, both recommended)
Soc 301 Social Statistics (Two semester course in history approved by the Department of Politics and Government)

PolS Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tr>
<td>PolS 299 Political Analysis</td>
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<td>PolS 309 Modern Political Philo-</td>
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<td>sophy (PolS 308 also</td>
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<td>strongly recommended)</td>
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<td>PolS 401-402 Senior Seminar and</td>
<td>6</td>
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<tr>
<td>Thesis</td>
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<tr>
<td>21 Semester hours of PolS electives</td>
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These 21 hours must include:

1) at least one upper division course in American Politics and Law
2) at least one upper division course in Comparative Politics/International Relations
3) at least two other upper division PolS courses. Up to six hours of PolS internship credit may be counted toward the major, but these six hours may not be counted toward any of the specific upper division requirements listed above.

MINOR IN POLITICAL SCIENCE:

Requirements:

18 semester hours of PolS electives, at least 12 hours of which must be at the upper division level.

COURSE DESCRIPTIONS

Political Science (PolS)

PolS 101 Power and Community
Exploration of such key concepts as power, authority, legitimacy, justice, law, democracy, social welfare, and human rights. Introduction to analysis of policy problems. Comparison of parliamentary and presidential government, and of authoritarian and democratic states. 3 hours.

PolS 140 Conflict and Controversy in American Politics
The most enduring questions about politics are the who, the what, the when, and the how of politics. This course seeks to answer these questions as they pertain to the American political system. 3 hours.

PolS 180 The Twentieth Century World
An introduction to the forces and events which have shaped world affairs in our century; the two world wars and the Cold War; nationalism, anticolonialism, and the breakup of empires; the rise and decline of communism; contemporary issues of economic globalization, ethnic conflict, and international security. 3 hours.

PolS 221 Politics in Literature & Film
Exploration of a single major theme of politics through the medium of literature and film. Possible course themes include Latin American film, revolution, war, utopia, propaganda and American political culture. May be repeated for credit when topics vary. Winter III only. 3 hours.

PolS 222 The Civil Rights Movement
This course examines the cause, history, and tactics of the struggle to guarantee African-Americans equal treatment under the law in the United States. The primary focus of course material is on the Political movement for racial equality in the United States from 1954-1968. Winter III only. 3 hours.

PolS 240 Latin American History
A broad survey of political, social, and economic history of Latin America from pre-Columbian civilizations to the 20th century. Special emphasis will be given to the complex ramifications of the interaction of European conquerors/settlers, African slaves and the indigenous peoples of the region. Meets cross-cultural requirement. 3 hours.

PolS 299 Political Analysis Seminar
This course introduces students to some of the basic forms of political analysis including scholarly research, policy analysis, and political strategy. The course is organized as a seminar in which students will be required to present their own projects to the class and actively participate in class discussion. Required for majors (should be taken sophomore year). Prerequisite: PolS 101 strongly recommended. 4 hours.

PolS 301 Politics & The Media
Examines the impact of the media upon the political process; the relationship between the press and politicians; and whether the press is a “neutral” force in American politics. Biennially. 4 hours.

PolS 302 Parties and Elections
The development of political parties and their organization, function and campaign methods. Analysis of interest groups and their effect on government and political parties. Public opinion and propaganda. Involvement in a political campaign encouraged. Biennially. 3 hours.

PolS 303 Congressional Politics
Course focuses on the organizational dynamics of the Congress as the primary legislative body in our national government. The external environment will also be examined to understand how the lobby, the media, the other branches of government influence the legislative agenda. Biennially. 3 hours.

PolS 304 Grassroots Politics
Course examines how citizens and interest groups shape “grassroots” politics, i.e., state and local government in the United States. 3 hours.

PolS 305 The Presidency
An examination of the evolution of the American presidency as the dominant office within our political system. Biennially. 3 hours.

PolS 308 The Origins of Western Political Thought: Plato to Machiavelli
Examines the evolution of European thought from Ancient Greece to the Renaissance. Major political theorists who may be covered include Plato, Aristotle, Augustine, Aquinas, Dante, Luther, Calvin, and Machiavelli. 3 hours.
PolS 309  Modern Political Thought: Social Contract Theory to Postmodernism
Examines the evolution of modern and contemporary political thought from the Renaissance to the 20th century. Major political theorists who may be studied include: Hobbes, Locke, Rousseau, Hegel, Mills, Marx, Arendt, Rawls, Nozick as well as feminist and postmodernist critics of traditional political thought. Prerequisite: PolS 308 strongly recommended. 3 hours.

PolS 310  Political Economy
An examination of the interaction of politics and economics with respect to topics such as macroeconomic policy-making, industrial policy, income distribution, development strategies, and the welfare state plus the political dimensions of economic ideologies including classical liberal, Marxist, and social democratic perspectives. Prerequisite: Economics 101 or 102 strongly recommended. 3 hours.

PolS 320  Law and Society
An introduction to the role of law in structuring social relations. The course examines the various ways we encounter the law; as it is made by legislatures, as it is made by judges, and as it is practically applied. The course requires an extensive case study of the law as written and applied in a business or political organization. Biennially. 3 credits.

PolS 321  Social and Political Movements
This course examines the causes and history of widespread movements that use protest to promote political change. Topics include theories of social movements and case studies that may include the labor movement, the civil rights movement, the women’s movement, the environmental movement, and the recent rise of conservative Christian activism. 3 hours.

PolS 322  Management and Policy
How organizations function, and how they are managed and led, applied to government and nonprofit agencies. Policy analysis, decision-making, and policy effectiveness. Students will write a case study analyzing an organization or decision, based on field research. Prerequisite: upper division standing. 4 hours.

PolS 323  Constitutional Law
An introduction to the judicial process, legal reasoning and interpretation of the Constitution through analysis of course cases. Subjects include federalism, property, race, gender, and privacy. Biennially. 4 hours.

PolS 326  Civil Liberties
This course examines the development of civil liberties in the United States by focusing on the role of the Supreme Court. Subjects include freedom of speech, freedom of press, freedom of religion, and the rights of the accused. Biennially. 4 hours.

PolS 331  Contemporary Latin America
An introduction to the politics of the region with a brief survey of history, race relations and political economy of Latin America followed by an analysis of selected individual countries including Brazil, Mexico, Cuba and others. Meets cross cultural requirement. 3 hours.

PolS 334  Russia and Its Neighbors
Causes and effects of the collapse of communism; Russia’s prospects; breakup of the Soviet Union and the new nations in Eastern Europe, the Transcaucus, and Central Asia. Students will present a research paper. Prerequisite: Russian and Soviet History (see description for Hist 350), Comparative Politics 207 or consent of instructor. 3 hours.

PolS 340  International Relations
Nationalism; the international system; conflict and war; recent and current world politics; international organizations such as United Nations and the European Union; issues of economic and cultural globalization and development. Prerequisite: upper division standing. 3 hours.

PolS 341  East Asia in World Affairs
Focus on China, Japan, and Korea, secondarily on Southeast Asia, interaction with the West; revolutionary change and conflict in the twentieth century; the “economic miracle” of Asian development and its impact; current questions of trade, Asia-Pacific integration, nationalism and reunification, nuclear proliferation and security, and future power relations. 3 hours.

PolS 350  Special Topics in Political Science
Seminar or tutorial course focusing on topics of special interest to students and faculty. 3 hours.

PolS 399  Independent Study
Student-conducted individual research/theoretical project. Faculty supervised. 1-3 hours.

PolS 401-402  Senior Seminar and Thesis
In the first semester, students will define their research project, gather necessary information, and write the first draft of their thesis. The seminar will also meet weekly or bi-weekly to discuss selected readings in political issues and ideas. In the second semester, along with further group meetings and discussions, students will revise and complete their project and formally present it to the seminar. Both semesters required of all majors in their final year. Prerequisite: PolS 299 and two 300-level PolS classes. 3 hours each semester.

PolS 411  Seminar: Advanced Topics in American Politics
PolS 421  Seminar: Advanced Topics in Public Law
PolS 431  Seminar: Advanced Topics in Comparative Politics
PolS 441  Seminar: Advanced Topics in International Relations
PolS 451  Seminar: Advanced Topics in Political Philosophy
The 400-level seminars, 411 through 451, will deal with selected issues on the cutting edge of research and discussion in their respective subfields. Topics may vary substantially from year to year but will always include a review of important theoretical controversies in the subfield. All will be taught in a seminar format in which students will be expected to present the results of their own research. Majors intending to pursue graduate study in political science or related professional fields are strongly encouraged to take at least one of these seminars during their final year of study. Prerequisite: Senior standing or consent of instructor. 3 hours.
DEPARTMENT OF PSYCHOLOGY

Linda Gallahan, Chair, Assistant Professor
Alyson Burns-Glover, Associate Professor
Therese Huston, Assistant Professor
Todd Schultz, Assistant Professor

Psychology can be defined as the empirical analysis of mind and behavior. The department members believe that reliable knowledge of psychological processes represents a necessary condition for meaningful action in the world. History, culture, economics, international affairs, health and biological sciences—virtually any field of study profits from attention to psychological variables. Psychology is a versatile, inherently interdisciplinary, and multi-methodological enterprise. We concur with William James, who wrote “The union of the mathematician with the poet, fervor with measure, passion with correctness; that surely is the ideal.”

Our faculty teach a range of courses that represent the discipline’s major subject areas: Social, Developmental, Biocognitive, and Personality/Clinical. Psychology classes stress the importance of data analysis, but at the same time encourage students to keep theoretical, “Big Picture” issues in mind. Because we support the traditional aims of liberal arts education, we help students learn how to think clearly and critically, challenge orthodox assumptions, organize and present complicated information, make use of both qualitative and quantitative methods, write well, and develop a commitment to ideals of scholarship and lifelong learning.

Initial requirements for the major in Psychology include Introduction to Psychology, Experimental Psychology, and Behavior Statistics. Students choose from a broad approach, and other times are strictly theoretical or applied. The course of study concludes with a required, year long Senior Research Project in which students reflect over the field, consolidate knowledge from previous classes, and form and test hypotheses of their own. The research project culminates in a written thesis of high quality.

MAJOR IN PSYCHOLOGY

The Psychology major must complete the following required courses with a grade of “C” or better and maintain a 2.0 grade point average for Psychology electives:

Requirements:
- Psy 150 Introduction to Psychology ........................................3
- Psy 311 Abnormal Psychology ..............................................3
- Psy 341 Human Development Lab ........................................1
- Psy 348 Experimental Psychology ........................................3
- Psy 349 Experimental Psychology Lab ....................................1
- Psy 350 Behavioral Statistics ................................................3
- Psy 390 Junior Seminar ......................................................3
- Psy 490 Senior Thesis Preparation .........................................1
- Psy 495 Senior Thesis Research Project ..................................3

Plus required electives:
- One course from .................................................................3
- Psy 308 Social Psychology
- Psy 309 Personality Theory
- One course from .................................................................3
- Psy 318 Applied Human Development
- Psy 340 Child Development
- One course from .................................................................3
- Psy 315 Cognitive Neuroscience
- Psy 352 Physiological Psychology

Plus general electives:
- Any 3 Psychology, or approved, electives (One must be at the 400 level and have a Psy prefix) .................................................9
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MINOR IN PSYCHOLOGY

The Psychology minor must complete the following required courses with a grade of “C” or better and maintain a 2.0 grade point average for Psychology electives.

Requirements:
- Psy 150 Introduction to Psychology ........................................3
- Plus six electives (At least four must have a Psy prefix) .............18
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Students interested in the Psychology minor should consult with a faculty member of the department prior to choosing electives.

Courses from other Departments Approved for Elective Credits in Psychology:
- ANTH 201 Research Methods in Anthropology .....................3
- BIO 330 Genetics and Evolution ............................................3
- BIO 340 Animal Behavior ....................................................3
- BIO 341 Animal Behavior Laboratory ....................................1
- PACS 213 The Psychology of Altruism and Aggression ..........3
- PACS 215 Conflict Resolution and Management .....................3

COURSE DESCRIPTIONS

Psychology (Psy)

Psy 150 Introduction to Psychology
This course provides an overview of psychology including psychobiology, learning, memory, perception, development, social, behavioral/emotional problems and treatments. 3 hours.

Psy 160 Culture and Behavior
This course provides a cross-cultural review of general principles of human psychology. Emphasis is on the organizing syndromes of particular cultures and how these world views affect an individual's emotions, cognitions and behaviors. Fills cross-cultural core requirement. 3 hours. Burns-Glover.
Psy 180  Lifespan Human Development
A survey of human development and developmental theories from conception until death focusing on physical, cognitive, and social changes that occur across the lifespan. Recommended for non-majors. 3 hours. Gallahan.

Psy 208  Addictions and Behavior (see Special Academic Programs)
This course takes a transhistorical, interdisciplinary approach to the question of alcohol, substance abuse and the social costs of addiction and use. We will address the human motive to alter consciousness using classic and modern research in the physiology of addiction; sociocultural risk factors and changing cultural representations of drug use. In addition, this course will include a community-action component in which students will participate in the design of community interventions and educational activities. 4 hours. Burns-Glover.

Psy 213  Psychology of Altruism and Aggression (see Special Academic Programs)
Historical and modern review of the human and non-human primate behaviors related to altruism, empathy, violence, competition and aggression from a social, biological, inter species and cross-cultural perspective. 3 hours. Burns-Glover.

Psy 220  Community Psychology
The study of how psychology can be applied to social services such as community mental health centers to effect social change. Emphasis is on planning, prevention, early intervention, research and evaluation as well as how to strengthen existing social support networks and create new ones. Empowerment and primary prevention will be focus of attention. Prerequisite: Psy 150 or Soc 101 or Soc 102. 3 hours. 3 hours. Burns-Glover.

Psy 225  Human Learning and Motivation
Course investigates principles of learning and motivation among humans and other animals. Class will explore applications of these principles in education and society at large. 3 hours. Huston.

Psy 226  History and Systems of Psychology
An inquiry into the foundations of modern psychology. The intellectual heritage of the discipline within philosophy and the natural sciences will be examined and critiqued. We will consider major theories, emerging research directions and controversies within the sub disciplines of psychology. Recommended for non-majors. 3 hours. Huston.

Psy 248  Mind, Theory and Method
This course will present the historical dialectic between rationalism [theory] and empiricism [data] within the discipline. We will focus our attention on the current rise of neuroscience, behavioral genetics and the ‘return to mind’ in psychological research. Students will learn the current status of several controversial dichotomies; Mind-body dualism, Nativism-Environmentalism, Essentialism-Operationalism, etc., and the role that social values play in the creation, testing, and interpretation of scientific theories. Recommended for Psychology majors. 3 hours. Gallahan.

Psy 260  Psychology of Women (See Special Academic Programs)
A survey of the physiological, emotional, and cognitive aspects of the female experience. This course examines both the similarities and differences between men and women, with emphasis on experiences which are unique to women. Cultural expectations are examined, particularly those which either overemphasize or underestimate the differences between women and men. 3 hours. Gallahan.

Psy 280  Children in Time and Place
This course examines human cognitive, social, personality and physical development from conception through adolescence across cultures with an emphasis on cross-cultural comparisons and universals. Meets cross-cultural core-requirement. 3 hours. Gallahan.

Psy 308  Social Psychology
A consideration of humans as social beings - how they affect and are affected by others. Topics included are: perception of persons, affiliation, communication and attitude change, group processes, leadership, intergroup tension, cultural syndromes, and social roles. Prerequisite: Psy 150 and upper-division standing (or permission of instructor). 3 hours. Burns-Glover.

Psy 309  Personality Psychology
Students study the grand theories of personality through detailed examination of original writings by Freud, Skinner, R.D. Laing, and Maslow, among others. We explore the assumptions, logic, and ramifications of psychological theory, and its place in modern experimental psychology. Some critique of psychology as a discipline is included. Prerequisites: Psy 150 and upper division standing (or instructor’s permission). 3 hours. Schultz.

Psy 311  Abnormal Psychology
Students critically explore major categories of disorder, with special emphasis on dissociative identity disorder, depression, schizophrenia, and borderline personality. Questions are raised about the use of psychiatric drugs, and attention is paid to the history of insanity. Includes both textbook and original readings. Prerequisites: Psy 150 and upper division standing (or instructor’s permission). 3 hours. Schultz.

Psy 315  Cognitive Neuroscience
This course examines a range of cognitive processes including perception, memory, problem solving, imagery, and language. A special emphasis will be placed on current neuro-scientific investigations into these topics. Prerequisite: Psy150 and upper division standing (or permission of the instructor). Bio 110 or 224 or 240 strongly recommended. 3 hours. Huston.

Psy 318  Applied Human Development
This course explores developmental issues in applied contexts such as education, health services and families. Students will critically examine assessment and intervention at various points across the life span. 3 hours. Prerequisite: Psy 150 or Soc 101 or Soc 102 and upper division standing (or permission of the instructor). 3 hours. Gallahan.

Psy 321  Sensation and Perception
An in-depth analysis of how organisms perceive and comprehend their world. The course explores how receptors, transduction, and neural networks shape and constrain our perception of reality. Prerequisites: Psy 150 and upper division standing (or permission of the instructor). Bio 110 or 224 or 240 strongly recommended. 3 hours. Huston.
Psy 325  Applied Clinical Psychology
This class explores both formal and applied aspects of clinical work. Through readings and discussions, students are introduced to theories of psychotherapy—including specific techniques for specific disorders or situations—and spend an equal amount of time working in clinically-oriented settings throughout the community. Prerequisites: Psy 311 and upper division standing (or instructor’s permission). 3 hours. Schultz.

Psy 340  Child Development
An in-depth analysis of child development with a focus on contemporary research from the bio-social-behavioral framework. Students will conduct an in-depth study on a chosen topic that complements the research project for the Human Development Lab. Prerequisite: Psy 348 and upper division standing. 3 hours. Huston.

Psy 341  Human Development Lab
A laboratory course to be taken concurrently or after Child Development or Applied Human Development. Students will have the opportunity to work with/observe children of various ages in research and applied settings. Prerequisite: Ps.y 349, upper division standing and permission of the instructor. Co or prerequisite: Psy 318. Or Psy 340. 1 hour. Gallahan.

Psy 348  Experimental Psychology
This course examines the principles of research design, methodology, and analysis, and their application to a wide range of substantive areas in psychology. The use of a wide variety of social research strategies will be addressed. Prerequisite: Psy 349 and upper division standing (or permission of the instructor). Must be taken in junior year. Co-requisite: Psy 349. 3 hours. Fall Only. Huston.

Psy 349  Experimental Psychology Laboratory
A laboratory course to be taken concurrently with Psy 348. 1 hour. Co-requisite: Psy 348. Fall only. Huston.

Psy 350  Behavioral Statistics
An introduction to experimental design, descriptive and inferential statistics as well as computer statistical analysis. Math 115 strongly recommended. Prerequisite: Psy 348 and Psy 349. Any student substituting Math 207 for Psy 350 must obtain permission through the Psychology Department and must take one additional upper division elective in Psychology. 3 hours. Spring only. Huston.

Psy 352  Physiological Psychology
An introduction to the basic biological foundations of behavior. This course examines neuroanatomy and neurophysiology, and explores how these principles help explain behavior. Bio 110 or 224 or 240 strongly recommended. Prerequisite: Psy 150 and upper division standing. 3 hours. Huston.

Psy 390  Junior Seminar
An intensive and advanced review of issues central to the discipline of psychology which asks students to reflect critically on, and consolidate, knowledge gained in previous psychology classes. Prerequisites: Psy 348/49. Upper division standing and instructor’s consent. Open to Psychology majors declaring in Junior Year. Spring only. 3 hours.

Psy 408  Social Psychology of Intergroup Relations
This course examines the theories and research in the social psychological study of how group membership affects individual’s behaviors. Special attention will be paid to studies of international conflict, race and gender relations. The course is seminar style and will include survey research and class demonstrations. Prerequisite: Psy 308 and upper division standing (or permission of the instructor). 3 hours. Burns-Glover.

Psy 420  Special Topics in Psychology
Seminar course focusing on topics of special interest to students and faculty, such as Adolescence, Aging, Developmental Psychopathology, Personality, Self-Concept, and Intelligence. 3 hours. Prerequisite: Psy 150 and Junior standing and permission of the instructor.

Psy 425  Basic Clinical Techniques
This class introduces students to various theories of psychotherapy through the use of original writings by the theorists themselves. A disorder-based approach is taken, and students learn specific techniques for specific types of clients and situations. Some self-analysis takes place as a way of exploring principles of interpretation. Prerequisite: Psy 311 (or instructor’s permission). 3 hours. Schultz.

Psy 440  Health Psychology and Behavioral Medicine
Course focuses on the application of psychological theories, principles, and techniques to the prevention, diagnosis, and treatment of health problems. Topics include the role of behavioral and life style variables in illness, procedures for changing health habits and developing healthy life styles, and the utilization of psychological treatment as an adjunct to the medical treatment of health problems, e.g. biofeedback, stress management. Prerequisites: Psy 352 and upper division standing (or permission of the instructor). 3 hours. Huston.

Psy 490  Senior Thesis Preparation
An intensive writing and research preparation course to be taken following the Junior Seminar course, this course emphasizes the selection of an area of interest from which to develop an independent research project. Students will formulate, draft, and submit a Senior Thesis Research Proposal which will then be used to carry out a Senior Research Project in the spring. Prerequisites: Psy 390 and permission of instructor. 1 hour. Fall only.

Psy 495  Senior Thesis Research Project
Students will execute a research project, analyze data and do public presentations of their data. Course includes both independent research and lecture components. Senior psychology majors who are required to complete a thesis project will enroll in this course after successfully completing the Senior Thesis Preparation course. Prerequisites: Psy 490 and permission of the instructor. 3 hours. Spring only.

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DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Vernon L. Bates, Chair, Professor of Sociology
Cheleen Mahar, Associate Professor of Anthropology
Sarah R. Phillips, Assistant Professor of Sociology
Byron D. Steiger, Professor of Sociology
Christopher Wilkes, Professor of Sociology

The Department of Sociology and Anthropology offers the following programs: a major in Anthropology and Sociology; a major in Sociology; and supervises the interdisciplinary major in Social Work. In addition to the majors, the Department offers a minor in Sociology and in Anthropology.

The major in Anthropology and Sociology recognizes that both fields share a common philosophical and theoretical history. As well, both share a concern for the social and cultural conditions of human life. The fundamental aims of the major are the following: to provide students with the analytical perspectives for the systematic understanding of human social and cultural existence; to provide students with research skills in quantitative and qualitative methods; to increase the level of student skills in reading, writing and oral expression; and to prepare students for graduate education and professional employment in which cultural diversity and cross-cultural understanding is essential.

The major in Sociology is designed to provide basic knowledge of the development, structure and function of human groups and societies. The program contributes to liberal education, prepares for graduate training in sociology, and is preparatory for social services and other careers.

The interdisciplinary program in Social Work provides general knowledge about human needs and resources and elementary skills in building counseling relationships. The major is intended to either provide sufficient skills to function at an entry-level position, such as Public Assistance Case-worker, or to provide the background necessary for entry into graduate study, which is required for many specific careers.

MAJOR IN ANTHROPOLOGY AND SOCIOLOGY

A major in Anthropology and Sociology must complete the following core courses with a grade of “C-” or better and maintain a 2.0 average in the major. These same standards apply to the minor in Anthropology.

Requirements:
- Anth 101 Introduction to Anthropology .............................3
- Anth 301 Research Methods in Anthropology, or Soc. 300 Methods of Social Research ..........................4
- Anth 400 Transnationalism in a Postmodern World ............4
- Anth 494 Senior Research Seminar .....................................1
- Anth 495 Independent Research .........................................3
- Soc. 414 Sociological Theory .................................................4
- Three of the following courses in Sociology: 308, 366, 325, 412, 413 .................................................................18 or 19

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MINOR IN ANTHROPOLOGY

Requirements:
- Anth 101 Introduction to Anthropology .............................3
- Anth 301 Research Methods in Anthropology ......................4
- Electives ...........................................................................9
- Choose three courses in Anthropology, at least two must be an upper division course

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MAJOR IN SOCIOLOGY

The Sociology major must complete the following core courses with a grade of “C-” or better and maintain a 2.0 average in the major. These same standards apply to the minor in sociology and anthropology.

Requirements:
- Soc 101 Introduction to Sociology ......................................3
- Soc 102 Social Problems ....................................................3
- Soc 300 Introduction to Social Research ............................4
- Soc 301 Social Statistics ....................................................4
- Soc 414 Sociological Theory .................................................4
- Soc 494 Senior Research Seminar .....................................1
- Soc 495 Independent Research .........................................3
- Additional courses in sociology which must include at least one 400 level course ...............................18

(Note: Soc 401 and 402 cannot be used for the sociology major)

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Strongly recommended for a sociology major: Hist 101, 102; Phil 101; Econ 110.

MINOR IN SOCIOLOGY

Requirements:
- Soc 101 Introduction to Sociology ......................................3
- Soc 102 Social Problems ....................................................3
- Electives ...........................................................................3
- Choose Five or more 3 hour courses in sociology, at least four of which must be upper division.

(Note: Soc 401 and Soc 402 cannot be used for the Sociology Minor)

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Any student interested in a Sociology minor should consult with a faculty member in the Sociology Department.
MAJOR IN SOCIAL WORK

The Social Work major must complete the following core courses with a grade of “C-” or better and maintain a 2.0 average in the major.

Requirements:

Psy 150 Introduction to Psychology ..........3
Psy 180 or Psy 318 or Psy 340 (a Developmental Psychology course) ..........3
Psy 311 Abnormal Psychology ..........3
Psy 425 Basic Clinic and Counseling Techniques ..........3
Either Soc 101 or Soc 102 ........................................3
Soc 101 Introduction to Sociology
Soc 102 Social Problems
Soc 299 Field Experience ........................................2
Either Anth 301 or Soc 300.................................4
Anth 301 Research Methods in Anthropology
Soc 300 Methods of Social Research
Soc 301 Social Statistics........................................4
Soc 401 Macro Practice in Social Work ..........4
Soc 402 Micro Social Work Practice ..........4
Either Soc 475, Soc 476 or Soc 477
Soc 475 Social Work Research Seminar ............1
Soc 476 Evaluation Research for Social Work 3
Soc 477 Social Work Internship ..........4 - 14
Two of the following courses:.................................6
Soc 304 Criminology
Soc 308 Minorities
Soc 309 Sociology of the Family
Soc 311 Delinquency
Soc 325 Hispanics in the U.S.
Soc 321 Sociology of the City
Soc 317 Gender and Sexuality
Soc 366 Deviance

COURSE DESCRIPTIONS

Anthropology (ANTH)

Anth 101 Introduction to Anthropology
The character of culture and the nature of social behavior as developed through the anthropological study of contemporary peoples. 3 hours. Mahar. Annually.

Anth 202 Film, Text and Culture
This course examines the use of film, photography and text as data collection methods and representations for ethnographic research. Methodological and epistemological issues are explored in a comparison of ethnographic documentaries. As part of the course requirement students are expected to complete short observational and photographic projects. Prerequisite: Anth 101 or Soc 101 or 102. 3 hours. Mahar.

Anth 210 Mesoamerican Cultures
A survey of early Mayan and Aztec societies, how they fared under Spanish Colonial rule and their contemporary lives. The course focuses upon indigenous peoples, examining their articulation in contemporary states in relation to ethnic consciousness and cultural processes. Prerequisite: Anth 101 or Soc 101 or 102 or consent of instructor. 3 hours. Mahar. Biennially. Meets cross cultural requirement.

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

Anth 320 South American Traditional Societies
Ethnographic studies of the social, economic and political forms of small-scale non-industrial societies. This class looks at a variety of cultural systems from the Amazon Basin to the Andes, during historical and contemporary times. Prerequisite: 6 hours of Anthropology or Sociology or consent of instructor. 3 hours. Mahar. Biennially. Meets cross cultural requirements.

Anth 330 Gender in Cross Cultural Perspective
This class investigates the notion of gender as it has been constituted in different times and places. The course examines theoretical developments in the anthropology of gender and explores gender cross culturally, using examples from a wide range of societies, past and present. Prerequisite: Anth 101 or Soc 101 or 102 or consent of instructor. 3 hours. Mahar. Biennially. Meets cross cultural requirement.

Anth 340 Symbolism, Myth and Ritual
Anthropological approaches to the study of myth, ritual and symbols which focus upon cultural meaning. Examines the nature of myth and ritual in a variety of cultures. Prerequisite: Anth 201 or 202 or Soc 413 or consent of instructor. 3 hours. Mahar. Biennially. Meets cross cultural requirement.
Sociology (SOC)

Soc 101 Introduction to Sociology
Provides an intensive introduction to human behavior in groups including a study of family, education, religion, government, ecology, deviancy. Basic concepts and terminology are emphasized. 3 hours. Staff.

Soc 102 Social Problems
Study of the nature, scope, causes, effects alternatives and solutions to the major problems in society, such as poverty, crime, and health. 3 hours. Staff.

Soc 299 Field Experience
A course to introduce the student to social service occupations. Placement is made in agencies such as youth services, counseling, and welfare services. Paper required. Instructor’s consent required at least two weeks prior to the beginning of the course. Graded P/F. 2 hours. Course may be repeated once for credit. Staff.

Soc 300 Introduction to Social Research
Analysis and application of the logic and methods of science in sociology is studied. The student learns by doing a research project that goes through all stages: theory, hypothesis, operationalization, research design, population/sampling, data collection, and analysis. Prerequisite: Soc 101 or 102. 4 hours. Biennially. Phillips.

Soc 301 Social Statistics
Introductory statistics course for students in the social sciences. The emphasis of the course will be on understanding how social scientists use numerical data to understand social phenomena, and how to use and interpret statistical measures and techniques commonly reported in the social sciences literature. Prerequisites: Math 122 or consent of instructor. 4 hours. Phillips.

Soc 304 Criminology
An analysis of criminal behavior from theft to homicide, and society’s reaction to it. Specific areas covered include: the definition of criminal behavior, the varieties of crime, the causes of crime, and the criminal justice system from arrest to imprisonment. Prerequisite: Soc 101 or 102. 3 hours. Steiger.

Soc 305 Race Relations
The primary emphasis is on the relationships between dominant (majority) and subordinate (minority) racial and ethnic groups in the United States. Designed to enable the student to understand the principles and processes which shape the patterns of relations among racial, ethnic, and other groups in society. Prerequisite: Soc 101 or 102. 3 hours. Bates.

Soc 309 Sociology of the Family
The primary emphasis is on the relationship between the familial institution and the society in which it is being studied. Attention is given to trans-historical and cross-cultural data, social change, definitions of the family, socialization, courtship, marriage, divorce, sex roles, sexuality, socio-economic forces, alternative forms, and the future. Prerequisite: Soc 101 or 102. 3 hours. Bates.

Soc 311 Juvenile Delinquency
An analysis of the definition of delinquency, its history, causes, societal reaction, and treatment and prevention. Prerequisite: Soc 101 or 102. 3 hours. Phillips.

PACS 313 The Sociology of Violence (see Special Academic programs)
Counts toward the major in Sociology. 3 hours. Bates. Biennially.

Soc 315 Equality and Inequality
The course analyzes inequalities of wealth, power, and prestige in societies. The sources and consequence of inequality as well as the moral issues involved are emphasized. Implications for social mobility for the individual or for social groups are analyzed. Prerequisite: Soc 101 or 102. 3 hours. Steiger. Biennially.

Soc 317 Gender and Sexuality
An introduction to the theories and methods used by sociologists to study masculinity and femininity, the social and historical construction of sexuality, love, and romance. Discussion includes the sociology of homosexuality, bisexuality, and heterosexuality, as well as issues of HIV/AIDS, teen pregnancy, prostitution, pornography, sexual harassment and rape in the United States. Prerequisites: Soc 101 or 102. 3 hours. Biennially. Phillips.

Soc 319 Sociology of Medicine
The course analyzes the social and demographic variables affecting health, morbidity, and mortality rates. It also examines the social roles in illness (e.g., doctor and patient): their definitions and consequences. Attention is given to the study of medical care institutions and their systems and structures. The relations between social policy and health is debated. Prerequisite: Soc 101. 3 hours. Steiger. Biennially.

Soc 321 Sociology of the City
An exploration of the modern United States city. We will use Portland as a “laboratory” for understanding the evolution of cities, how modern cities “work” the problems and success of urban areas. Prerequisite: Soc 101 or 102. 3 hours. Phillips.

Soc 325 Hispanics in the U.S.
A study of the history, literature, culture, and demographics of Hispanic groups in the U.S. An interdisciplinary approach will be taken toward placing in perspective the major political, social, and educational issues facing these groups. Students will simultaneously be engaged in a field experience in the Hispanic community. Prerequisite: Spanish 102. Fulfills cross cultural requirement. 4 hours. Bates/Phillips.

Anth 400 Transnationalism in a Post Modern World
Ethnographic approaches to the study of an increasingly mobile and interconnected world. Topics migration, identity, transnational communities; tourism and cultural self-representation; developments in mass media and communications; and consumerism and international markets. Prerequisites: 9 hours of Anthropology or consent of instructor. 3 hours. Mahar. Biennially. Meets cross cultural requirements.
Soc 366  Deviance
An analysis of definitions of deviance, causes of deviance, and societal reaction to deviance. The relationship between deviant behavior and social justice will be explored. Topics include drug use, mental disorder, the sex industry, suicide, sexual preference, crime and corporate crime. Prerequisites: Soc 101 or 102. 3 hours. Bates.

Soc 401  Macro Social Work Practice
This course provides an overview of the major influences on the service delivery system, including social work values and ethics. The student will trace the evolution of social welfare and American social policy in a multicultural context. Macro intervention and the change process at three levels of social work practice (organizations, community, and state and federal public policy) will be the focus of the course. Prerequisite: Soc 299 and Jr. standing 4 hours. Staff.

Soc 402  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, contracting, working with and terminating some clients. Prerequisite: Soc 299 and Jr. standing. 4 hours. Staff.

Soc 407  Collective Behavior and Social Movements
Description and analysis of human behavior in collectives. Concentration focuses on the dynamics of rumor, panic, crowds, mass behavior, mass communication, fashions, fads, public opinion, and social movements. Prerequisite: 9 hours of Sociology. Jr. standing 4 hours. Bates. Biennially.

Soc 411  Social Change
Review and critique of theories of social change. Analysis of factors causing change and the mechanisms by which social change comes about. Emphasis is placed on understanding the 20th century. Prerequisite: 9 hours of Sociology. 3 of the 9 maybe taken in Anthropology. Jr. standing. 3 hours. Steiger. Biennially.

Soc 412  Social Interaction
A study of the interaction process as the central element in human social life, the primary occasion for communication, and the origin of both social structure and the individual human identity. Attention is given to symbolic communication, interaction, socialization, role theory, self-concept, deviance. Prerequisite: 9 hours of Sociology. 3 of the 9 maybe taken in Anthropology. Jr. standing. 3 hours. Bates. Biennially.

Soc 413  Sociology of Religion
A sociological analysis of religious belief, ritual, experience, and organization. Issues to be considered include the social origins of religion, its signification as a social force and as a form of social control, and the relation between religious institutions and the larger society of which they are a part. Prerequisite: 9 semester hours of Sociology. 3 of the 9 maybe taken in Anthropology. Jr. standing. 3 hours. Bates. Biennially.

Soc 414  Sociological Theory
The origin and development of sociology are analyzed through the examination of major historical theorists and of contemporary schools of sociological thought. Prerequisite: 9 hours of Sociology. Jr. standing 4 hours. Steiger. Biennially.

Soc 475  Social Work Research Seminar
The focus is to assist students in selecting an area of interest from which to draw an independent evaluation research project for social work. Students will do an initial literature review to develop a theoretical framework and to develop a research methodology. Prerequisites: 19 hours in Social Work required courses including Soc 300 or Anthro 301 and Soc 301. 1 hour. Staff.

Soc 476  Evaluation Research For Social Work
Social work majors may choose, as one alternative, to engage in an evaluation research project - evaluating a social service agency using social science research methods - to fulfill their Social Work major requirements. Prerequisites: 19 hours in Social work required courses including Soc 300 or Anthro 301, Soc 301 and Soc 475. 3 hours. Staff.

Soc 477  Social Work Internship
An internship in a social service agency may be chosen as one alternative to fulfill the requirement for social work majors. Interns will be required to meet with the instructor, with other social work interns, and with those students doing evaluation research in a seminar setting to discuss their work in their field placement. Prerequisites: 2.75 G.P.A., 19 hours in Social Work required courses including Soc 300 or Anthro 301 and Soc 301. 4-14 hours. Staff.

Soc 494  Senior Research Seminar
The focus is to assist students in selecting an area of interest from which to draw an independent research project, to do an initial literature review, to develop a theoretical framework, and to develop a research methodology for the senior research project. Prerequisites: 19 hrs of Sociology, including Soc 300 and Soc. 301. 1 hour. Staff. Annually in the Fall. Pass/No Pass. Staff.

Soc 495  Independent Research
Student-conducted individual research/theoretical project. Prerequisite: 19 hours of Sociology including Soc. 300, Soc 301 and Soc. 494. 3 hours. Faculty supervised.

Special topics in sociology taught periodically at faculty discretion:

Soc 255  Sociology of Humor
Humor and laughter play a part in all societies. This course examines various theories of humor (including Aristotle, Darwin, and Freud) and analyzes the contributions that the sociological perspective can add to our understanding of the functions and roles humor plays in society. Prerequisite: Any Soc or Anthro course. 3 hours. Steiger.

Soc 255  Sociology Through Science Fiction
Sociology is concerned with understanding the culture and organization of societies. Sociology is concerned with norms, roles, values and institutions (e.g., economics, family, political). The course will develop sociological thinking through the analysis of selected science fiction novels, which have to develop fully realized alternative worlds. Prerequisite: Any Soc or Anthro course.

Soc 255  The Sociology of HIV/AIDS
An examination of the epidemiologic, political, and social history of HIV and AIDS in the United States. The social construction of AIDS is studied, as is the social response to AIDS and people living with AIDS. We will examine the ethical issues raised by testing, reporting, and treatment policies. Psy 350, 450 and Psy 490 and permission of the instructor. Spring only. Phillips.
School of Education

WILLARD M. KNIEP, DEAN

The mission of Pacific University’s School of Education is to prepare aspiring and practicing teachers, as well as other education and health professionals, to promote and nurture learners’ intellectual, social, emotional and moral growth.

The education of teachers has been an integral part of Pacific University’s mission and offerings for more than eighty years. Established in 1842 as a school to serve Native American children, Pacific began offering courses for teachers in 1911 - one of only three colleges authorized by the State of Oregon to recommend graduates for high school teaching certificates. Throughout much of its history in the preparation of teachers, Pacific offered a Bachelor of Arts degree with a major in education. In 1989, reflecting the growing national trend toward fifth-year teacher education programs, Pacific University became the first institution to gain TSPC approval to offer the Fifth Year Master of Arts in Teaching program. Until 1992, this program offered only secondary endorsement areas at which time it was expanded to include an elementary education component.

Until very recently, teacher education programs were lodged within the Division of Education which was a unit of the College of Arts and Sciences, the undergraduate college at Pacific. However, as an increasing number of teacher education students opted for the Fifth Year Program it became clear that the opportunities and demands associated with graduate teacher education extended substantially beyond the mission of the undergraduate College of Arts and Sciences. So, in 1994 the School of Education was founded and provided with the autonomy to implement policies and procedures necessary to support both graduate and undergraduate teacher education programs.

The School of Education was founded on the mission cited above. The founding faculty was also very clear about the values which they espouse and hope to actualize in the offerings of the School of Education. These values include:

- educational environments that provide opportunities for developing and sharpening intellectual, analytical, and reflective abilities;
- a commitment by professional educators to respect, appreciate and celebrate humanity in its ethnic, linguistic and cultural diversity;
- participation of teacher educators as agents of change in the education profession within and beyond the University;
- modeling of ethical behavior by professional educators in their classrooms and in their communities;
- professional educators as keen observers of learners and of the environment;
- modeling by professional educators of an inquisitive attitude and enjoyment of intellectual pursuits;
- promotion by professional educators of intellectual independence and active, responsible learning; and
- professional educators who, as reflective practitioners, continually strive to improve the effectiveness of their teaching.

Today, Pacific offers teacher education programs at two sites, Forest Grove and Eugene. On the main campus in Forest Grove, the School of Education offers three pre-service teacher education programs: an undergraduate teacher education program offered in conjunction with the College of Arts and Sciences, a graduate fifth year program designed for candidates with a baccalaureate degree, and a post-baccalaureate program which leads to licensure without a graduate degree. In Forest Grove, the School also offers an MAT-Standard License program available for in-service teachers holding a basic license.

The second site is a satellite campus located in Eugene which was established in 1992 to serve Lane County and the surrounding area. Here the School offers the fifth-year pre-service program and the MAT-Standard License program. The pre-service program in Eugene operates on a January to December programmatic calendar rather than on the traditional academic calendar followed in Forest Grove.
**PROGRAMS**

The School of Education offers two types of programs: those which lead to teaching licenses from the State of Oregon and those which lead to an advanced degree in Education but do not lead to a teaching license.

For programs leading to an initial teaching license, 1998-99 will be a transitional year as the School of Education implements a redesigned program to meet new rules and standards of the Oregon Teachers Standards and Practices Commission which become effective in January, 1999. Operating under these new rules, the School of Education offers programs which lead to Oregon’s Initial Teaching License. These programs prepare teachers for the Initial Teaching License at any of four levels of authorization: Early Childhood Education (valid for teaching children from age three through grade four); Elementary School (valid for teaching in grades 3-8 in an elementary school); Middle School (valid for teaching in grades 5-10 in a middle or junior high school); and High School (valid for teaching in integrated subjects and departmental assignments in grades 7-12 in a mid-high or high school).

For those holding the Oregon Basic Teaching License, issued under prior rules, the School of Education will continue to offer a Master of Arts in Teaching leading to the Standard Teaching License. There are three routes for obtaining the Initial Teaching License:

- Undergraduate program in Teacher Education
- Post-Baccalaureate Program
- Master of Arts in Teaching/Fifth-Year Program

The Standard Teaching License is obtained by completing the Master of Arts in Teaching/Standard license program. Advanced degree programs which do not lead to licensure include:

- Master of Arts in Education/Curriculum Studies
- Master of Education, Visual Function in Learning for optometry students or practicing optometrists.

**Application Information**

For application information and forms, contact the Education Admissions Office at 503-359-2958 or toll-free at 1-800-635-0561, extension 2958. Contact may also be made through email at ed.admissions@pacificu.edu. Office hours are Monday-Friday, 8:00 am-4:30 PM.

**Financial Aid**

Several types of loans are available for graduate students. Information is available from the Financial Aid Office at (503)359-2222 or toll-free at 1-800-635-0561.

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**UNDERGRADUATE STUDY IN EDUCATION**

**Elizabeth Arch, Coordinator**

An undergraduate student may apply to the School of Education for admission to Teacher Education during the sophomore year. The undergraduate program allows a student to complete a bachelor’s degree while simultaneously completing student teaching and the requirements for an Oregon Initial License. Undergraduates are provided solid foundations in theory and content, as well as extended field experiences. Students are prepared to nurture young peoples’ intellectual, social and moral growth and to appreciate diversity of cultures.

**Admission**

Applications for admission of undergraduates to Teacher Education are accepted throughout the year. Transfer students, who have already satisfied Pacific University’s core requirements and are applying for admission to the College of Arts and Sciences, may simultaneously apply to the undergraduate Teacher Education Program. Separate applications must be completed for each and acceptance into the College of Arts and Sciences does not guarantee admission to the Teacher Education Program.

**Admission requirements include:**

- 2.75 minimum GPA (cumulative and endorsement).
- “C” grade or higher in all required professional education, psychology and endorsement area courses (C- is not acceptable).
- Passing score on one of the following: California Basic Educational Skills Test (CBEST), PRAXIS Pre-Professional Skills Test (PPST), or PRAXIS Computer-Based Academic Skills Assessment (CBT).
- Academic and pre-professional recommendations.
- Personal interview and writing sample to be completed at time of interview.

**State Requirements for Licensure**

Upon completion of coursework and student teaching, students may submit an application to the Oregon Teacher Standards and Practices Commission (TSPC) to obtain a teaching license. TSPC requires passing scores on a basic skills test (CBEST, PPST, or CBT), NTE Subject Matter Assessment Test and NTE Professional Knowledge Test prior to licensure. The application must include documentation of passing scores on all required exams.

**Early Childhood and Elementary Education**

Students who are interested in obtaining initial teaching licenses with authorizations in early childhood education (age 3 to grade four) or elementary education (grades three to eight in an elementary school) will complete the Education and Learning major in the College of Arts and Sciences which has been designed to provide a deep understanding
of the psychological, developmental, and curricular foundations of education.

The Education and Learning major consists of 40 credit hours with an additional 24 credits hours required to obtain the initial teaching license. A total of 49 credits will be taken in the School of Education. Students pursuing the initial teaching license should include the recommended subject area courses in writing, literature, science, mathematics, social science, and the arts as part of their core requirements or electives in the College of Arts and Sciences. Students will have the opportunity to qualify for both Early Childhood and Elementary School authorizations and, while qualification for both is not required, students will be encouraged to do so. The exception is that those preparing to be teachers of art, music, and physical education will be required to qualify for two levels of authorization consistent with OARs 584-060-0030.

**Required Coursework for the Education and Learning major**

To obtain a listing of the required coursework for the Education and Learning major, students should make an appointment with the Coordinator of Undergraduate Studies, Elizabeth Arch, at their earliest opportunity.

**Required Professional Courses for Early Childhood and Elementary School Authorizations**

The following courses are required to qualify for the Oregon Initial Teaching License with authorization for Early Childhood Education or the Elementary Education. Some of these courses will also fulfill requirements for the Education and Learning major.

**EDUC 305** Learning Community: Personal Awareness and Diversity ........................................3

**EDUC 370** School and Society ........................................2

**EDUC 361** Foundations of Human Development and Psychology ........................................2

**EDUC 436** Technology Across the Curriculum ..................2

**EDUC 431** Integrated Methods I: General Methods............3

**EDUC 408** Integrated Methods II: Reading and Language Arts in ECE ..........4

or

**EDUC 444** Integrated Methods II: Reading and Language Arts in Elem. Ed. ....4

**EDUC 409** Integrated Methods III: Math, Science and Health in ECE ..................4

or

**EDUC 343** Integrated Methods III: Math, Science and Health in Elem. Ed. .........4

**EDUC 410** Integrated Methods IV: Expressive Arts in ECE .................2

or

**EDUC 445** Integrated Methods IV: Thematic Teaching through SS and the Arts ..........2

**EDUC 397** Field Experience ....................................2

**EDUC 476** Learning Communities III: Reflection and Practice ..................2

**EDUC 475** Student Teaching ..................................12

**Middle School and High School Authorizations**

Students who plan to complete the requirements for the Middle School and High School authorizations should major in the content area in which they wish to teach, complete the required coursework in professional education, and successfully meet the requirements of the internship and student teaching.

Students will have the opportunity to qualify for both Middle School and High School authorizations and, while qualification for both is not required, students will be encouraged to do so. The exception is that those preparing to be teachers of art, music, and physical education will be required to qualify for two levels of authorization consistent with OARs 584-060-0030.

Programs are available to enable students to meet the requirements for the following subject area teaching endorsements: Art, Foreign Languages (French, German, Japanese, and Spanish), Language Arts, Mathematics (Basic and Advanced), Music, Physical Education, Science (Biology, Chemistry, Integrated Science, and Physics), and Social Studies.

Following are the requirements that students seeking a subject area endorsement in the Middle School and High School authorizations must meet outside of the education sequence offered by the School of Education:

- **Art (Must meet the requirement for two levels of authorization):** A major in art. A Computer Graphics or Illustration course is recommended.
- **Biology:** A major in Biology, including Human Anatomy, Human Physiology, and Invertebrate Zoology.
- **Chemistry:** A major in Chemistry.
- **Foreign Languages:** A major in Foreign Language. Primary Language must be selected from French, German, or Spanish. Successful completion of Methods of Teaching Foreign Languages.
- **Health:** a major in Health
- **Integrated Science:** Students who are interested in this endorsement will complete a major from the Natural Science Division and work with their advisor in Education to develop a program that includes broad basic coursework in Biology, Chemistry and Physics as well as Geology, Astronomy and Meteorology.
- **Language Arts:** A major in Literature, or a major in Creative Writing plus a Shakespeare course, a course on the theory of literature, a course in Linguistics, and two courses in Oral Expression.
- **Mathematics, Basic:** Students will take sufficient courses to pass the appropriate PRAXIS test. Suggest taking the mathematics sequence through Calculus I, including Statistics and a computer programming course.

Music (Must meet the requirements for two levels of authorization): A major in Music Education.

Physical Education (Must meet the requirements for two levels of authorization): A major in Exercise Science with an emphasis in Human Performance.

Physics: A major in Physics including courses in Thermodynamics and Geometric Optics.

Social Studies: A major in a social science, including History. Students interested in this endorsement area will work with their education advisor to develop a program that provides the breadth of knowledge necessary to teach social studies at the secondary level. This would include at least 3 courses among two of non-U.S. history, political science, sociology, psychology or anthropology; 3 courses in U.S. History; 2 courses in Politics and Government; 2 courses in Economics; Cultural Geography; and one course in contemporary issues.

Required Professional Courses for Middle School and High School Authorizations

EDUC 305 Learning Community: Personal Awareness and Diversity ................................................3
EDUC 370 School and Society ..............................................2
EDUC 361 Foundations of Human Development and Psychology ..................................................3
EDUC 436 Technology Across the Curriculum ..........................2
EDUC 327 Teaching and Assessment in the Middle School .................................................................3

or

EDUC 326 Teaching and Assessment in the High School .................................................................3
EDUC 314 Reading and Writing Across the Curriculum ....................................................................2

Special Methods (in appropriate content area) ..............................................................3
EDUC 302 Teaching Art in the Middle and High School
EDUC 303 Teaching Music in the Middle and High School
EDUC 336 Teaching Health in the Middle and High School
EDUC 338 Teaching Science in the Middle and High School
EDUC 339 Teaching PE in the Middle and High School
EDUC 349 Teaching Math in the Middle and High School
EDUC 447 Teaching Foreign Language in the Middle and High School
EDUC 451 Teaching Social Studies in the Middle and High School
EDUC 452 Teaching Language Arts in the Middle and High School
EDUC 397 Field Experience ..................................................2
EDUC 476 Learning Communities III: Reflection and Practice .....................................................2
EDUC 475 Student Teaching .........................................................................................12

Total: 34

Continuation in Program

Students must meet academic and professional program requirements in order to student teach. Students must attain a 2.75 minimum GPA in all required professional education and endorsement area courses with no grade lower than “C” (C- is not acceptable).

BASIC READING ENDORSEMENT

Anita McClain, Coordinator

The Basic Reading Endorsement is available for all authorizations but only to those who have fulfilled the requirements for two authorizations.

EDUC 408 Integrated Methods II: Reading and Language Arts in ECE .................................4

or

EDUC 444 Integrated Methods II: Reading and Language Arts in Elem. Ed. ............................4

or

EDUC 314 Reading and Writing Across the Curriculum .............................................................2

EDUC 420 Normal Language Development in Children .............................................................2

EDUC 421 Diagnostic Practice in Reading, Clinic .................................................................1

EDUC 423 Diagnostic Practice in Reading, Formal ..............................................................1

EDUC 425 Diagnostic Practice in Reading, Informal ......................................................1

EDUC 426 Practicum: Reading Remediation ...........................................................................3

EDUC 427 Psychology of Reading Instruction .................................................................2

EDUC 315 Children’s Literature .........................................................................................2

or

EDUC 415 Adolescent Literature .................................................................................2

14-16
GRADUATE STUDY IN EDUCATION

Pacific University offers a post-baccalaureate program and four Master’s Degree programs. Students meet with advisors to develop planned programs designed to meet individual needs. Admission is open for public and private school teachers to enroll in any individual courses. Those with Bachelor’s Degrees who wish to explore the teaching profession may also register for individual courses. Registration for these special students is open on a space-available basis.

POST-BACCALAUREATE PROGRAM

Elizabeth Arch, Coordinator

Students holding a baccalaureate degree may apply for admission to the post-baccalaureate program to meet requirements for an initial teaching license with authorizations for Early Childhood Education, Elementary Education, Middle School, or High School. Candidates may enroll in a maximum of 8 hours of coursework before admission to the program and should apply through the School of Education Admissions Office.

The requirements and programs of study for the Initial License with Early Childhood, Elementary Education, Middle School and High School authorizations are described in the undergraduate section of this catalog. Students will ordinarily enroll in the courses with a “G” designation for graduate credit.

Upon completing requirements for the Initial Teaching License, students may apply for admission to the Master of Arts in Teaching program. Students may receive a masters’ degree with the successful completion of thirty graduate credits (excluding student teaching credits) including the curriculum design course, a research course, and a research project.

Admission

Applications are accepted throughout the year. Admission is selective. Transcripts are assessed on an individual basis. Professional education courses must be completed within six years of date of admission.

Requirements for admission include:

1. Official transcripts documenting coursework from each college or university attended.
2. 2.75 minimum GPA.
3. Three recommendations, including one from each of the following:
   a. an individual with direct knowledge of applicant’s academic capabilities
   b. an individual knowledgeable about applicant’s potential to work with students
   c. an individual qualified to give a character reference
4. Basic skills test. All candidates must submit passing scores on one of the following: California Basic Educational Skills Test (CBEST), PRAXIS Pre-Professional Skills Test (PPST), or PRAXIS Computer-Based Academic Skills Assessment (CBT).
5. Subject area assessment. All candidates must submit a passing score on the appropriate PRAXIS examination. The required test for candidates in elementary education is the Multiple Subjects Assessment for Teachers (MSAT). Candidates in secondary education should consult the PRAXIS registration bulletin for specific tests required in Oregon.
6. Completed application.
7. Brief essay (two pages maximum):
   Analyze and discuss a current educational issue — include your personal view of the issue.
8. Checklist of TSPC character questions.

Selection Process

1. The applicant pool is screened by the selection committee using the following criteria:
   a. Depth and breadth of undergraduate preparation
   b. Strength of recommendations
   c. Written communication skills as assessed in essay
   d. Critical thinking skills as assessed in essay
2. Selected applicants are invited for a personal interview and, at that time, asked to provide a timed writing sample.
3. Recommendations for acceptance into the program are made by the selection committee to the faculty of the School of Education.
4. Applicants will be notified of their status by mail.

Required Professional Courses

See sequence of courses listed for the Undergraduate Program.

Continuation in Program

Students must meet academic and professional program requirements in order to student teach. Students must attain a 2.75 minimum GPA in all required professional education and endorsement area courses with no grade lower than “C” (C− is not acceptable).

State Requirements for Licensure

Upon completion of coursework and student teaching, students may submit an application to the Oregon Teacher Standards and Practices Commission (TSPC) to obtain a teaching license. TSPC requires passing scores on a basic skills test, NTE Subject Matter Assessment Test and NTE Professional Knowledge Test prior to licensure. The application must include documentation of passing scores on all required exams.
MASTER OF ARTS IN TEACHING/ FIFTH-YEAR (MAT/FIFTH YEAR)

Anita McClain, Coordinator, Forest Grove Campus
Rose Mary Gray, Coordinator, Lane County Campus

In cooperation with local school districts, Pacific University offers an innovative and rigorous teacher education program for liberal arts graduates seeking initial licensure with Early Childhood Education, Elementary Education, Middle School, and High School authorizations. During the twelve-month program, students complete academic requirements for the Oregon Initial Teaching License while also completing the Master of Arts in Teaching (MAT) degree.

The MAT 5th Year program provides the opportunity for students to qualify for the initial teaching license with Early Childhood Education, Elementary School, Middle School, and High School authorizations. Subject area endorsements for the Middle School and High School authorizations include Art, Business Education (high school only), Drama, Foreign Languages, Health, Language Arts, Mathematics, Music, Physical Education, Science (Biology, Chemistry, Integrated Science, and Physics), and Social Studies. All students will have the opportunity to qualify for two authorizations and, while qualification for two is not required, students will be encouraged to do so. The exception is that those preparing to be teachers of art, music, and physical education will be required to qualify for two levels of authorization consistent with OARs 584-060-0030.

Admission

Applications are accepted beginning in December and are accepted through March 15 for the Forest Grove program. In Lane County, applications are accepted from August through October 15. Admission is selective.

The admissions criteria and procedures for the MAT 5th Year program are the same for both campuses, although they operate on different schedules. While the admissions process is competitive, those admitted to the program must meet the following requirements:

1. A baccalaureate degree from an accredited college or university.
2. A 2.75 minimum GPA in undergraduate work or 3.00 minimum GPA in at least 8 semester hours of graduate study.
3. A passing score on one of the following: California Basic Educational Skills Test (CBEST), PRAXIS Pre-Professional Skills Test (PPST), or PRAXIS Computer-Based Academic Skills Assessment (CBT).
4. A passing score on the appropriate PRAXIS examination. The required test for candidates in elementary education is the Multiple Subjects Assessment for Teachers (MSAT). Candidates in secondary education should consult the PRAXIS registration bulletin for specific subject area tests required in Oregon.
5. Three recommendations, including one from each of the following:
   a. an immediate supervisor in an educational or social agency who can attest to the applicant’s competence to work with school-aged children or youth in volunteer or paid work experiences
   b. a university or college professor with direct knowledge of applicant’s academic abilities
   c. an individual qualified to give a character reference
6. Completed application
7. Demonstrated ability to write clearly and cogently as demonstrated by a brief essay which analyzes and discusses a current educational issue.
8. Completed checklist of TSPC character questions.

In selecting candidates for the Early Childhood and Elementary School strands, preference will be given to those who have taken a broad range of courses as part of their undergraduate experience. Preferred courses include literature, writing, science (preferably Biology), American History, cross-cultural courses, the mathematics sequence for elementary teachers, and the expressive arts.

In the selection process the applicant pool is screened by a faculty selection committee. Initial selection is based on the published minimum requirements for admission and the following criteria: depth and breadth of undergraduate preparation; strength of recommendations; written communication skills as assessed in essay; and critical thinking skills as assessed in essay.

Selected applicants are invited for a personal interview and, at that time, asked to provide a timed writing sample. Recommendations for acceptance into the program are made by the selection committee to the School of Education faculty. Applicants will be notified of their status by mail.

MAT/Fifth-Year Curriculum

The Foundations Block - all authorizations

EDUC 504 Learning Community I: Personal Awareness .................................................2
EDUC 570 School and Society ................................................................................2
EDUC 515 Foundations of Human Development and Psychology (ECE/Elem) ..............4
or
EDUC 516 Foundations of Human Development and Psychology (MS/HS).....................4
EDUC 537 Technology Across the Curriculum .................................................1
The Methods Block - Early Childhood Education authorization

EDUC 505 Learning Community II: About Diversity ............................................2
EDUC 533 Integrated Methods I: General Methods ......................3
EDUC 508 Integrated Methods II: Reading and Language Arts in ECE ..........4
EDUC 509 Integrated Methods III: Math, Science, and Health in ECE ............4
EDUC 510 Integrated Methods IV: Expressive Arts in ECE ..............2
EDUC 573 Practicum ..............................................................................2

The Methods Block - Elementary School authorization

EDUC 505 Learning Community II: About Diversity ............................................2
EDUC 533 Integrated Methods I: General Methods ......................3
EDUC 544 Integrated Methods II: Reading and Language Arts in Elem. Ed. .................................................................................4
EDUC 543 Integrated Methods III: Math, Science, and Health in Elem. Ed. .................................................................................4
EDUC 545 Integrated Methods IV: Thematic Teaching through SS and the Arts .................................................................................2
EDUC 573 Practicum ..............................................................................2

The Methods Block - Middle School and High School authorizations

EDUC 505 Learning Community II: About Diversity ............................................2
EDUC 527 Teaching in the Middle School ..................................................3
EDUC 526 Teaching in the High School ....................................................3
EDUC 522 Assessment in the Middle and High School ...........................2
EDUC 541 Reading and Writing Across the Curriculum ...........................2

Special Methods (in appropriate content area) .............................................3
EDUC 502 Teaching Art in the Middle and High School ...........................3
EDUC 503 Teaching Music in the Middle and High School .....................2
EDUC 536 Teaching Health in the Middle and High School .................2
EDUC 538 Teaching Science in the Middle and High School ..................2
EDUC 539 Teaching PE in the Middle and High School ............................2
EDUC 546 Teaching Business in the Middle and High School ...............2
EDUC 547 Teaching Foreign Language in the Middle and High School ....2
EDUC 549 Teaching Mathematics in the Middle and High School ........2
EDUC 551 Teaching Social Studies in the Middle and High School .........2
EDUC 552 Teaching Language Arts in the Middle and High School .......2
EDUC 553 Teaching Drama in the Middle and High School ...................2
EDUC 568 Curriculum Design: Middle School .......................................2
EDUC 567 Curriculum Design: High School .........................................2
EDUC 573 Practicum ..............................................................................2

The Applications Block - all authorizations

EDUC 575 Student Teaching ........................................................................15
EDUC 585 Teachers as Researchers ..........................................................3
EDUC 576 Learning Communities III: Reflection and Practice .................2

Continuation in Program

In addition to the above course requirements, students must maintain a 3.0 GPA and receive a Pass for all P/NP course work. All grades must be “C” or above to be credited toward a graduate degree; “C-” is not acceptable. Progress toward meeting program requirements will be assessed at the end of each semester. Students must meet academic and professional program requirements in order to continue in the program. We recommend that students should not be employed or coach during the full-time internship; if either of these interfere with satisfactory progress, such responsibilities must be dropped before continuing in the program.

State Requirements for Licensure

Upon completion of coursework and student teaching, students may submit an application to the Oregon Teacher Standards and Practices Commission (TSPC) to obtain a teaching license. TSPC requires passing scores on a basic skills test, NTE Subject Matter Assessment Test and NTE Professional Knowledge Test prior to licensure. The application must include documentation of passing scores on all required exams.

MASTER OF ARTS IN TEACHING / STANDARD LICENSE (MAT/STD)

Camille Wainwright, Coordinator, Forest Grove Campus
Nancy Meltzoff, Coordinator, Lane County Campus

The MAT/Standard license program is designed to meet the professional growth needs of experienced teachers who have completed Bachelor’s Degrees and hold Oregon Basic Teaching Licenses. Candidates develop, with academic advisers, planned programs which include coursework in professional education, endorsements (content areas) and electives. Programs are completed within 6 years and are available in the following endorsement areas:

Elementary Education (PP–9)

<table>
<thead>
<tr>
<th>GRADES 5–12</th>
<th>GRADES PP–12</th>
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<tbody>
<tr>
<td>Biology</td>
<td>Art</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Early Childhood Education*</td>
</tr>
<tr>
<td>Health</td>
<td>Foreign Languages</td>
</tr>
<tr>
<td>Integrated Science</td>
<td>Music</td>
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<tr>
<td>Language Arts</td>
<td>Physical Education</td>
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<tr>
<td>Basic Mathematics*</td>
<td>Reading*</td>
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<tr>
<td>Advanced Mathematics</td>
<td>Physics</td>
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<tr>
<td>Physics</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Social Studies</td>
<td>*must be combined with another endorsement</td>
</tr>
</tbody>
</table>

*must be combined with another endorsement
Admission

Applications are accepted until November 1 for spring admissions and until April 1 for summer and fall admissions. Admission is selective. Students may complete a maximum of 8 semester hours before admission. To be considered the applicant must have a 2.75 minimum GPA in undergraduate work or 3.00 minimum GPA in at least 8 semester hours of graduate study.
1. Official transcripts from each college or university attended.
2. Three recommendations, including one from each of the following:
   a. an individual with direct knowledge of applicant’s academic capabilities
   b. an individual who can attest to applicant’s professional teaching performance or potential to work with students
   c. an individual qualified to give a character reference
3. Completed application
4. One page essay on a current educational issue
5. Copy of Oregon Basic Teaching License

Selection Process
1. The applicant pool is screened by the selection committee. Selection is based on the published minimum requirements for admission and the following criteria:
   • Depth and breadth of undergraduate preparation
   • Strength of recommendations
   • Written communication skills as assessed in essay
   • Critical thinking skills as assessed in essay
2. Recommendations for acceptance into the program are made by the selection committee to the faculty of the School of Education.
3. Applicants will be notified of their status by mail.

Curriculum
Candidates complete a minimum of 30 semester hours of graduate courses in individually-planned programs, which include the following:

A. 10-12 semester hours in Professional Education
   - EDUC 421G Diagnostic Practice in Reading: Clinic ..............1
   - EDUC 460G Advanced Teaching Strategies ......................2
   - EDUC 425G Diagnostic Practice in Reading: Informal ... 1
   - EDUC 514 Teachers as Counselors.................................2
   - EDUC 560 Teaching Composition in the Schools, PP-12*......................................................2
   - EDUC 595 Teachers as Researchers................................3
   - EDUC 596 Education Research Project.............................2

   10-12
   * Optional for Secondary MAT/Std programs.

B. 12 semester hours in the endorsement area
   (selected with the advisor, considering the candidate’s career plans and professional needs).

C. Sufficient electives to total 30 graduate semester hours.
1. All 30 semester hours of coursework must be at the graduate level, including at least 20 hours earned at Pacific University. No more than 8 hours taken before admission to the program may be counted. A maximum of 10 hours may be transferred from another institution. Transcripts, will, however, be evaluated on an individual basis. Some undergraduate upper division classes may be completed for graduate credit with additional requirements, approval of instructor and approval of advisor.
2. Courses applied toward another degree may not be counted toward requirements for the master’s degree. No single course can meet program requirements for both the Basic and Standard License.
3. All work submitted for the Master’s Degree (including transferred credits and research project) must be completed within six calendar years.
4. A cumulative GPA of 3.00 is required for all coursework. Grades must be “C” or above to be credited toward the graduate degree. (A “C-” is not acceptable.)
5. With the exception of EDUC 596, Education Research Project, students must receive letter grades in all courses.
6. To obtain the Standard Teaching License, applicants must be able to provide verification of three years of successful teaching experience in Oregon schools while holding the Basic Teaching License or a Five-Year Regular License.
7. To obtain the Standard Teaching License, passing scores on the appropriate PRAXIS test must be submitted to TSPC. The required test for candidates in elementary education is the Multiple Subjects Assessment for Teachers (MSAT). Candidates in secondary education should consult the PRAXIS registration bulletin for specific subject assessment tests required in Oregon. The NTE Professional Knowledge Test is required of all candidates.

Academic Procedures
1. Upon admission into the graduate program, the student will be assigned a faculty adviser to assist in designing the planned program of study. This planned program must be approved by the adviser and the Dean of the School of Education before the end of the first semester following admission.
2. Meetings should be scheduled with advisers at least once a year.
3. Students must submit degree applications to the Registrar by Dec. 15 in order to receive degrees at May commencement. (For December diploma, submit application by September 1; for August , submit by June 1.)

4. All students receiving degrees are encouraged to participate in the University’s hooding and commencement ceremonies. Students who are within 4 hours of completing their program may participate in the May commencement ceremony.

Research Project
The capstone experience for graduate students obtaining the MAT/Standard License is a research project, providing an opportunity to synthesize professional education, scholarly activities, and creative endeavors. Students will complete their projects, including final oral presentations, in conjunction with two required courses, EDUC 595: Teachers as Researchers and EDUC 596: Education Research Project.

MASTER OF ARTS IN EDUCATION/CURRICULUM STUDIES (MAE/CS)
Camille Wainwright, Coordinator
The Master of Arts in Education, Curriculum Studies allows graduate students to pursue a rigorous, interdisciplinary program in the foundations of education. This degree is suited primarily for the experienced teacher or the liberal arts degree holder who wishes to develop expertise in curriculum development, teaching practices and program evaluation. The MAE/CS does not satisfy requirements for teaching licensure in Oregon.

Admission
Applications are accepted until November 1 for the spring semester and until April 1 for the fall semester. Admission is limited and selective.

Requirements include:
1. Transcripts from each college or university attended.
2. 2.75 minimum GPA in undergraduate work or 3.00 minimum GPA in at least 8 semester hours of graduate study.
3. Three recommendations, including one from each of the following:
   a. an individual with direct knowledge of your academic capabilities
   b. an individual knowledgeable about your interest in schools and educational issues
   c. an individual qualified to give a character reference
4. Completed application.
5. Statement of purpose explaining why the applicant is seeking this interdisciplinary degree.
6. Writing sample.

In addition, international students who wish to enroll in the program must complete the TOEFL examination with a minimum score of 575. Students with undergraduate degrees from foreign countries will be expected to spend at least one semester in the English Language Institute prior to their acceptance into the School of Education.

Selection Process
1. The applicant pool is screened by the selection committee. Selection is based on the published minimum requirements for admission and the following criteria:
   - Depth and breadth of undergraduate preparation
   - Strength of recommendations
   - Written communication skills as assessed in essay
   - Critical thinking skills as assessed in essay
2. Selected applicants are invited for a personal interview and, at that time, asked to provide a timed writing sample.
3. Recommendations for acceptance into the program are made by the selection committee to the faculty of the School of Education.
4. Applicants will be notified of their status by mail.

Curriculum
Candidates complete, within a 6-year period, a minimum of 30 semester hours of graduate courses in individual planned programs which include the following:
A. 13-15 semester hours in Professional Education
B. 12 semester hours in the Liberal Arts
C. EDUC 595: Teachers As Researchers (3 hours) EDUC 596: Education Research Project (2 hours)

Academic Procedures
1. Upon admission into the graduate program, the student will be assigned a faculty adviser to assist in designing the planned program of study. This planned program must be approved by the adviser and the Dean of the School of Education before the end of the first semester following admission.
2. Meetings should be scheduled with advisers at least once a year.
3. Students must submit degree applications to the Registrar by Dec. 15 in order to receive degrees at May commencement. (For December diploma, submit application by September 1; for August , submit by June 1.)
4. All students receiving degrees are encouraged to participate in the University’s hooding and commencement ceremonies. Students who are within 4 hours of completing their program may participate in the May commencement ceremony.
Many MAE courses are offered during Pacific’s summer and evening school programs. Evening courses are offered during the 14-week fall and spring semesters. Special classes and workshops are also available as continuing education courses. 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.

Thesis
The capstone experience is a research project. Candidates have an opportunity to synthesize professional education, scholarly activities and creative endeavors. Guided by University faculty mentors, they complete the project and give oral presentations.

MASTER OF EDUCATION, VISUAL FUNCTION IN LEARNING (MED/VFL)

Anita McClain, Coordinator
The MEd/VFL program, in cooperation with the College of Optometry, enables optometrists to specialize in visual problems as they relate to reading and the learning process of children. Candidates must hold or be working toward the professional terminal degree in optometry. All optometry students will have 11 credit hours available for coursework of their choice over and above the annual required hours within the O.D. degree.

The objectives of the Visual Function in Learning program are:

1. To develop a knowledge base concerning the role that visual factors play in: learning disability diagnosis and remediation; fundamental theories of cognition, learning and language development; the major diagnostic theories in reading and related prescriptive techniques; decision-making systems, service delivery models and program management within education organizations; awareness of the varied constituencies that the public schools must satisfy.

2. To develop skills in research and in diagnosis, therapy and case management within a multi-disciplinary setting.

Admission
Applications are accepted twice a year: November 1 and April 1. Requirements include:
1. Transcripts from each college or university attended
2. 3.00 minimum GPA in at least 8 semester hours of graduate work
3. O.D. degree or current status as an optometry student
4. Two letters of recommendation from optometry faculty
5. Completed application
6. Written essay explaining why the applicant is seeking this degree

Thesis
The capstone experience is a research project. Candidates have an opportunity to synthesize professional education, scholarly activities and creative endeavors. Guided by University faculty mentors, they complete the project and give oral presentations.

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Selection Process
1. The applicant pool is screened by the selection committee. Selection is based on the published minimum admission requirements and the following:
   - Depth and breadth of undergraduate preparation
   - Recommendations
   - Written communication skills as assessed in essay
   - Critical thinking skills as assessed in essay

2. Recommendations for acceptance into the program are made by the selection committee of the faculty of the School of Education and the College of Optometry.

3. Applicants will be notified of their status by mail.

Curriculum
Candidates complete a minimum of 30 semester hours of graduate courses in individual planned programs, which include the following:

A. 20 semester hours in the School of Education
   - A. 4 semester hours in the College of Optometry
   - C. 6 semester hours of electives

Requirements:

AREA I: Education
EDUC 420G Normal Language Development in Children ....................................................2
EDUC 421G Diagnostic Practice in Reading: Clinic ..........1
EDUC 423G Diagnostic Practice in Reading:
   - Formal Assessment ..............................................1
   - EDUCCG Diagnostic Practice in Reading:
   - Informal Assessment ...........................................1
   - EDUC 426G Practicum: Reading Remediation ..........3
   - EDUC 514 Principles of Guidance and Counseling ......2
   - EDUC 531 The Exceptional Child ..............................2
   - EDUC 565 Seminar: Educational and Optometric
   - Connections .......................................................1
   - EDUC 555 Independent Study.................................1

AREA II: Optometry
VED/Opt 744 Visual Problems That Relate to Learning
   - Difficulties with lab ..............................................3
VED/Opt 765 Seminar in Multidisciplinary Service.......1

AREA III: Research and Thesis (minimum 6 hours)
EDUC 596 Education Research Project.......................6
AREA IV: Electives

Elective Courses..................................................................................6
(Approved courses from Arts and Sciences, Optometry, School of Education or other graduate programs. The following may be used: Opt 531, 532, 535, 602, 661)

In addition to fulfilling the requirements stated above, the candidate is encouraged to take course offerings in other areas to strengthen and provide further exploration into a particular area of interest. Electives must be approved by the MEd/VFL Coordinator. A planned program of courses must be filed with the School of Education.

Thesis

The capstone experience is a thesis, giving candidates an opportunity to synthesize professional education in the optometric clinical setting. University faculty mentors who serve on thesis committees guide students in completing their theses.

Academic Procedures

1. All Master of Education, Visual Function in Learning candidates will be appointed a Thesis Committee who will guide the development of a research proposal. Once the proposal is developed it needs to be reviewed by the Coordinator of MEd, VFL and the Dean of Optometry, or their designates. The proposal must be approved seven months before the date of proposed graduation. The Thesis Committee will then advise the student during the course of research and the preparation of the thesis.

2. When the final, bound thesis is approved and signed by the Thesis Committee, the student must submit two copies of the thesis to the library two weeks before commencement.

3. The Thesis Committee will include the following members:
   a. Chair, appointed by the Coordinator, MEd/VFL. The chair serves as the student’s advisor and instructor of credit for the thesis hours.
   b. Faculty Member, appointed by the Coordinator, MEd/VFL.
   c. Faculty Member nominated by the student and approved by the Coordinator, MEd/VFL.

4. Students who are within six hours of completing their program may participate in the May Commencement ceremony.

5. A cumulative GPA of 3.00 is required for all coursework. Grades must be “C” or above to be credited toward the graduate degree. (“C-” is not acceptable.)

Professional and Academic Standards in the School of Education

Good academic standing in the School of Education is defined as continued enrollment, satisfactory academic progress, sound practicum skills, behavior that leads to professional competence as well as positive interpersonal and professional relations, and appropriate professional/ethical conduct and attitudes. Students are evaluated regularly in all these areas.

Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, the most current ethical code established by the Teachers Standards and Practices Commission, and state and federal laws governing the conduct of teaching. The School of Education reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students in regard to them.

Agreement to abide by the policies and procedures of the University and the program is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize their academic standing and may constitute grounds for probation or dismissal from the program. Students must maintain good standing in the program in order to qualify for financial aid.

Class Attendance

Students have personal responsibility for class attendance, participation, and completion of assignments. While the University believes that students should be in attendance at all class sessions, individual faculty members are responsible for notifying students in their classes of their attendance expectations. Students are expected to inform their instructors of unavoidable absence in advance. Assignment of make-up work, if any, is at the discretion of the instructor. Evaluations may be affected by unexcused absences.

Guidelines for Professional Behavior

Students in the School of Education are expected to learn and practice appropriate professional behavior as delineated below while at the University and representing the University. Failure to conform to these guidelines will lead to disciplinary action and can result in dismissal from the School. Conduct inconsistent with these standards, such as plagiarism, cheating, lying, and fraud are considered unprofessional conduct and will not be tolerated.

University rules and policies: Students are expected to follow all guidelines set forth by the University including those concerning smoking, parking, alcohol use on campus, etc.

Attitude: Students are expected to treat faculty, peers, and their own students with respect; display a willingness to learn; be able to accept constructive criticism; be punctual; and not disrupt class by inappropriate behavior.

Ability to work independently: Students are expected to initiate and pursue independent study.

Ability to work with others: Students are expected to cooperate, participate, share information, and show respect for colleagues.

Research: Students are required to abide by the ethical principles of research with human participants as defined by the American Psychological Association.
**Appearance:** Students are expected to observe professional guidelines for cleanliness and appropriate dress.

**Citizenship:** Students are expected to conform to all city, state, and federal laws and regulations.

**Standards for Competent and Ethical Performance of Oregon Educators**

Standards for competent and ethical behavior have been established by the Teachers Standards and Practice Commission. The following legislative guidelines apply to teacher education students while at Pacific University:

**The Competent Educator**

584-20-010 The teacher or administrator demonstrates a commitment to:

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

Statute Authority: ORS Ch. 342.175 to 342.190

**The Ethical Educator**

584-20-035 The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district, and the profession.

1. The ethical educator, in fulfilling obligations to the student, will:
   1. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and family; and
   2. Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues.
2. The ethical educator, in fulfilling obligations to the district, will:
   1. 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;
   2. Conduct professional business, including grievances, through established lawful and reasonable procedures;
   3. Strive for continued improvement and professional growth;
   4. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
   5. Not use the district’s or school’s name, property, or resources for non-educational benefit without approval of the educator’s supervisor or the appointing authority.

3. The ethical educator, in fulfilling obligations to the profession, will:
   1. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
   2. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; and
   3. Respond to requests for evaluation of colleagues and keep such information confidential as appropriate.

Statute Authority: ORS Ch. 342.175 to 342.190

**Appeals Procedures**

A student may appeal a decision of the School of Education related to academic standing by submitting a letter to the Dean within two weeks 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 Consortium, a faculty member from the Faculty of the Professional Schools, a faculty member from Education outside of the student’s own program, a faculty member selected by the student, and another student. Any appeal of this committee’s decision must be referred to the University Standards and Appeal Board.

**COURSE DESCRIPTIONS**

**EDUC 260 Foundations of Education**

An introductory course in the foundations of American education and schooling. Issues of schooling and the teaching profession will be examined from an interdisciplinary approach that includes a variety of perspectives. Spring. 2 hours. Bailey.

**EDUC 300 Introduction to Early Childhood Education**

An introduction to the field of early childhood education including a) history and foundation of programs; b) mission and ethics; c) legislation and public policy; d) educational reform; e) goals that are appropriate for normative and special developmental needs within varied social and cultural contexts; and f) observation methodology. Participation in 2 hours of weekly field experience and observations of children is required. Fall. 4 hours. Bailey.

**EDUC 302G Special Methods: Teaching Art in the Middle and High School**

Introduces the basic methods of art instruction for the middle and high school classroom. Topics to be covered will be creativity, developmental levels, Discipline Based Art Education, and state and national standards. There will also be hands on experiences with art media and lesson plans. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours. Cheyne.
EDUC 303   Special Methods: Teaching Music in the Middle and High School
Consideration of the fundamental principles, techniques and procedures for teaching music in the middle and high school. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours. Staff.

EDUC 305(G) Learning Communities: Personal Awareness and Diversity
Explores the personal, relational and community aspects of communication, collaboration, congruency, cooperation, and competition. Content includes learning communities, personal history and culture, communication skills, creativity, diversity, special needs students, and classroom management. Spring. 3 hours. Duarte.

EDUC 307(G) Basic Methods for Music, Art, and PE
Methods of instructing art, music, physical education and drama in the elementary school. Prerequisite: Admission to Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours. Staff.

EDUC 314(G) Reading and Writing Across the Curriculum
Introduces middle school and high school educators to the application of reading and writing theories in individual content areas. Through a series of readings, presentations, group discussions, and independent explorations, aspiring teachers will develop and expand knowledge of the nature and scope of middle school and high school reading and writing, and of the application of methods, materials, assessments, remedial strategies and motivation for reading, writing and study skills. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Spring. 2 hours. McClain.

EDUC 315(G) Children's Literature
A survey of excellent authors, illustrators, and specific books for children with emphasis on motivation and enjoyment of literature in the preprimary-9 classroom. Spring. 2 hours. Bailey.

EDUC 317   Special Methods: Teaching Art in the Elementary School
Introduces the basic methods of art instruction for the elementary school classroom. Topics to be covered will be creativity, developmental levels, Discipline Based Art Education, and state and national standards. There will also be hands on experiences with art media and lesson plans. Prerequisite: Admission to Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours. Staff.

EDUC 318   Special Methods: Teaching Music in the Elementary School
Consideration of the fundamental principles, techniques, and procedures for teaching music in the elementary school. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours. Staff.

EDUC 319   Special Methods: Teaching Physical Education in Elementary Schools
Prepares preservice teachers to teach early childhood/elementary school physical education. Emphasis on curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours. Staff.

EDUC 320   Special Methods: Teaching Social Studies in Elementary Schools
Develops skills in designing, organizing, and assessing lessons and units for elementary schools that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Content includes variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours. Staff.

EDUC 321   Special Methods: Teaching Science in the Early Childhood
Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to science curriculum and instruction at the early childhood level. Particular emphasis is placed on research-based teaching and evaluation methods as well as an in-depth analysis of national and state science standards. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours. Wainwright.

EDUC 322   Special Methods: Teaching Science in the Elementary School
Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to science curriculum and instruction at the elementary school level. Particular emphasis is placed on research-based teaching and evaluation methods as well as an in-depth analysis of national and state science standards. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours. Wainwright.

EDUC 323   Special Methods: Teaching Science in the Middle School
Develops skills in designing, organizing, and assessing lessons and units for middle schools that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Content includes variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours. Staff.

EDUC 324   Special Methods: Teaching Science in the High School
Develops skills in designing, organizing, and assessing lessons and units for high schools that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Content includes variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours. Staff.

EDUC 325   Special Methods: Teaching Social Studies in Middle and High Schools
Prepares preservice teachers to teach middle school/high school social studies. Emphasis on curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours. Staff.

EDUC 326(G) Teaching and Assessment in the Middle School
Develops skills in designing, organizing, and assessing lessons and units for middle schools that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Content includes variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours. Staff.

EDUC 327(G) Teaching and Assessment in the Middle School
Develops skills in designing and organizing lessons and units for middle schools that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Content includes variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours. Staff.

EDUC 328(G) Teaching and Assessment in the High School
Develops skills in designing and organizing lessons and units for high schools that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Content includes variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours. Staff.

EDUC 329(G) Teaching and Assessment in the High School
Develops skills in designing and organizing lessons and units for high schools that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Content includes variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours. Staff.
EDUC 340(G) Curriculum: Early Childhood Education
The development, implementation, and evaluation of appropriate curriculum for children of diverse cultures from birth to age eight including a) assessment of children’s diverse individual developmental, family, and group/community needs and value; b) creation, implementation and evaluation of teaching materials and learning experiences in the areas of language, mathematics, science, social studies, health, safety, nutrition, art, music, drama, and movement; c) the psychology of literacy and reading instruction; d) young children’s literature; e) management of the classroom. Participation in 2 hours of weekly field experience and observations of children is required. Prerequisites: Ed 300/300G or consent of the instructor. 4 hours. Bailey.

EDUC 343(G) Integrated Methods III: Teaching Mathematics, Science, and Health in Elementary Education
Introduces elementary educators to the theories, strategies, resources, and technology applications appropriate to the science, mathematics, and health methodology. Particular emphasis is placed on the linkage to state and national standards, integrated curriculum design, and developmentally-appropriate pedagogy. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Spring. 3 hours. Frykholm.

EDUC 349(G) Special Methods: Teaching Mathematics in the Middle and High School
Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to mathematics curriculum and instruction at the middle and high school level. Particular emphasis is placed on research-based teaching and evaluation methods as well as an in-depth analysis of national and state mathematics standards. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours. Frykholm.

EDUC 361(G) Foundations of Human Development and Psychology
This course introduces future teachers to developmental issues of students in their classrooms: behavioral, physical, personal, social, and cognitive. Topics also relate psychology to teaching and learning including: the role of the teacher, learning theory, motivation and reinforcement, individual differences, classroom management, teaching goals and objectives, and evaluation. In addition, the class gives an overview of available resources and practices intended to support students with special needs in the regular school setting. Corequisite: EDUC 397. 3 hours. Fall. Arch.

EDUC 370(G) School and Society
Explores the relationship between schools and society. The readings, discussion, and reflections are designed to help aspiring teachers develop an understanding of the philosophical, historical, socio-cultural, and legal foundations of education. Fall. 2 hours. Dondero.

EDUC 397(G) Field Experience
Participation in a professional experience in public schools. Prerequisite: Admission into Teacher Education or permission of instructor. Offered each semester. 1 hour. Arch/Watt.

EDUC 408(G) Integrated Methods II: Reading and Language Arts in Early Childhood Education
Introduces preservice educators to the survey and implementation of specific curricular methods for early childhood educators. This course is designed to help educators understand specific content, survey and critically analyze current issues and trends; and apply methods and their integration and assessment across the following areas: language arts, reading, literature, and drama. The course will serve as a culminating experience that fosters integration and synthesis of all previous and concurrent coursework. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Spring. 4 hours. McClain/Nelson.

EDUC 409(G) Integrated Methods III: Teaching Mathematics, Science, and Health in Early Childhood Education
Introduces early childhood educators to the theories, strategies, resources, and technology applications appropriate to science, mathematics, and health methodology. Particular emphasis is placed on the linkage to state and national standards, integrated curriculum design, and developmentally-appropriate pedagogy. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Spring. 3 hours. Frykholm.

EDUC 415(G) Adolescent Literature
A survey of excellent authors and specific books for adolescents with emphasis on enjoyment of literature and analysis of literary elements for grades 5-12. Fall. 2 hours. Bailey.

EDUC 420(G) Normal Language Development in Children
The nature of language as a system of human communication, language development as a basis for understanding the reading process, language readiness for reading. Prerequisite: Admission to Teacher Education or permission of instructor. Spring. 2 hours. Parsons.

EDUC 421(G) Diagnostic Practice in Reading: Clinic
A supervised diagnostic and remedial laboratory experience for the improvement of reading. Prerequisite: EDUC 423 & 425. Can be taken concurrently with EDUC 423 & 425. Fall. 1 hour. McClain.

EDUC 423(G) Diagnostic Practice in Reading: Formal Assessment
Survey of formal diagnostic reading instruments. Prerequisite: EDUC 425. Can be taken concurrently with EDUC 421 and 425. Fall. 1 hour. McClain/Smith.

EDUC 425(G) Diagnostic Practice in Reading: Informal Assessment
Survey of informal diagnostic reading instruments. Prerequisites: Admission to Teacher Education, EDUC 313 or 314 or graduate standing. Can be taken concurrently with EDUC 421 and 423. Offered each semester. 1 hour. Smith.

EDUC 426(G) Practicum: Reading Remediation
A supervised clinical experience in the diagnosis and remediation of reading and learning difficulties of school-aged children. Prerequisite: EDUC 421, 423, & 425. Spring. 3 hours. McClain/Smith.
EDUC 427(G) Psychology of Reading Instruction
The nature of the reading process and principles of development and learning related to reading achievement. Psychological foundations of methods and materials utilized in reading instruction. Examines the learner with reading difficulties. Prerequisite: Admission to Teacher Education or permission of instructor. Fall. 2 hours. Smith.

EDUC 431(G) Integrated Methods I: General Methods
Guides aspiring teachers of early childhood and elementary ages learners in developing skills in designing and organizing lessons and units that involve students in appropriate learning activities, require thinking at a range of levels, and use a variety of assessment methods. Course content will include an examination of curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management systems. Throughout this course, social studies concepts will serve as the content and provide a context around which treatments of general methods will be organized. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours. Nelson.

EDUC 436(G) Technology Across the Curriculum
Introduces educators to some of the applications for technology in education, and familiarizes them with issues associated with technology use. Consisting of a series of readings, presentations, lab work, small group work, and independent exploration, this course is intended to develop and expand students' knowledge of educational technology. Spring. 2 hours. Frykholm.

EDUC 444(G) Integrated Methods II: Reading and Language Arts in the Elementary School
Introduces preservice educators to the survey and implementation of specific curricular methods for elementary educators. This course is designed to help educators understand specific content, survey and critically analyze current issues and trends; and apply methods and their integration and assessment across the following areas: language arts, reading, literature and drama. The course will serve as a culminating experience that fosters integration and synthesis of all previous and concurrent course work. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 4 hours. McClain/Nelson.

EDUC 445(G) Integrated Methods IV: Thematic Teaching through Social Studies and the Arts
Assists students in developing thematic curricula which is based on broad concepts drawn from social studies. Students will review and reflect on previous learning in the MAT program and use the resources, skills, and concepts acquired or studied to develop a long range curriculum plan which integrates the arts, sciences, humanities, and social sciences. Special emphasis will be placed on identifying appropriate social studies themes and strategies which will form the bases for thematic instruction. Students will be given time and opportunity to research and gather a variety of resources. Prerequisite: Admission to Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 2 hours. Faulconer.

EDUC 447(G) Special Methods: Teaching a Foreign Language in the Middle and High School
Develops a wide range of teaching tools designed to enhance proficiency oriented teaching in the 5 skills of speaking, writing, listening, reading, and culture. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDLIC 397. Fall. 3 hours. Staff.

EDUC 451(G) Special Methods: Teaching Social Studies in the Middle and High School
Introduces students to theories, strategies, resources, technologies, and state standards related to social studies curriculum and instruction at the middle and high school level. Students will review the development of Social Studies, engage in planning, presenting and assessing social studies units and lessons, participate in interactive instructional activities, and debate current issues in the field. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours. Faulconer.

EDUC 452(G) Special Methods: Teaching Language Arts in the Middle and High School
Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching language arts. Through the use of readings, presentations, small group work, and independent exploration, this course expands students' knowledge of methods, materials, assessment strategies, remediation techniques, and motivational tools that will enrich their ability to teach language arts. This course will further help students identify and design lessons which develop Oregon's Standard and Benchmark abilities for middle and high school students. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. Fall. 3 hours. Faulconer.

EDUC 455(G) Practicum
Variable credit student teaching. Participation in a school setting under guidance of a classroom and a University supervisor. Prerequisite: Completion of professional sequence and admission into student teaching program. Corequisite: EDUC 476. Offered each semester. P/NP. Variable credit.

EDUC 460(G) Advanced Teaching Strategies
Advanced study of instructional practices, elements of instruction, classroom management, multicultural education, alternative learning strategies, parent involvement, reflective practices, cooperative learning, instructional technology, integrated academics, students' special needs and authentic assessment. Summer. 2 hours. Nelson.

EDUC 471 (G) Contemporary Themes
An in-depth study of a specific educational issue or theme selected from the following: school reform, multicultural education, blended classrooms, alternative education, civic education, integrated curriculum, and environmental education. This course may be repeated for credit. Spring. 3 hours. Faulconer.

EDUC 475(G) Student Teaching
Full-time participation in a school setting under guidance of a classroom and a University supervisor. Prerequisite: Completion of professional sequence and admission into student teaching program. Corequisite: EDUC 476. Offered each semester. P/NP. 12 hours.
EDUC 476(G) Student Teaching Seminar
Designed to serve as both a support and knowledge base for student teachers. Includes the development of and assessment of two work samples which are taught during the semester. Offered each semester. Corequisite: EDUC 475 or EDUC 455. 2 hours. P/NP Arch.

EDUC 502 Special Methods: Teaching Art in the Middle and High School
Introduces the basic methods of art instruction for the middle and high school classroom. Topics to be covered will be creativity, developmental levels, Discipline Based Art Education, and state and national standards. There will also be hands on experiences with art media and lesson plans. Prerequisite: Admission into Teacher Education or permission of instructor. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 3 hours. Cheyne.

EDUC 503 Special Methods: Teaching Music in the Middle and High School
Consideration of the fundamental principles, techniques, and procedures for teaching music in the middle and high school classroom. Prerequisite: Admission to MAT/Fifth-Year program or consent of instructor. Fall. 3 hours. Staff.

EDUC 504 Learning Communities I: Personal Awareness
Explores the personal, relational and community aspects of communication, collaboration, congruency, cooperation, and competition. Content includes learning communities, personal history and culture, communication skills, creativity, and classroom management. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Summer. 2 hours. Duarte.

EDUC 505 Learning Communities II: Diversity
Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Content includes communication skills, diversity, special needs students, and classroom management. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 2 hours. Duarte.

EDUC 508 Integrated Methods II: Reading and Language Arts in Early Childhood Education
Introduces preservice educators to the survey and implementation of specific curricular methods for early childhood educators. This course is designed to help educators understand specific content, survey and critically analyze current issues and trends; and apply methods and their integration and assessment across the following areas: language arts, reading, literature, and drama. The course will serve as a culminating experience that fosters integration and synthesis of all previous and concurrent course work. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 4 hours. McClain/Nelson.

EDUC 509 Integrated Methods III: Teaching Mathematics, Science, and Health in Early Childhood Education
Introduces early childhood educators to the theories, strategies, resources, and technology applications appropriate to the science, mathematics, and health methodology. Particular emphasis is placed on the linkage to state and national standards, integrated curriculum design, and developmentally-appropriate pedagogy. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 4 hours. Frykholm/Wainwright.

EDUC 510 Integrated Methods IV: The Expressive Arts in Early Childhood Education
Assists aspiring early childhood teachers to become knowledgeable about methods for teaching art, music, and physical education, and become skilled in integrating art, music, and physical education activities into the curriculum. Course content will include an examination of models of teaching and methods that are specific to each of the three disciplines, as well as models for appropriately integrating these expressive arts throughout the curriculum. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 2 hours. Bailey.

EDUC 514 Teachers as Counselors
Examines practical principles and programs related to the guidance and counseling curriculum in schools. Designed to assist elementary and secondary school teachers in developing effective strategies for promoting positive classroom climates while solving individual discipline issues. Required for the MAT/Standard License and MEd./VFL programs. Summer. 2 hours. Goldner.

EDUC 515 Foundations of Human Development and Psychology: Early Childhood and Elementary
Acquaints students with the terminology, concepts, theories, and issues central to child development and educational psychology, and to explore the relation between these fields as they are applied in elementary school classrooms. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Summer. 4 hours. Bailey.

EDUC 516 Foundations of Human Development and Psychology: Middle and High School
Acquaints students with the terminology, concepts, theories, and issues central to adolescent development and educational psychology, and to explore the relation between these fields as they are applied in secondary school classrooms. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Summer. 4 hours. Arch.

EDUC 517 Special Methods: Teaching Art in the Elementary School
Introduces the basic methods of art instruction for the elementary school classroom. Topics to be covered will be creativity, developmental levels, Discipline Based Art Education, and state and national standards. There will also be hands on experiences with art media and lesson plans. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 3 hours. Staff.
EDUC 518 Special Methods: Teaching Music in the Elementary School
Consideration of the fundamental principles, techniques and procedures for teaching music in the elementary school. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 3 hours. Staff.

EDUC 519 Special Methods: Teaching Physical Education in Elementary Schools
Prepares preservice teachers to teach early childhood/elementary school physical education. Emphasis on curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 3 hours. Staff.

EDUC 522 Assessment in the Middle and High School
Assists aspiring teachers of middle and high school level students in developing skills in constructing and evaluating a variety of informal and formal assessment tools appropriate for adolescents, and designing a good assessment program for the classroom. A modified work sample will be completed in this class. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 2 hours. Arch.

EDUC 526 Teaching in the High School
Develops skills in designing and organizing lessons and units for high schools that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Content includes variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 3 hours. Staff.

EDUC 527 Teaching in the Middle School
Develops skills in designing and organizing lessons and units for middle schools that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Content includes variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 3 hours. Staff.

EDUC 531 The Exceptional Child
Characteristics and needs of children who are exceptional (physically, mentally, emotionally, and/or socially), implications for curriculum, methodology, media, and facilities. Summer. 2 hours. Parsons.

EDUC 533 Integrated Methods I: General Methods
Guides aspiring teachers of early childhood and elementary age learners in developing skills in designing and organizing lessons and units that involve students in appropriate learning activities, require thinking at a range of levels, and use a variety of assessment methods. Course content will include an examination of curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management systems. Throughout this course, social studies concepts will serve as the content and provide a context around which treatments of general methods will be organized. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 3 hours. Bailey/Nelson.

EDUC 536 Special Methods: Teaching Health in the Middle School and High School
Guides students in the investigation of the three faces of a comprehensive school health program: school health services, school environment, and health instruction. Emphasis on the content of a health curriculum, developmental levels, teaching strategies, assessment, and class management. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 3 hours. Staff.

EDUC 537 Technology Across the Curriculum
Introduces educators to some of the applications for technology in education, and familiarizes them with issues associated with technology use. Consisting of a series of readings, presentations, lab work, small group work, and independent exploration, this course is intended to develop and expand students’ skills and knowledge of educational technology. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Summer. 1 hour. Wainwright.

EDUC 538 Special Methods: Teaching Science in the Middle and High School
Introduces aspiring educators to the application of reading and writing theories in individual content areas. Through a series of readings, presentations, group discussions, and independent explorations, aspiring teachers will develop and expand knowledge of the nature and scope of middle school and high school reading and writing, and of the application of methods, materials, assessments, remedial strategies and motivation for reading, writing and study skills. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 2 hours. McClain.

EDUC 539 Special Methods: Teaching Physical Education in the Middle and High School
Prepares preservice teachers to teach middle school/high school physical education. Emphasis on curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 3 hours. Staff.

EDUC 541 Reading and Writing Across the Curriculum
Introduces middle school and high school educators to the application of reading and writing theories in individual content areas. Through a series of readings, presentations, group discussions, and independent explorations, aspiring teachers will develop and expand knowledge of the nature and scope of middle school and high school reading and writing, and of the application of methods, materials, assessments, remedial strategies and motivation for reading, writing and study skills. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 2 hours. McClain.

EDUC 543 Integrated Methods III: Teaching Mathematics, Science, and Health in the Elementary School
Introduces elementary educators to the theories, strategies, resources, and technology applications appropriate to the science, mathematics, and health methodology. Particular emphasis is placed on the linkage to state and national standards, integrated curriculum design, and developmentally-appropriate pedagogy. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 4 hours. Frykholm/Wainwright.
EDUC 544 Integrated Methods II: Reading and Language Arts in the Elementary School
Introduces preservice educators to the survey and implementation of specific curricular methods for elementary educators. This course is designed to help educators understand specific content, survey and critically analyze current issues and trends; and apply methods and their integration and assessment across the following areas: language arts, reading, literature and drama. The course will serve as a culminating experience that fosters integration and synthesis of all previous and concurrent course work. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 4 hours. McClain/Nelson.

EDUC 545 Integrated Methods IV: Thematic Teaching through Social Studies and the Arts
Assists students in developing thematic curricula which is based on broad concepts drawn from the social studies. Students will review and reflect on previous learning in the MAT program and use the resources, skills, and concepts acquired or studied to develop a long range curriculum plan which integrates the arts, sciences, humanities, and social sciences. Special emphasis will be placed on identifying appropriate social studies themes and strategies which will form the bases for thematic instruction. Students will be given time and opportunity to research and gather a variety of resources. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 3 hours. Staff.

EDUC 546 Special Methods: Teaching Business in the High School
Explores materials and methods for teaching business education in the high school. Particular emphasis on current teaching strategies and evaluations, recent curriculum developments, and utilization of equipment. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 3 hours. Faulconer.

EDUC 547 Special Methods: Teaching a Foreign Language in the Middle and High School
Develops a wide range of teaching tools designed to enhance proficiency oriented teaching in the 5 skills of speaking, writing, listening, reading, and culture. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 3 hours. Staff.

EDUC 549 Special Methods: Teaching Mathematics in the Middle and High School
Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to mathematics curriculum and instruction at the middle and high school level. Particular emphasis is placed on research-based teaching and evaluation methods as well as an in-depth analysis of national and state mathematics standards. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 3 hours. Frykholm.

EDUC 551 Special Methods: Teaching Social Studies in the Middle and High School
Introduces students to theories, strategies, resources, technologies, and state standards related to social studies curriculum and instruction at the middle and high school level. Students will review the development of social studies, engage in planning, presenting, and assessing social studies units and lessons, participate in interactive instructional activities, and debate current issues in the field. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 3 hours. Faulconer.

EDUC 552 Special Methods: Teaching Language Arts in the Middle and High School
Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching language arts. Through the use of readings, presentations, small group work, and independent exploration, this course expands students’ knowledge of methods, materials, assessment strategies, remediation techniques, and motivational tools that will enrich their ability to teach language arts. This course will further help students identify and design lessons which develop Oregon’s Standard and Benchmark abilities for high school students. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 3 hours. Staff.

EDUC 553 Special Methods: Teaching Drama in the Middle and High School
Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching drama including acting, directing and technical theater. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 3 hours. Staff.

EDUC 555 Special Methods: Teaching a Foreign Language in the Middle and High School
Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching foreign language arts. Emphasis on practical activities which can be used in the classroom. Summer. 2 hours. Kelsey.

EDUC 556 Seminar: Educational and Optometric Connection
The connection between public school procedures and optometric procedures regarding vision function and learning, specifically reading. A review of the literature regarding the overlap of the procedures will be investigated. Includes field experience. Prerequisite: consent of instructor. Fall. 1 hour. P/NP. McClain.

EDUC 557 Curriculum Design: High School
Assists students in understanding the process of curriculum development and encourages reflection on the nature of one subject and its potential for integration with other subject areas. Students will review and reflect on previous learning in the MAT program and use the resources, skills, readings, and concepts acquired or studied, to design a year-long course in one content area. In addition, students will work as members of interdisciplinary teams to integrate their individual course plans with subjects across the curriculum. Students will be given time and opportunity to research and gather a variety of resources. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 2 hours. Faulconer.

EDUC 558 Curriculum Design: Middle School
Assists students in understanding the process of curriculum development in a middle school setting. Students will apply previous learning in the MAT program to the design of a semester or year-long course which is highly integrated across the curriculum. Emphasis will be placed upon the team planning process and appropriate selection and blending of resources. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 2 hours. Faulconer.
EDUC 570  School and Society
Explores the relationship between schools and society. The readings, discussion, and reflections are designed to help aspiring teachers develop an understanding of the philosophical, historical, socio-cultural, and legal foundations of education. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Summer. 2 hours. Dondero.

EDUC 573  Practicum
Provides an opportunity for students to observe and apply principles of education pedagogy and methodology in a school setting. The practicum setting is in the major authorization area. The two day per week practicum is a prerequisite to full-time student teaching. The practicum may be either 15 or 18 weeks. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Fall. 2 hours. P/NP. McClain.

EDUC 575  Student Teaching
Provides a classroom setting for preservice teachers to apply principles of education pedagogy and methodology. 9 to 14 weeks will be at the authorization level of major emphasis. 4 to 9 weeks will be at the authorization level of minor emphasis. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Spring. 15 hours. P/NP. McClain.

EDUC 576  Learning Communities III
Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. The experience of participating in a democratic, inclusive, reflective learning community is designed to help aspiring teachers develop a rich understanding of how to meet the needs of all students. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Spring. 2 hours. P/NP. Duarte/McClain.

EDUC 585  Teachers as Researchers
Enables students to locate, read, and understand current educational research and consider its impact on teaching practice. Students will design and conduct a small research project, write a research report, and present their research findings to their peers. Prerequisite: Admission to MAT/Fifth-Year or consent of instructor. Winter III. 3 hours. Faulconer/Frykholm.

EDUC 595  Teachers as Researchers
Introduction to the current methods of conducting research as it relates to teaching, curriculum development and educational research. Includes the philosophy of educational research and qualitative and quantitative methods of inquiry. Prerequisite: Completion of half of planned program. Summer. 3 hours. Staff.

EDUC 596  Education Research Project
Completion of research project based on approved proposal developed in EDUC 595 (excluding MEd./VFL students). Prerequisite: EDUC 595 (excluding MEd./VFL students). 2-6 hours. P/NP. Staff.
GENERAL INFORMATION

Occupational Therapy is the health and human service profession that focuses on human occupation. The term “occupation” may suggest the use of work or vocational activities as therapy, but in fact human occupation encompasses a broader spectrum of daily life activities including self care, work, and play/leisure. Occupational therapy explores how people can live more productively, facilitating a person’s ability to engage in meaningful daily activities, which in turn, enhances health and quality of life. The occupational therapist uses a rich array of these meaningful daily occupations to adapt, maintain, or improve an individual’s ability to achieve self-fulfillment.

Occupational therapy practitioners study how people occupy their time at various ages and developmental stages of their lives. The occupational therapist considers the individual as a whole—the integration of mind, body and spirit. Occupational therapy focuses on the achievement of complete physical, mental, social and spiritual well-being through engagement in meaningful and personally relevant activity or occupation. Based on this focus, the role of the occupational therapist consists of opening the doors of possibilities and opportunities for an individual to do, plan and create. Through occupation, the individual finds harmony, health, well-being, and adaptation to life circumstances. It is by acknowledging one’s capacities and interests, through the process of organizing and occupying time, that one finds greater life purpose and strives to maintain health and well-being. Thus, occupational therapy does not focus on the diagnosis and treatment of individual symptoms or dis-ease but rather seeks to evaluate and facilitate meaningful intervention based on what people DO. A person’s ability to occupy their time in a state of physical, social and spiritual well-being facilitates and enhances a natural rhythm of pleasurable-ease (Adolph Meyer, 1921). The occupational therapist assists in empowering individuals to take a more active role and to exercise greater control in caring for their own health and quality of life.

History of the School

Established in 1984, Pacific University School of Occupational Therapy is the first and only professional occupational therapy school in the state of Oregon. The program was originally accredited in 1986 and was successfully re-accredited in 1991. The recent accrediting team acknowledged the program as one with an exceptionally well articulated philosophy that reflects the historical tenets of the profession of occupational therapy. The accrediting team also commended the curriculum for encouraging the exploration of values and attitudes as a basis for understanding and respecting cultural diversity, and for clearly facilitating the understanding of theory as a basis for sound clinical reasoning.

Program of Study

Beginning Fall 1997, the School of Occupational Therapy at Pacific University offered a 29 month entry-level Master’s degree program, replacing the previous baccalaureate entry-level program. This curriculum requires full-time attendance and consists of academic and laboratory experiences integrated with both part-time and full-time professional fieldwork. Entrance to the program is in the fall semester only; all courses and fieldwork are taken sequentially and completed prior to graduation. Upon successful completion of all program requirements and resultant graduation, the student is eligible to take the National Board of Certification in Occupational Therapy examination. Upon successful completion of this examination, the examinee becomes a nationally registered occupational therapist, certified for practice and eligible for state licensure. The curriculum embraces a wholistic view of the client and takes as its starting point the belief that the individual’s goal-directed use of time, energy, interest, and attention will promote and maintain health. Driven by a profound belief that “anything is possible” and embracing this wholistic perspective of health, the Pacific University School of Occupational Therapy reflects the philosophy of the profession. Health, wellness and wholeness proceed from a balanced, integrated interaction with the environment through the process of engaging in meaningful activities of self-care, work and play/leisure. Grounded in the belief that the process of doing becomes the process of self-actualization/self-awareness, the faculty of the School of Occupational Therapy utilize process as a means for developing creative problem solving skills in critical reasoning, enabling the students to become active and effective agents of change. The faculty of the School of Occupational Therapy seek to model
the practice of the profession by using educational and community environments to open the doors of possibilities and opportunities for active engagement of the students in planning, creating and participating in the learning process.

Graduates from the program exceed the defined 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 community experiences are integrated throughout the curriculum, sequencing the fieldwork component in phases with progressively higher levels of performance and responsibility expected on the part of the student. Fieldwork experiences are opportunities to apply academic learning to the practice of occupational therapy in a variety of different settings—hospitals, public and private schools, rehabilitation centers, community health centers, nursing homes, home health programs, social service organizations, non-profit facilities, business and industrial settings. The School of Occupational Therapy has agreements with many facilities throughout the northwest region, as well as the nation, and continually seeks to develop and incorporate new sites in order to provide variety and quality to the student’s experience.

Mission of the Occupational Therapy Program

Consistent with the philosophy of Pacific University, the School of Occupational Therapy seeks to promote the values of leadership, quality and service. The primary focus of occupational therapy is the development of a person’s adaptive skills and performance capacity. Its concern is with a person’s ability to function in meaningful daily life activities or occupations which are those factors which promote, influence or enhance such function, as well as those which serve as barriers or impediments. Mindful of this concern, the School of Occupational Therapy is committed to establishing an optimal learning environment which involves full participation of faculty, students and community in a dynamic interchange of ideas, concepts and actions. The results will produce individuals who, through use of creative problem solving based on sound critical reasoning, will become active and effective agents of change, well grounded in the ethics and values necessary to serve society and to achieve fulfillment in an ever-changing environment.

This mission is dependent upon the collaboration of faculty, students and the community in facilitating optimal learning. The faculty, aspiring to excellence in teaching, provide a quality education in the fundamentals of occupational therapy; the students, always questioning and reaching for new insights into truth, provide active inquisitive minds; the community, committed to the enhancement of health care through education, provides a laboratory of real life within which the students and practicing professionals implement ideas and concepts formulated in the classroom.

The mission of the School of Occupational Therapy supports the University’s mission as summarized by Sidney Harper Marsh, first president of Pacific University: “It is intended that the study and instruction here given shall cultivate the power of right thinking and ground the student in the principles of right action.” Further, the School of Occupational Therapy strives to provide students, faculty and community with the understanding that, “Life requires more than knowledge... Life demands right action if knowledge is to come alive.” (D. Millman, 1980).

Career Opportunities

Occupational Therapy provides a good career choice for individuals who value a wholistic/humanistic approach to health care. According to the Bureau of Labor Statistics, occupational therapy is expected to be one of the ten fastest growing occupations and offers outstanding employment opportunities. Occupational therapists can choose to practice in a variety of settings and roles: practitioner, administrator, educator and researcher. Employment opportunities for occupational therapists are numerous and varied throughout the United States and in foreign countries.

Most occupational therapy graduates enter into a practice that entails working directly with people individually or in groups, helping them to master skills for achieving independent, productive, and satisfying lives. Typically a practitioner treats people with a variety of disabilities, and helps them return to family, work and community life. Career opportunities are vast: the occupational therapist has the choice of positions nationwide and in many different settings—hospitals, public and private schools, rehabilitation centers, community health centers, nursing homes, home health programs, business and industrial settings. Increasing numbers of practitioners are in private practice. A practitioner can work in varied areas, such as mental health, developmental disabilities or physical disabilities, with infants, children, the elderly, adolescents, or in a setting where people of all ages seek intervention. The private practitioner can provide direct services or provide consultation.

An occupational therapist may perform in the role of an administrator, which would require her/him to coordinate the activities of an occupational therapy department or a program in a health facility or community setting. Responsibilities might range from program planning and management, policy development and budget preparation, to staff and patient education, and personnel coordination.

The occupational therapist may have an opportunity to assume the role of an educator in a position such as program director, professor, or instructor. In such a role, the therapist will design courses, teach and counsel students. Most teaching requires an advanced degree, as well as experience in occupational therapy clinical practice.

As a researcher, the occupational therapist defines problems for investigation and designs research programs. The research occupational therapist collects and analyzes data, evaluating and publishing the results of his or her research. Active research is critical to any health profession and offers challenges to the professional. An occupational therapist may, of course, combine research with other work in the field, and many therapists do, in fact, explore many of these roles in the course of their careers.
Admission to the Professional Program

Applicants to the professional program should request an occupational therapy application packet from the Office of Admission for Professional Programs. The application deadline is in December prior to fall entry. Commencing Fall 1999 a bachelor’s degree will be required prior to beginning the occupational therapy master’s program. Students who will have completed the occupational therapy prerequisite degree and course requirements by the date of enrollment in the professional program are eligible to apply for admission. Enrollment in the professional program is limited to 26 students per class and admission is highly selective.

The faculty in the School of Occupational Therapy believe that both academic coursework and life experiences are vital in building a strong foundation to ensure success in the professional program. Students considering admission to the School of Occupational Therapy at Pacific University should seek both educational and life experiences which provide opportunities for gaining knowledge as well as for developing essential skills and attributes necessary for pursuing an education in the field of occupational therapy.

The admission process required for enrollment to the School of Occupational Therapy requires two steps: 1) the application review and 2) an on-campus interview. First, the Committee reviews the application for essential criteria which determine those candidates who will be invited for on-campus interviews. The second step of the admission process, the on-campus interview, is required for admission and is a major factor in the admission decision. It allows the applicant the opportunity to assess her/his “fit” with the program and also allows the admission committee to continue to assess essential skills and traits of the applicant which may or may not be reflected in the application.

In reviewing applications, the Committee evaluates:

- Completeness of application forms and the care in preparing their content
- Letters of reference
- Evidence of observations and understanding of the role of occupational therapy services. Observations should be with a variety of clients across the age span and in multiple arenas of practice. Examples include those environments where OT services are provided to individuals who are experiencing occupational dysfunction due to developmental disability, psychosocial-emotional disability, physical disability, as well as to individuals who desire to maintain and sustain health and wellness through occupation.
- Academic performance: all academic prerequisite coursework completed at a “C” grade or higher with a minimum prerequisite course GPA of 2.7 is required. Evidence that all prerequisite coursework requirements will be completed prior to actual entrance into the program must be documented.

During the application review and during the on-campus interview, the committee looks for evidence of knowledge, skills, and attributes which are deemed necessary for success within the curriculum. Factors considered include, but are not limited to:

- Self-management skills including skills in critical self-assessment of one’s own needs and strengths
- Ability to assume responsibility for one’s own personal and professional development
- Leadership skills
- General knowledge and self-generated interest in the study of human occupation (the way people use their time in self care, work and leisure activities)
- Ability to communicate effectively both verbally and in writing
- Interpersonal skills which includes skills in small group interaction, receiving and giving constructive critique, and conflict resolution
- Critical thinking reflected in pursuit of knowledge through systematic inquiry, analysis, synthesis and problem solving
- Ability to articulate personal values and beliefs regarding issues of “health”
- Creativity
- Motivation for pursuing a career in occupational therapy
- Self-confidence

Prerequisites: Coursework and Corresponding Skills

Following is a list of prerequisite coursework which must be completed prior to enrollment in the occupational therapy professional program. Quarter credit hours are acceptable but need to be translated into semester hours. To convert credit hours divide quarter credits by 1.5 to obtain semester credits. Refer to application packet for details. If, after careful review, there is doubt about transfer of certain course credits or stated requirements, please consult with the Pacific University Office of Admission.

Natural Sciences

12 semester hours. Must include courses in both human anatomy and human physiology. A single course combining anatomy and physiology is not acceptable. In addition, a physics course is recommended. This course need not be calculus based. All courses must include laboratory. Anatomy and physiology must be completed within the last seven years.

Completion of this prerequisite will enable the applicant to: 1) understand the way in which the human body develops, is anatomically structured and physiologically functions, 2) utilize methods of scientific inquiry, 3) apply concepts and theories of science, and 4) build skills in problem solving and logical analysis.

Social Sciences

15 semester hours. These courses should address the individual and group patterns of thought and behavior. Must
include courses from minimally three (3) of the following areas: psychology, sociology, anthropology, politics, government, business, and economics. Specifically, must include courses in human growth and development preferably across the life-span, and courses which promote an understanding of both normal and abnormal adaptive development at both the individual and group level.

Completion of this prerequisite will enable the applicant to: 1) gain a deeper understanding of various levels of the human experience (self and others) including the individual experience, the social experience, and the cultural experience, 2) enhance critical thinking skills through written and verbal communication, 3) engage in and develop skills in self-reflection, 4) develop a greater awareness of social systems, and 5) use these skills, to identify and develop skills necessary to influence and change society.

Writing
3 semester hours. Must include a course in expository writing beyond the introductory level offered in either an English or writing department. Students’ proficiency level in writing will be determined at time of enrollment. All students who do not meet the required level of proficiency are responsible for developing a plan to meet the requirement prior to the completion of the first year of the curriculum.

Completion of this prerequisite will enable the applicant to develop skills for critical thinking and clear writing necessary for professional practice and self-reflection.

Applied Arts
9 semester hours. Possible courses could include: basic design, ceramics, dance, photography or music. Personal “life experience” does not meet this requirement. Art or music appreciation, history, or theory courses do not meet this requirement. A portion of this requirement may be completed through recent organized non-credit courses (within the past seven years; maximum 3 semester hours). If you select to do so, you must contact the Office of Admission for procedural forms prior to submitting your application.

Completion of this prerequisite will enable the applicant to engage in a creative process, 2) experience opportunities for emotional and intellectual self expression, and 3) explore varied creative activities (occupations).

Communication
2 semester hours. Must include courses in the areas of debate or public speaking.

Completion of this prerequisite will enable the applicant to: 1) gain a broader perspective of communication, and 2) develop skills in public speaking, critical thinking and argumentation.

Research Design
2 semester hours. It is recommended that this be taken in a department of psychology, sociology, or anthropology and include a qualitative research component. Statistics will be accepted.

Completion of this prerequisite will enable the applicant to 1) examine principles of research design, methodology and analysis, 2) systematically analyze qualitative and quantitative research, and 3) apply principles of research to health care.

Humanities
9 semester hours (in addition to the writing prerequisite). Must include courses from two (2) of the following areas: literature, religion, history, philosophy, ethics, and history or appreciation (art, music, theater).

Completion of this prerequisite will enable the applicant to: 1) enhance interpersonal intelligence, 2) enhance analytical and critical thinking abilities, 3) broaden skills in philosophical inquiry, 4) gain a greater understanding of classical and modern perspectives, and 5) engage in self-reflection.

Cross Cultural Studies
3 semester hours. Must include courses on the cultures of Africa, Asia, Latin America, or aspects of the United States culture that draw upon these areas or cultures of the indigenous peoples of North America.

Completion of this prerequisite will enable the applicant to gain an awareness of and sensitivity toward the cultural and linguistic diversity of an increasingly interconnected world.

Physical Fitness
2 semester hours. Physical education activity courses. May be taken “pass/no pass.”

Completion of this prerequisite will enable the applicant to support a sound mind through sound body. (cf. Plato, The Republic).

Medical Terminology
A complete sequence or survey course. May be taken “credit/no credit.”

First Aid
A course in first aid including CPR must be completed prior to entrance. This need not be for credit.

Bachelor Degree Requirements
For 1998 enrollment, a bachelor’s degree is recommended for entrance into the program. For students planning to enter the program in the Fall of 1999 or later, a bachelor’s degree will be required before enrollment. Students admitted to the School of Occupational Therapy, for fall 1998, without a bachelor’s degree must have completed at least 90 semester hours of transfer credit including four (4) upper division courses prior to enrollment. In addition to all the prerequisite coursework and successful completion of the first year of the professional program, the student must fulfill the following degree requirements:

Mathematics - 3 semester hours. Proficiency at a basic level is required. This can be demonstrated by a sufficient score on the mathematics test given to entering students, by completion of a course equal to Mathematics 121 at Pacific University, or by completion of a statistics course.

Foreign Language - 3- 6 semester hours. Proficiency is required. This can be demonstrated by intermediate college-level coursework or a sufficient score on the foreign language test given to entering students. Students whose native language is not English will be exempt.
Financial Aid

A description of the Financial Aid Program at Pacific University, its application procedures, Conditions of Award and Sources and Kinds of Financial Aid is found on page 52. Additional sources of financial aid for Occupational Therapy students not listed previously are:

The E.K. Wise Loan Program, administered by the American Occupational Therapy Association, is available to women with baccalaureate degrees who are enrolled in an occupational therapy entry level professional program. For further information contact:
The American Occupational Therapy Association, Inc. 
Attn: Membership Information Division
4720 Montgomery Lane 
P.O. Box 31220 
Bethesda, MD 20824-1220

The National Association of American Business Clubs (AMBUCS) administers scholarships and provides thousands of dollars each year to occupational therapy students. For more information contact:
The National Association of American Business Clubs
(AMBUCS) 
P.O. Box 5127 
High Point, NC 27262

The American Occupational Therapy Foundation awards scholarships to occupational therapy undergraduate and graduate students, based on their financial need and scholastic ability. For a free brochure on the scholarship program and other sources of financial aid, contact:
The American Occupational Therapy Foundation
4720 Montgomery Lane 
P.O. Box 31220 
Bethesda, MD 20824-1220

Academic Standing / Progress

Good academic standing in the School of Occupational Therapy is defined as continued enrollment, satisfactory academic progress, sound practice skills, behavior that leads to professional competence and positive interpersonal and professional relations, and appropriate professional/ethical conduct and attitudes. Students are evaluated regularly in these four areas.

Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, the most current Professional Code of Ethics for Occupational Therapy and state and federal laws governing the conduct of Occupational Therapy. The School of Occupational Therapy reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students in regard to them.

Agreement to abide by the policies and procedures of the University and the program is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize their academic standing in the School of Occupational Therapy and may constitute grounds for probation or removal from the program. Students must maintain good standing in the program in order to be eligible for, or continued on, any School of Occupational Therapy administered scholarships.

A student’s academic standing may be jeopardized by one or more of the following:
1. Indications of poor academic performance.
2. Insufficient progress in the development of clinical/practice skills.
3. Failure to comply with school rules or procedures.
4. Unprofessional conduct, unethical conduct, or illegal conduct.
5. Evidence of behavior that may hinder professional competence and interpersonal or professional relations.

Faculty will evaluate academic performance, clinical skills, and professional development and behaviors demonstrated in the educational environment and in fieldwork performance according to standards set forth in the University Catalog, the School of Occupational Therapy Student Handbook, and the Occupational Therapy Code of Ethics.

Students will be given regular reports on their progress in the program. A student who is not performing adequately according to the standards will receive notification through written feedback and/or individual advisement. After receiving such warning, failure to improve performance before the next scheduled evaluation may result in academic probation.

Students placed on academic probation will receive formal written notification outlining the reasons for probation and expectations that must be met in order for probation to be lifted. Failure to meet the requirement of probation in a timely manner may result in removal from the program.

In the case of flagrant and intentional violations of the Occupational Therapy Professional Code of Ethics, a student may be removed without previous warning at any time in his or her academic career.

In general, program decisions regarding academic standing are final. A decision may be appealed only if the student can show that 1) there was an error in the procedure used by the faculty, 2) there is new evidence sufficient to alter the decision, or 3) the sanction imposed was not appropriate to the severity of the violation of professional or academic standards.

Details of professional and academic standards, evaluation procedures, and the appeals process are available in the Pacific University Catalog, Pacific Stuff, and the School of Occupational Therapy Student Handbook.

Individuals convicted of a felony may not be eligible for licensing or certification in Occupational Therapy. Students are urged to contact the appropriate licensing or certification agency for further information.
1998-99 COURSES IN THE MASTER OF OCCUPATIONAL THERAPY CURRICULUM

First Year

Prerequisites
To enroll in first year classes, students must be admitted as members of the entering occupational therapy class or obtain approval from faculty and/or the Director of the School of Occupational Therapy.

First Year/Fall Semester
- O.T. 401 Self Discovery Through Cultural and Historical Exploration I .................................................. 1
- O.T. 403 Understanding Human Occupation in Self-Context .................................................. 6
- O.T. 405 Practicum I .................................................................................. 1
- O.T. 408 Foundational Knowledge and Skills I .................................................. 1
- O.T. 412 Occupational Explorations I .................................................. 1

First Year Winter-Spring-Summer Semesters
- O.T. 402 Self Discovery Through Cultural and Historical Exploration II .................................................. 1
- O.T. 404 Understanding Human Occupation in Context of Others .................................................. 7
- O.T. 406 Practicum II .................................................................................. 1
- O.T. 409 Foundational Knowledge and Skills II .................................................. 1
- O.T. 413 Occupational Explorations II .................................................. 1
- O.T. 520 Level I Fieldwork .................................................................................. 4

First Year Winter-Spring-Summer Semesters (cont.)
- O.T. 520 Level I Fieldwork .................................................................................. 4

Second Year

Prerequisites
To enroll in second year classes, students must successfully complete all first year coursework and be advanced to the second year by approval of the School of Occupational Therapy faculty.

Second Year/Fall Semester
- O.T. 501 Professional Body of Knowledge Guiding Practice I .................................................. 1
- O.T. 504 The Human Condition: Health and Wellness Continuum .................................................. 6
- O.T. 521 Level I Fieldwork .................................................................................. 2
- O.T. 414 Occupational Explorations III .................................................. 1
- O.T. 601 Systems Analysis and Program Planning/Management .................................................. 2
- O.T. 411 Foundational Knowledge and Skills IV .................................................. 1
- O.T. 415 Occupational Explorations IV .................................................. 1
- O.T. 622 Level II Fieldwork B .................................................................................. 8

Second Year/Winter-Spring-Summer Semesters
- O.T. 623 Level II Fieldwork C .................................................................................. 7
- O.T. 624 Fieldwork Seminar .................................................................................. 2
- O.T. 602 System Analysis and Program Planning and Management II .................................................. 4
- O.T. 603 Professional Project I .................................................................................. 2
- O.T. 625 Practice Model Programs (Level II Fieldwork D) .................................................. 9
- O.T. 626 Practice Model Programs Seminar .................................................................................. 2
- O.T. 604 Professional Project II .................................................................................. 3
- O.T. 605 Independent Study/Tutorial .................................................................................. 4

Third Year

Prerequisites
To enroll in third year 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.

Third Year/Fall Semester
- O.T. 623 Level II Fieldwork C .................................................................................. 7
- O.T. 624 Fieldwork Seminar .................................................................................. 2
- O.T. 602 System Analysis and Program Planning and Management II .................................................. 4
- O.T. 603 Professional Project I .................................................................................. 2
- O.T. 625 Practice Model Programs (Level II Fieldwork D) .................................................. 9
- O.T. 626 Practice Model Programs Seminar .................................................................................. 2
- O.T. 604 Professional Project II .................................................................................. 3
- O.T. 605 Independent Study/Tutorial .................................................................................. 4

Third Year/Winter-Spring Semesters
- O.T. 625 Practice Model Programs (Level II Fieldwork D) .................................................. 9
- O.T. 601 Systems Analysis and Program Planning/Management .................................................. 2
- O.T. 411 Foundational Knowledge and Skills IV .................................................. 1
- O.T. 415 Occupational Explorations IV .................................................. 1
- O.T. 622 Level II Fieldwork B .................................................................................. 8

COURSE DESCRIPTIONS

O.T. 401 Self Discovery Through Cultural and Historical Exploration I
This course provides an overview of the student’s cultural heritage which supports the understanding of how people have occupied their time throughout the ages. The student will adopt diverse ways of viewing the world which will support critical thinking, problem solving and their emerging role as a leader in healthcare. 6 hours.

O.T. 402 Self Discovery Through Cultural and Historical Exploration II
This course continues the study of how people have occupied their time through the ages, with special focus on the 19th and 20th centuries. Utilizing story telling strategies, the student will begin the process of understanding oneself as a product of one’s ancestral context. Prerequisite: O.T. 401. 7 hours.

O.T. 403 Understanding Human Occupation in Self-Context
This course will introduce a process of exploring human occupation through the students’ study of their personal occupational history. The students will evaluate the impact of values, beliefs and motivations on the development of occupational skills, attributes and abilities. 6 hours.
O.T. 404  Understanding Human Occupation in Context of Others  
This course will introduce the student to foundational professional skills in observation, evaluation and interpretation of people engaged in human occupations within varied environments. Prerequisite: O.T. 403. 7 hours.

O.T. 405  Practicum I  
This community experience will provide the opportunity for observation and participation in various environments where people live, work and play for the purpose of the students’ evaluation of their own occupational values, beliefs and motivations. To be taken concurrently with O.T. 403. 1 hour. Graded P/NP.

O.T. 406  Practicum II  
This community/lab experience provides opportunities for applying skills in observation, evaluation and interpretation of people engaged in various occupations. The student will utilize various models and theoretical frames of reference as a means of organizing and interpreting information gathered. To be taken concurrently with O.T. 404. 1 hour. Graded P/NP.

O.T. 408  Foundational Knowledge and Skills I  
This course is an introduction to and the development of foundational skills and knowledge to support the student’s socialization into the profession. To be taken concurrently with O.T. 401 and O.T. 403. 1 hour. Graded P/NP.

O.T. 409  Foundational Knowledge and Skills II  
This course is a continuation of the introduction to and the development of foundational skills and knowledge to support the student’s socialization into the profession. To be taken concurrently with O.T. 402 and O.T. 404. 1 hour. Graded P/NP.

O.T. 410  Foundational Knowledge and Skills III  
This course focuses on the development of specific technical skills and knowledge which will support the students’ application of theory to practice. To be taken concurrently with O.T. 501 and O.T. 504. 1 hour. Graded P/NP.

O.T. 411  Foundational Knowledge and Skills IV  
This course is a continuation of O.T. 410 and focuses on the development of specific technical skills and knowledge which will support the students’ application of theory to practice. To be taken concurrently with O.T. 502 and O.T. 503. 1 hour. Graded P/NP.

O.T. 412  Occupational Explorations I  
This course provides the student with an opportunity to engage in unfamiliar activities for further exploration and understanding of how people occupy their time. 1 hour. Graded P/NP.

O.T. 413  Occupational Explorations II  
This course provides the student with an opportunity to engage in unfamiliar activities for further exploration and understanding of how people occupy their time. Participation in varied occupations/activities allows the student to integrate and apply those concepts of occupation studied, simultaneously, in other aspects of the curriculum. 1 hour. Graded P/NP.

O.T. 414  Occupational Explorations III  
This course provides the student with the opportunity to further develop her/his skills in activities explored in O.T. 412 and O.T. 413 through engaging in novel occupations as well as through teaching of others. Activity analysis skills will be applied and perfected. 1 hour. Graded P/NP.

O.T. 415  Occupational Explorations IV  
This course provides the student with the opportunity to further develop her/his skills in facilitating groups through teaching of activities to others as well as through engaging in novel occupations. Activity analysis skills will be applied and perfected. 1 hour. Graded P/NP.

O.T. 501  Professional Body of Knowledge Guiding Practice I  
The student will analyze, synthesize and integrate various organizing constructs utilized in the practice of occupational therapy. The student will continue developing and applying a personal model of practice with emphasis on developing skills in assessment of occupational dysfunction for individuals across the lifespan. 6 hours.

O.T. 502  Professional Body of Knowledge Guiding Practice II  
The student will analyze, synthesize and integrate various organizing constructs utilized in the practice of occupational therapy. The student will continue developing and applying personal models of practice with emphasis on developing skills in intervention for occupational dysfunction for individuals across the lifespan. Prerequisite: O.T. 501. 5 hours.

O.T. 503  Synthesis and Integration of Intervention Planning Process  
This course will provide an opportunity for the student to synthesize and integrate academic knowledge and clinical practice. The student will continue the process of developing her/his own model of practice with particular emphasis on analysis and synthesis of what “is” with what is possible. To be taken concurrently with O.T. 502 and O.T. 621. 3 hours.

O.T. 504  The Human Condition: Health and Wellness Continuum  
This course provides prerequisite skills and knowledge necessary to support competent performance and develop hypotheses regarding the client’s strengths and weaknesses and their impact on occupational performance. The process will focus on stories of individuals who have experienced occupational dysfunction. 6 hours.

O.T. 520  Level I Fieldwork  
Full-time four-week experience in an non-profit community service organization which provides programs for the general population. Prerequisite: Successful completion of First Year coursework. 4 hours. Graded P/NP.

O.T. 521  Level I Fieldwork  
The student will observe and participate in environments which people utilize when health is lost. To be taken concurrently with O.T. 501 and O.T. 504. 2 hours. Graded P/NP.
O.T. 601  Systems Analysis and Program Planning/Management
This course will focus on developing skills in systems analysis, program planning/development and management for practice in the 21st century. 2 hours.

O.T. 602  Systems Analysis and Program Planning and Management II
This course will focus on continuing to develop skills in systems analysis, program planning/development and management for practice in the 21st century. Focus will be on developing a proposal for an innovative new program, collaborating with an existing community based system. 4 hours.

O.T. 603  Professional Project I
In consultation with advisor, complete proposal for Professional Project, to be completed during Winter/Spring terms. 2 hours. Graded P/NP.

O.T. 604  Professional Project II
Completion of Professional Project proposed during Fall term. 3 hours.

O.T. 605  Independent Study/Tutorial
Advanced study in practice areas of interest. 4 hours. Graded P/NP.

O.T. 621  Level II Fieldwork A
Full-time four-week placement in programs which people access when health has been lost. 4 hours. Graded P/NP.

O.T. 622  Level II Fieldwork B
Full-time eight-week placement in programs which people access when health has been lost. Prerequisites: Successful completion of second year coursework. 8 hours. Graded P/NP.

O.T. 623  Level II Fieldwork C
Placement in traditional/non-traditional programs which people access when health has been lost. 7 hours. Graded P/NP.

O.T. 624  Fieldwork Seminar
Analysis of critical reasoning process utilized in the provision of services during O.T. 623. Taken concurrently with O.T. 623. 2 hours.

O.T. 625  Practice Model Programs (Level II Fieldwork D)
Clinical fieldwork in model programs in community. 9 hours. Graded P/NP.

O.T. 626  Practice Model Programs Seminar
Small group seminars focusing on practice issues impacting the implementation of new models of practice. 2 hours. Graded P/NP.
GENERAL INFORMATION

The essential purposes of the Doctor of Optometry degree program are to produce practitioners with high competence to render professional care, to understand their professional role in society, to analyze new information critically, to advance visual care through personal scientific inquiry, and to qualify for the increasing number of careers best served by an individual with an optometric education.

The College of Optometry offers graduate programs in clinical optometry leading to the degree of Masters of Science. Pacific University’s School of Education, in cooperation with the College of Optometry, offers a Master of Education degree with a Visual Function in Learning emphasis to give those with an optometric background additional theoretical grounding in the teaching/learning process to augment their understanding of the role which vision and vision therapy play in the total educational process. This program is designed to provide specialized study to qualify as an educational vision consultant.

Residency programs leading to a certificate in Hospital Optometry, Hospital Optometry/Geriatrics, and Rehabilitative Optometry are available through a joint program with the Veterans Administration Medical Centers in Vancouver, Washington, and American Lake, Washington. Postgraduate courses in clinical subjects are provided as part of a continuing optometric education program.

The Teaching Fellow Program at the College of Optometry is available for recent graduates of a school or college of optometry. During the program, the Teaching Fellow will gain teaching skills and, if desired, develop plans for the pursuance of an academic career.

The College has been housed in Jefferson-Brombach Hall, a 32,000-square-foot building erected in 1952 and named after its principal donor, G. Orlow Jefferson. Alterations to the building and the addition of Brombach Hall were completed in 1966, more than doubling the size of the facilities. More than half of the money required to construct and equip Brombach Hall was raised through gifts from optometric and other alumni of Pacific, benefactors, and the ophthalmic industry. These same constituencies are again generously stepping forward to fund a major renovation of building and construction began in Spring, 1998. The alumni and friends of Pacific University are acting to ensure the advancement of a state-of-the art optometric learning center in the Pacific Northwest. The College will continue its role in providing a superior educational experience in a beautiful and inspiring environment, thanks to the involvement of those who believe in it.

PROFESSIONAL AND ACADEMIC STANDARDS

Good academic standing in the College of Optometry is defined as continued enrollment, satisfactory academic progress, sound clinical skills, behavior that leads to professional competence and positive interpersonal and professional relations, and appropriate professional/ethical conduct and attitudes. Students are evaluated regularly in these four areas.

Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, as well as the most current state and federal laws governing the conduct of optometrists. The College of Optometry reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students in regard to them.

Agreement to abide by the policies and procedures of the University and the College is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize their academic standing in the College of Optometry and may constitute grounds for probation or dismissal from the College. Students must maintain good standing in the program in order to be eligible for, or continued on, any College administered scholarships.

A student’s academic standing may be jeopardized by one or more of the following:

- Indications of poor academic performance.
- Insufficient progress in the development of clinical skills.
- Failure to comply with College rules or procedures.
- Unprofessional conduct, unethical conduct, or illegal conduct.
- Evidence of behavior that may hinder professional competence and interpersonal or professional relations.

Faculty will evaluate academic performance, clinical skills, and professional development and behaviors demonstrated in the educational environment and in extramural preceptorships according to standards set forth in the University Catalog, the Ethical Principles of Optometrists, Code of Conduct, and other appropriate documents.

Students will be given regular reports on their progress in the program. A student who is not performing adequately according to the standards will receive notification through
written feedback and/or individual advisement. After receiving such 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 dismissal from the College.

In the case of flagrant and intentional violations of the Code of Academic Conduct or the Ethical Principles of Optometrists or Code of Conduct, a student may be dismissed from the College without previous warning at any time in his or her academic career.

In general, program decisions regarding academic standing are final. A decision may be appealed only if the student can show that 1) there was an error in the procedure used by the faculty, 2) there is new evidence sufficient to alter the decision, or 3) the sanction imposed was not appropriate to the severity of the violation of professional or academic standards.

Details of professional and academic standards, evaluation procedures, and the appeals process are available in the Pacific University Catalog, “Pacific Stuff,” and additional resources available in the Dean’s Office.

Individuals convicted of a felony may not be eligible for licensing in Optometry. Students are urged to contact the appropriate licensing agency for further information.

CLINICAL FACILITIES

Students begin their clinical education experience on the first floor of Jefferson-Brombach Hall in the 10,000 square foot vision center. The Forest Grove Family Vision Center offers primary care to the general public and secondary care in such areas as ocular diseases, contact lenses, pediatrics, vision therapy, learning disabilities, multiple handicaps, low vision, and electrodiagnosis.

Pacific operates six additional vision centers in the immediate geographic area. These centers are designed to meet the needs of the communities in which they are located and offer most of the services listed above. The Portland Vision Center is located in the heart of downtown Portland and provides students an opportunity to broaden the clinical optometry experience in a large urban community health care environment. A major co-management center, the Pacific University Center for Sight is located in Beaverton. The Pediatric/Strabismus Referral Center, the Eye Surgery Center, and the Glaucoma Clinic are rotations included at the Beaverton site. Advanced excimer, argon, and carbon dioxide laser systems have been installed there and are used to perform various ocular and periorcular procedures. The Southeast Portland Vision Center and the Northeast Eye Clinic operate in cooperation with the Multnomah County Health Department. These clinics function in multidisciplinary care settings offering medical, dental, mental health, and optometric care to area residents. The Vision Center at the Virginia Garcia Memorial Health Center in Cornelius and the McMinnville Eye Clinic in McMinnville provide full-scope vision services to many non-English speaking patients in western Washington County. These centers are also multidisciplinary, and students interact regularly with physicians, physician’s assistants, and nursing staff. Additionally the College provides care and education within the Lions Low Vision Clinic at the Washington State School for the Blind. This service is a rehabilitative clinic in Vancouver that emphasizes treatment for partially sighted, low-vision and multiple-handicapped patients.

Pacific University Vision Centers are staffed by faculty affiliated with the College of Optometry. Under the direct supervision of the attending doctor, interns at these centers are able to work with state of the profession equipment designed to assist in the diagnosis and treatment of vision and eye disorders.

Preceptorship rotations external to the Pacific University Vision Centers are curricular requirements of the fourth professional year. Students have been placed at preceptorship sites in Canada and Europe, and at various locations in the United States. The College currently affiliates with the following clinics:

- Air Force Academy Hospital, Colorado
- American Lake VA Hospital, Washington
- Anadarko Indian Health Center, Oklahoma
- Applewood Vision Associates, Colorado
- Atlanta Eye Surgery Group, Georgia
- Cannon Air Force Base/27th Medical Group, New Mexico
- Carl Albert Indian Health Facility, Oklahoma
- Carolina Eye Associates, North Carolina
- Cataract And Corrective Vision Center, Utah
- Center for Sight, Washington
- Chemawa Indian Health Center, Oregon
- Colorado Optometric Center, Colorado
- Columbia Park Clinic, Minnesota
- Crown Point Indian Hospital, New Mexico
- Darnall Army Community Hospital, Texas
- Dayton VA Medical Center, Ohio
- Eye Foundation Of Utah, Utah
- Eyecare Specialties, Nebraska
- Fitzsimons Army Medical Center, Colorado
- Fort Defiance Indian Health Hospital, Arizona
- Fort Hall Indian Health Center, Idaho
- Fort Richardson Army Medical Clinic, Alaska
- Fort Washakie - Wind River, Wyoming
- Fort Yates - Standing Rock, North Dakota
- Gottlieb Vision Group, Georgia
- Group Health Of Puget Sound, Washington
- Hickam Air Force Clinic, Hawaii
- Homestead Park Vision Clinic, Colorado
- Hot Springs VA Medical Center, South Dakota
- John - Kenyon Eye Center, Indiana
- Kaiser Permanente - Maui, Hawaii
- Kaiser Permanente - Portland, Oregon
- Landstuhl Army Regional Medical Center, Germany
CAREER OPPORTUNITIES

Most optometry graduates enter private practice after taking the examinations of the National Board of Examiners in Optometry and one or more state board examinations. The opportunity for private practice is continually increasing because of the country’s expanding population and greater public recognition of the importance of vision. Direct appointments as optometry officers are available in the Army, Navy, Air Force, and Public Health Service. Many optometrists pursue careers in research and development in industry and federal agencies. Civil service openings for optometrists occasionally become available. A critical need exists for optometrists with advanced academic training in physiological optics, the natural and behavioral sciences, and clinical optometry for teaching and research. While optometry is already a specialized field, many optometrists pursue special professional interests in private practice. Among these are vision therapy and orthoptics, contact lenses, prescription of and training in the use of low vision devices, and industry consulting work to improve vision and job performance.

Questions about career or practice opportunities may be directed to the Assistant to the Director of Student Services of the College of Optometry. Career information is also available from the American Optometric Association, 243 N. Lindbergh Blvd., St. Louis, Missouri 63141, and from the various local and state optometric associations.

OPTOMETRIC ORGANIZATIONS

American Academy of Optometry — the student branch of this professional organization centers on research in vision science and related sciences, and prepares students to become Fellows in the Academy.

Amigos Eye Care — a student-run nonprofit organization dedicated to providing free high-quality vision care to underserved people in the Portland area and throughout the world.

Beta Sigma Kappa International Optometric Honor Fraternity — organized with the purpose of stimulating scientific attainment and profound ethical practice by holding forth the prize of membership in the fraternity and to facilitate, by material means, worthy research projects in vision science.

College of Optometrists in Vision Development — educates the public as to the existence, scope and availability of Behavioral Optometry and Vision Therapy, and prepares students to become certified in this optometric specialty.

National Optometric Student Association — organizes recruitment of underrepresented groups into the optometric profession and provides fellowship for such students at the College.

Optometric Extension Program — sponsors lectures and provides continuing education on the functional and developmental concepts of vision, especially as they relate to enhancing scholastic achievement and vocational performance.

Phi Theta Upsilon International Fraternity — organized for the purpose of advancing optometry as a profession and furthering the fraternal spirit among its members.

Student Optometric Association — affiliated with the American Optometric Student Association, the objective of this association is to unite and affiliate into one organization all qualified optometric students for the purpose of fostering growth and diffusion of optometric knowledge; promoting friendly relations and cooperation between students, faculty and the public; and, elevating optometric educational standards.
ADMISSION TO THE DOCTOR OF OPTOMETRY (O.D.) PROFESSIONAL DEGREE PROGRAM

The four-year professional program leading to the Doctor of Optometry degree prepares a highly competent practitioner who has the ability to render professional and ethical care, understand the profession’s role in society and in the health care arena, analyze new information critically, advance visual care through personal scientific inquiry, and qualify for the increasing number of careers best served by an individual with an optometric education.

Students who will have completed the minimum pre-optometry course requirements by the date of enrollment in the professional program are eligible to apply for admission. The majority of those admitted have 4 years of college work already completed.

In making its decisions, the Optometry Admissions Committee considers many factors:

- Strength and breadth of academic record
- Optometry Admissions Test (OAT) scores
- Essay responses
- Evidence of observation (minimum of 30 hours) under the supervision of one or more optometrists, preferably in a private practice setting
- Content of application forms and the care with which they have been prepared
- Extracurricular and community activities
- Strength of on-campus personal interview

Selected applicants are invited for an on-campus personal interview. The interview is required and is a contributing factor in the admissions decision. It allows the selection committee to assess, subjectively, essential skills and traits which may not be reflected in the application. In the interview, consideration is given to knowledge of the profession, motivation toward a career in optometry, self-confidence, and effective verbal expression of ideas. Interviews may be scheduled by contacting the Admissions Office.

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. The College of Optometry actively seeks qualified multicultural students to increase the number of students who are qualified, but currently underrepresented, in the profession.

New classes begin with the fall semester each year; mid-term matriculation is not permitted. Applications are acted upon starting October 15 for fall enrollment of the following year. Applicants will be notified as soon as an admission decision is reached.

Application Procedures

Forward the application packet (including the application form, optometry worksheet, two letters of evaluation, official transcripts from each college attended, address labels, and nonrefundable $55 application fee) to the Admissions Office. Complete application instructions are included in the packet.

Take the Optometry Admissions Test (OAT). Applicants for fall admission must take the OAT in October or February of the year prior to entrance. The Admissions Committee strongly encourages applicants to take the October OAT preceding the preferred application deadline. Test information is available from the Optometry Admission Testing Program, 211 East Chicago Avenue, Chicago, IL 60611; (312) 440-2693, or from the Admissions Office. Registration deadline for the OAT is approximately one month prior to the test.

Pre-Optometry Course Requirements

(90 semester hours)

All prerequisite courses must be completed with a grade of “C” or higher. Where possible, all courses should be those intended for science majors.

Biological Sciences:

12 semester/18 quarter hours. 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. A course in microbiology. All courses must include laboratory.

Chemistry:

12 semester/18 quarter hours. A standard two-semester course or the quarter system equivalent. Need not be calculus based. All courses must include laboratory.

Mathematics:

3 semester/4 quarter hours. A course in analytic geometry or calculus.
Statistics:
3 semester/4 quarter hours. Statistics must be from a Department of Mathematics, Psychology, Sociology or Statistics. A biostatistics course is acceptable.

General Psychology:
3 semester/4 quarter hours.

English:
9 semester/12 quarter hours. Must include two courses in writing (expository, technical, and scientific writing courses are strongly recommended). Speech and communication courses do not meet this requirement.

Bachelor’s Degree Requirement for Doctor of Optometry Degree

The bachelor’s degree is required of all students prior to the awarding of the Doctor of Optometry degree. All requirements for the bachelor’s degree must be completed by the beginning of the third professional year.

Various alternatives are available to meet this requirement. Some students earn the bachelor’s degree prior to entry into professional studies. These students need only complete the pre-optometry requirements previously listed.

Some students attending institutions with pre-professional programs plan a program of study to include pre-optometry requirements plus the bachelor’s degree requirements for that institution. In a case where Pacific University’s professional courses in optometry are used to satisfy another institution’s graduation requirements, written notice of such an arrangement is required.

Students who need to earn a bachelor’s degree at Pacific University must meet College of Optometry graduation requirements for the Visual Science Major.

Visual Science Major

The major in Visual Science is available only to students who have been admitted to the College of Optometry and who do not have a bachelor’s degree. The student must meet core and other general degree requirements for the Bachelor of Science degree with a major in visual science. Requirements for the Bachelor of Science degree with a major in visual science are listed below:

124 semester hours are required for graduation including:

Natural Sciences: 35-55 semester hours taken from 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: 12-32 semester hours taken from 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: 12-32 semester hours taken from 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: 45 semester hours taken during the first two years of the standard curriculum while enrolled in the College of Optometry.

Promotion

In order to be promoted unconditionally in the College of Optometry from the first to the second year and from the second to the third year, a student must receive a passing grade in all subjects and be recommended for promotion by the faculty.

For promotion from the third to the fourth year, students must satisfactorily complete all subjects in the first, second, and third years of the curriculum, have been awarded a bachelor’s degree, and be recommended for promotion by the faculty. The status of students failing to meet these requirements is determined by a vote of the College of Optometry faculty upon the recommendation of the Optometry Academic Standards and Appeals Committee (See Academic Regulations).

A candidate for the degree of Doctor of Optometry must satisfactorily complete the curriculum and all requirements prescribed by the faculty of the College of Optometry. The faculty will vote formally on all candidates to recommend the awarding of the degree of Doctor of Optometry. This recommendation is made to the Dean for transmittal to the President of Pacific University for final consideration by the Board of Trustees.

Transfer Students

The College of Optometry accepts transfer students in good standing from any accredited College of Optometry in the United States or Canada, provided that admission policies are met and space in classes is available. Special provisions can also be made for those who have attended foreign optometry programs. Only “A” and “B” grades for given courses in the professional curriculum or the equivalent will be transferred. Depending on the application, a placement exam to determine proficiency in courses with less than a “B” grade and in specific areas of competency may be required. A letter of recommendation and permission from the Dean or President of the transferring school is required.

TUITION, FEES, FINANCIAL AID

Students should be prepared to make the necessary arrangements for the payment of all fees and charges in accordance with one of the University’s payment options. All payments must be made in U.S. currency. A nonrefundable fee of $55 is charged for processing a formal application to the College of Optometry. After notice of acceptance, a tuition deposit of $500 is required of students enrolling in the optometry curriculum; $200 of the tuition deposit is refundable upon request if the student wishes to withdraw the application prior to May 15.

Additional College of Optometry expenses include books and equipment for the professional program. Clinical instruments and equipment, which may be used later in actual practice, make up a portion of the total four-year cost. As a requirement of the clinic course sequence, students receive a portion of their training in off-campus clinics. The student bears all living and transportation costs incurred during the off-campus clinical rotations.
Note: All fees are subject to change by action of the Board of Trustees.

Financial Aid
A description of the financial aid program at Pacific University, its application procedures, and conditions of award and sources and kinds of financial aid are found on page xx. Additional sources of financial aid for optometry students not previously listed are:

Grants
Optometric Association Matching Grants — Students who received grants of scholarships from state optometric associations and their auxiliaries are eligible to receive matching grants from Pacific. Students should submit verification of the scholarship award to the Financial Aid Office.

Loans
Health Professions Student Loan (HPSL) — This is a federal student loan program available to optometry students. To determine eligibility for this program, students must provide parental information on the Free Application for Federal Student Aid regardless of their dependency status. Students receiving WICHE funding are not eligible for the HPSL program. The HPSL carries a 5% rate of interest, and interest accrual and repayment of principle does not begin until 9 months after the student leaves Pacific.
The OpLoan program, administered by the Education Resources Institute (TERI) and funded with private capital through Household Bank, provides loans to creditworthy students pursuing degrees in optometry. Borrowers may take up to 20 years to repay, depending on the amount they have borrowed. OpLoan has a variable interest rate calculated by adding 2.5% to the 91-day T-Bill while the student is enrolled in school and 2.9% after the student is no longer enrolled. While there is no cap on the interest rate, adjustments are generally reflected in the length of the repayment period; only when adjustments would require repayment over more than 20 years are monthly payments revised.
Borrowers may defer payment of principal and interest for up to four years while they are enrolled; unpaid interest is then capitalized when repayment begins. Borrowers have a 12-month grace period after they are no longer enrolled, during which interest continues to accrue to the borrower, but no repayments are required. Borrowers can request a second deferment of up to an additional 12-months while they are in residency.
The maximum allowable OpLoan is the lesser of the student’s remaining Cost of Attendance after other funds are applied or $20,000. A minimum of $1500 per loan application must be borrowed. A guaranteed fee of 6% is deducted from each loan; an additional 1% guarantee fee is added to the loan balance when the student enters repayment.

SCHOLARSHIPS AND AWARDS

Health Professions Scholarship Program (HPSP)
The uniformed services of the United States (Army, Navy, and Air Force) offer scholarships to optometry students that fund the full tuition and fees, required books and equipment, and pay a monthly stipend (currently $913.00). In return for this scholarship, the student, upon graduation, incurs a service obligation of a minimum of three years. For further information contact:
US Army Medical Department
7600 NE 41st Street Suite 140
Vancouver, WA 98662
(503) 283-1989 or (360) 891-4938
email: amedd@juno.com

Health Professions Recruiter
USAF Recruiting Office
Federal Building Suite 625
Portland, OR 97204-2825
(503) 326-2654

Medical Programs Officer
Navy Recruiting District
Federal Building Suite 576
1220 SW Third Avenue
(503) 326-3041
Portland, OR 97204-2094

The Indian Health Service provides financial support to Native American students enrolled in the health professions and allied health professions programs. Recipients of the Health Professions Scholarship incur a one year service obligation to the Indian Health Service for each year of scholarship support received; the minimum period of service is two years. To qualify for one of the health career Priority Categories as published annually in the Federal Register, Health Professions applicants must be American Indian or Alaska Native and enrolled, or accepted for enrollment, in a program leading to a degree in a health professions school within the United States. Health Professions scholarship support is available for a maximum of four years of full-time health professional education. For further information contact:
Indian Health Services
Scholarship Branch
Federal Bldg., Room 476
1220 SW 3rd Avenue
Portland, OR 97204
(503) 326-2015

Pacific University Scholarships and Awards

Donald A. Bybee Memorial Award for Vision Therapy — Named for a former Pacific University faculty member, the award is made annually to the graduating student who has demonstrated excellent performance in the area of vision therapy. Award amount varies based on endowment earnings.
Pratt Endowed Scholarship — Awarded to students enrolled in the College of Optometry to help them meet special financial needs. Amount of award varies based on endowment earnings.

Dean’s Award — Awarded to selected optometry students in recognition of their participation in humanitarian and service organizations for the promotion of the optometric profession. Award amount varies.

Dr. James Dundas Scholarship for Canadian Students — Approximately $1,000 award to an optometry student of Canadian citizenship.

Edwards Endowed Scholarship — Awarded to an entering optometry student for financial assistance in the first year of study. Preference is given to students from northern Minnesota. Recipients are selected by the Admissions Committee and award amounts vary based on endowment earnings.

Tole Greenstein Award — An award of $750 in honor of the memory of Dr. Tole Greenstein, who was a pioneer in the area of binocular vision and vision therapy.

Peg Gilbert Basic Science Award — Selection is by nomination and made on the basis of GPA. This award is given in memory of Dr. Peg Gilbert, long time basic science faculty member in the College of Optometry.

“Help from Mrs. T,” Teeter Endowed Scholarship — Awarded to returning optometry students, selection of recipients is based on factors including academic ability, demonstrated financial need, clinical skills, and potential for continued success. Amount of award varies based on endowment earnings.

Joan F. Holcombe Memorial Scholarship — An annual scholarship in the amount of $1,000 is given in memory of Joan F. Holcombe whose family has close ties to optometry. Fourth year optometry students are eligible to apply in their summer semester. The completion of forty hours of community service which allows for the betterment of animals is a requirement to receive this scholarship. Selection of the recipient is based on applicant’s demonstrated enthusiasm about optometry, a concern for patients, and financial need. Applicants must have a grade point average of at least 3.0.

Pacific University Alumnus Association Outstanding Graduate Award — A plaque presented to a graduating student who has shown exceptional service to the College and University and who shows promising commitment to alumni activities.

Pacific University Outstanding Clinician Award — Given to a fourth-year student who has demonstrated outstanding performance as an “all around” optometric clinician. Selection is based on nominations and supporting data from students, faculty, and clinical staff. Award is $500.

Pratt Endowed Scholarship — Awarded to an entering optometry student for assistance in the first year of study. Recipients are selected by the Admissions Committee and award amounts vary based on endowment earnings.

Rushmer Restricted Scholarship — Awarded to returning optometry students based on nomination from the faculty of the College of Optometry. Amount of award varies each year.

Washington Association of Optometric Physicians (WAOP), King County Optometric Scholarship — Awarded to a Washington State resident, member of Washington Association of Optometric Physicians. Two $1,000 awards are given.

Private and Outside Scholarships

Various private scholarships are available to Optometry students. These include state optometric associations, their auxiliaries, and other outside agencies and organizations. Information may be obtained by writing to the various state optometric associations or contacting the Student Information Office in the College of Optometry. Awards given by the state optometric associations will be matched by Pacific University, up to $1,000 per student.

Canadian Scholarships

Alberta Association of Optometrists Scholarship — Awarded to an Alberta resident enrolled in Optometry school.

A. H. Basman, O.D., Scholarship, Manitoba Association of Optometrists — $500 award to a Manitoba resident attending an accredited school or college of Optometry. Open to first, second, third, or fourth year students. Scholarship applicants must show proof of a minimum grade point average of 3.5.

National Association Scholarships

American Optometric Foundation (AOF )

Vistakon Award of Excellence in Contact Lens Patient Care — Award recognizing one fourth year student from each school or college of optometry for demonstrated excellence in contact lens patient care. Award is $1,000 and personalized plaque.

COIL Excellence in Low Vision Award — For entering or continuing full-time, postgraduate (Masters or Doctorate) course of study and research related to the practice of Low Vision. Student must be attending a college in the US or Canada and conducting research to further his/her preparation to assume full-time research and teaching at a school or college of optometry. Award is $5,000.

Corning Scholarship — Two scholarships awarded nationally in various amounts presented to fourth year students who submit outstanding essays on a topic decided by Corning, Inc., of New York: The award is presented at the American Optometric Association’s Annual Congress.

William C. Ezell Fellowship Award — Given to a full-time post graduate student for study/research conducted to further his/her preparation to assume full-time research and teaching at a US school or college of optometry. Applicant must agree to provide appropriate attribution to the AOF for all published works researched, written, or published during the time which AOF support was received. Maximum $6,000, renewable for up to 3 years.

College of Optometry
Dr. Gary Gross Memorial Scholarship Award — Two $2,500 scholarships given nationally to fourth-year students who are residents of the North Central States Optometric Council member states and who intend to practice in a NCSOC state (IL, IA, MI, MN, MO, NE, ND, SD, or WI). Submission of a paper on the topic of Professionalism and Ethical Practice in Optometry and an application are required.

Vincent Salerno Scholarship Award — This scholarship is made available on a rotating basis to each optometric institution represented by the ARC. Recipients are selected on the basis of financial need and scholarship. Annual stipend of $1,500, renewed each year according to academic standing.

American Foundation for Vision Awareness (AFVA)

American Foundation for Vision Awareness — Educational Grant (Scholarship) award of $1,000. Candidates must be US citizens or permanent residents, have successfully completed at least one semester at an accredited school or college of optometry, and demonstrate participation in vision-related public service activities.

Michigan Optometric Association and American Foundation for Vision Awareness — Awarded to a third year optometry student who is a resident of Michigan. Must maintain a minimum 3.0 average in professional school. The award is generally $1,000 to be used during the fourth year.

Missouri, American Foundation for Vision Awareness Educational Grant — $1,500 award to a third or fourth year optometry student. Recipient must have been a resident of Missouri for at least 8 years.

Minnesota Affiliate to the American Foundation for Vision Awareness Scholarship — Awarded to a Minnesota resident who is currently enrolled as full-time student and in the upper one-third of his/her class. Must be eligible for admission to a college of optometry in the Fall of 1998.

Nebraska Affiliate to the American Foundation for Vision Awareness Scholarship — Each applicant must currently be a second, third or fourth year student at an approved school or college of optometry. Recipient is not eligible to receive any other scholarship from this organization in the same year. Intended primarily for students of financial need from a non-optometric background. Immediate family members of optometrists are not eligible. Award is $1,000.

South Dakota Optometric Society and the American Foundation for Vision Awareness, Dr. Monty Friedow Memorial Scholarship — South Dakota student entering the third or fourth year of a school or college of optometry with academic ranking in the upper half of his/her class.

Washington Optometric Association and the American Foundation for Vision Awareness — Offers residents of the State of Washington a scholarship of $500 for tuition. Funds become available when the student is accepted into a school or college of optometry.

Wisconsin Optometric Association and the Foundation for Vision Awareness Scholarship — Students must have completed at least one year in an accredited optometry professional program before applying. Students must be residents of Wisconsin for three years prior to applying. Selection based on academic performance and ability, character, personality, leadership, evidence of financial need, and interest in optometry. Award is $500.

American Academy of Optometry (AAO)

Association for Research in Vision and Ophthalmology (ARVO) Travel Fellowship sponsored by the AAO — Travel award to the ARVO annual meeting.

Julius F. Neumueller Award — Award presented for the outstanding paper on Geometrical, Physical, Ophthalmic Optics or Optics of the Eye by a student or students enrolled in the professional degree program of a school or college of optometry. Cash award of approximately $500.

American Optometric Association (AOA), American Optometric Student Association (AOSA)

American Optometric Association Student Leadership Scholarship — $1,000 award to a third year student member in good standing in the American Optometric Student Association and the American Optometric Association. Must be a student in good academic standing with proven leadership ability and student government involvement. Must submit a paper, not to exceed 500 words, on “What did you learn from your leadership activities that will benefit you in your career?”

Seymour Galina Grant — Awarded to a third year student at the beginning of his/her fourth year. A $2,500 grant awarded nationally to an AOSA member in good standing who submits an exceptional paper on, “Qualities I have developed through my financial planning/work experience during and/or before optometry school which I believe will be most useful to me in establishing an ethical/professional optometric practice.”

National Optometric Association (NOA), National Optometric Student Association (NOSA)

Dr. Lawrence Cave Memorial Scholarship, SUNY College of Optometry — $500 awarded to one student who is a member of the National Optometric Student Association who can demonstrate financial need, community involvement, and is in good standing at his/her school or college of optometry.

Essay Contest, SUNY College of Optometry — Two $500 awards based on top two essays.

Will G. Kelley Memorial Scholarship — Designed to assist minority optometrists in their pursuit of postgraduate areas of interest. Selection is based on scholastic achievements, community activity, communication skills, extracurricular activities, and financial need. One $1,500 award is given annually.

College of Optometrists in Vision Development (COVD)

A. M. Skeffington Award for Excellence in Vision Therapy — Established by the College of Optometry in Vision Development to recognize a member of the graduating class who demonstrates exceptional knowledge and skills in vision development and pediatric care.
Other Association and Organization Scholarships

**Beta Sigma Kappa Award for Exceptional Research** — Awarded annually by the local BSK Chapter for the research project deemed to have the most exceptional research design at the Pacific University Research Conference. The award consists of a plaque and $100.

**Beta Sigma Kappa Research Grants** — Grants not exceeding $1000 are awarded for student research projects by this international optometric honor fraternity.

**Beta Sigma Kappa Silver Medal Award** — Awarded annually to the graduate with the highest cumulative grade point. The recipient must be a member of Beta Sigma Kappa.

**Forest Grove Lions Club Scholarship** — Awarded to a third year student who is entering the fourth year at the time of selection. Award is based on community service, college activities, academic achievement, and demonstrated financial need. The award is $1,000 and may be divided between multiple students.

**Outstanding Scientific Paper/Project Award, Vision Care Section of the American Public Health Association** — Recognizes a person, group, or institution that has contributed significantly to the advancement of eye/vision care in the public health field. The contribution can be a paper either previously published or suitable for publication, or a written description of a project. The paper/project should represent work within the last two or three years.

**Phi Theta Upsilon Outstanding Project Design Award** — Awarded by the local Phi Theta Upsilon Chapter to the thesis project which is judged to be the most helpful to students. This can be in the area of study guides, computer programs, atlases, or relating to career opportunities for graduates. Award consists of $100 and a plaque.

**Mercedes and Henry Niiranen Memorial Scholarship, sponsored by Sellwood-Moreland Lions Club Scholarship** — Awarded to an optometry student who is an Oregon resident and a third year student, entering the fourth year at the time of selection. Awards based on community service, college activities, academic achievement, and demonstrated financial need. Award is $1,000.

State Association and Organization Scholarships

**Arkansas, Heart of America Contact Lens Society** — Awarded to optometry students whose permanent residence is in one of the following states: Oklahoma, Kansas, Nebraska, Iowa, Illinois, Missouri, or Arkansas. Recipients will be chosen based on a completed application (10%), GPA (20%), grades in contact lens courses (10%), and a publishable paper based on any aspect of contact lenses or primary care optometry (60%). Awards up to $7,000 given nationally.

**Connecticut Optometric Society, George Comstock Scholarship** — Applicant must be a resident of the state of Connecticut. Awards are based on scholarship, character, and financial need. Applicants must be enrolled in an accredited school or college of optometry within the US. Award is $400 - $1,000.

**Connecticut Association of Optometrists, Dr. Dorothy Weitzner Kornblut Scholarship** — Applicants must be female students enrolled in an accredited school or college of optometry within the US. Preference shall be given to a resident of Fairfield County, Connecticut, the state of Connecticut, or New England, in that order. Based on scholarship, character, and financial need. Awards range from $300 - $900.

**Hawaii Optometric Association Scholarship** — Applicants must be Hawaiian residents in optometry schools. Three scholarships offered annually. Financial need is the primary consideration for selection.

**Iowa Optometric Foundation Scholarship** - Eligible students are Iowa residents who plan to return to Iowa after their education is complete.

**Iowa, Heart of America Contact Lens Society** — See description listed under Arkansas, Heart of America.

**Kansas, Heart of America Contact Lens Society** — See description listed under Arkansas, Heart of America.

**Kansas, Optometric Society of Greater Kansas City Memorial Scholarship** — Applicants must be from the greater Kansas City area, enrolled in school, and must be in good academic standing at the time of application. Selection is based on the highest accumulated grade point average in optometry school during the academic year preceding the application. Funds awarded are to be used for optometric instruments and books. Award is $500.

**Maine Optometric Association, Hilda L. Rand Scholarship** — One $1,000 scholarship awarded to an optometry student from Maine. Selection is based on financial need, scholastic achievement, and character.

**Michigan Optometric Association, Student of the Year Award** — Michigan resident who is a third year student who demonstrates outstanding leadership and academic achievement. Award is $100 and a plaque.

**Michigan Optometric Association with the American Foundation for Vision Awareness (AFVA) Scholarship** — Awarded to a third year optometry student who is a resident of Michigan. Must maintain a minimum 3.0 grade point average in professional school. The award is generally $1,000 to be used during the fourth year.

**Minnesota Affiliate to the American Foundation For Vision Awareness (AFVA) Scholarship** — Awarded to Minnesota residents who are currently enrolled as full-time students and in the upper one-third of their class. Must be eligible for admission to a school or college of optometry in the Fall of 1998. Selection is based on academic performance and leadership ability.
Missouri, American Foundation for Vision Awareness (AFVA) Educational Grant — $1,500 award to third or fourth year optometry student. Recipient must have been a resident of Missouri for at least 8 years.

Missouri, Heart of America Contact Lens Society — See description listed under Arkansas, Heart of America.

Missouri Optometric Association, Ed H. Sutherland Memorial Scholarship — One $750 scholarship awarded each year to a Missouri student presently enrolled or accepted for enrollment who, in the opinion of the selection committee, shows promise of achievement.

Montana, Auxiliary to the Montana Optometric Association Scholarship — One $500 scholarship awarded to a student enrolled in the Pacific University College of Optometry and a resident of Montana. This scholarship is matched by Pacific University.

Nebraska Optometric Association, and Nebraska Affiliate to AFVA, Dwayne Kettleson Memorial Assistance Fund — Applicant must currently be a second, third, or fourth year student at an approved school or college of optometry.Recipient must use the funds for books and supplies, and must also have the intent and purpose of locating in Nebraska after completing his/her education. Immediate family members of optometrists are not eligible. Award is $1,000.

Nebraska, Heart of America Contact Lens Society — See description listed under Arkansas, Heart of America.

New Jersey, Dr. Leslie Mintz Scholarship Foundation — Provides financial assistance to full-time optometry students who are residents of New Jersey and who demonstrate financial need and scholastic aptitude for successful completion of optometric education.

New York, Petry-Lomb Scholarship Research Grant — $1,000 award based on financial need and desire to practice optometry in upstate New York. Preference given to area served by the Rochester Optometric Society; counties of Monroe, Wayne, Livingston, Genesee, and Ontario.

Oklahoma, Heart of America Contact Lens Society — See description listed under Arkansas, Heart of America.

Oregon Klamath County Medical Alliance Scholarship — Graduates of Klamath Falls High School or individuals who have resided in Klamath County for five years are eligible for a $1,000 scholarship offered by the Klamath County Medical Alliance.

Oregon Optometric Association (OOA) Student of the Year Award — Created by the Oregon Optometric Association to honor a graduating Pacific student who has demonstrated “outstanding service to the optometric profession.”

South Dakota Optometric Society and AFVA, Dr. Monty Friedow Memorial Scholarship — South Dakota students entering their third or fourth year of optometry school with academic ranking in the upper half of their class.

Washington Optometric Association and the American Foundation for Vision Awareness (AFVA) — Offers residents of the state of Washington a scholarship of $500 for tuition. Funds become available when the student is accepted into a school or college of optometry.

Washington, WAOP Student Member of the Year Award — Awarded to a fourth year WAOP student member. Nominations shall be based on professional leadership, academic achievement, and concern for the public.

Wisconsin Foundation for Vision Awareness and Wisconsin Optometric Association Scholarships — Students must have completed at least one year in an accredited optometry professional program before applying. Students must be residents of Wisconsin for three years prior to applying. Selection based on academic performance and ability, character, personality, leadership, evidence of financial need, and interest in optometry. Award is $1,000.

Optical Supply Houses and Manufacturers Scholarships

Alcon Laboratories Award for Excellence in Primary Care — Awarded to fourth year optometry students who show promise in the area of contact lenses and/or ocular disease and therapeutics based on academic and clinical performance and research. Two $500 awards are given.

Alcon Laboratories Outstanding Primary Care Student Award — Awarded to a third year optometry student who has demonstrated excellence in the areas of ocular disease, therapeutic pharmaceutical use, contact lenses, and related research.

Bausch & Lomb Competing for the Future Research Symposium on Contact Lenses — Award is $1,000 and a trip to the Bausch & Lomb European Research Symposium. Second, third, or fourth year students are eligible.

Bausch & Lomb “Contact with the Future” Educational Travel Grant — This award is given to a third year student who combines a high GPA with exceptional accomplishments in the area of contact lenses and will include an all expense paid trip to the North American Research Symposium on Contact Lenses.

Bausch & Lomb Practice Initiation Award — Presented to a fourth year student who has submitted the outstanding practice initiation project in the practice management course and who demonstrates interest, knowledge, and promise in the area of practice management. The award is $1,000.

Bausch & Lomb Clinical Optometry Award — Presented to a graduating student who demonstrates excellence in clinical skills. Award consists of a certificate and $200 worth of Bausell equipment.

Butterworth-Heinemann Excellence Award — Awarded to a third year student for conducting an exceptional thesis research project. The recipient is determined by the Research and Awards Committee. Award amount varies.

Corning Low Vision Award — Presented to a graduating student with demonstrated interest and exceptional proficiency in the area of low vision. Award is a Corning low vision lens trial kit.
Dr. William Feinbloom Low Vision Award — Established in 1970 by Designs for Vision, Inc., the award is presented to the graduating student who, through study, interest, and performance, has best demonstrated an aptitude in the clinical care of low-vision patients. The award consists of a basic low vision trial set.

Lens Crafters Optometric Scholarship Program Applicants— Available to associates of Lens Crafters and affiliated doctors who are currently enrolled in an optometric institution. Award is $1000.

Marchon Eyewear Practice Management Award — Awarded to a fourth year student who has demonstrated the most outstanding clinical and dispensing skills in practice management. Award is $500.

Mosby Award for Excellence — Awarded to fourth year students for conducting exceptional thesis projects.

Pilkington/Barnes Hind Student Recognition Award — Awarded to a third or fourth year student who has demonstrated good dispensing skills and submits a written case report concerning clinical care. Award consists of $500, a diagnostic fitting set, a personal plaque, and name added to perpetual plaque.

RGP Lens Institute (RGPLI) and Contact Lens Manufacturers Association (CLMA) Article Incentive Plan — A $250 award for a clinical article; a $500 award for a practice management article.

Silor “Corneal Reflection Pupillometer Award” — Awarded to a fourth year student who has been judged outstanding in ophthalmic optics and dispensing. Award consists of a Corneal Reflection Pupillometer with an engraved plaque.

Sunsoft Contact Lens Achievement Award — Awarded to a fourth year student who has demonstrated exceptional proficiency, interest, and scholarship in the field of contact lenses. The award consists of $500, a diagnostic fitting set, a personal plaque, and name added to perpetual plaque.

Sunsoft Contact Lens Essay Contest — Awarded to winners of a researched essay contest, writing on the subject, “Toric Planned Replacement Management Issues in the Contact Lens Practice.” An award of $500 is given to one optometry student at each school. School winners are entered into the national competition for a $1,000 scholarship and a $1,000 travel grant. The second place winner is awarded a $750 scholarship.

Wesley-Jessen Aquaflex Excellence Award — Given for the outstanding student research paper in the area of cornea, contact lenses, or related subjects. Papers must contain new research and not be a continuation of previous work. Literature review papers will not qualify. Papers will be judged by a national panel of judges. Award consists of an Aquaflex fitting set and, for first prize, $3,000 and an all expense paid trip for two to the American Optometric Association Contact Lens Section meeting; second prize is $2,000; third prize is $1,000; fourth and fifth prizes are $500 each.

Varilux Student Grant Award — Awarded to a third or fourth year student who has demonstrated good dispensing skills and submits a written case report concerning clinical use of Varilux lenses. Case reports are judged on the application of lenses to the patient’s needs, analysis of the case, and analysis of lens design and performance. The award is $500 and a national travel award.

Vision Service Plan Scholarship — Awarded to two students as they enter their fourth year of optometry studies who have demonstrated academic and clinical excellence in primary eye care services. Each award is $2,000.

CODE OF ACADEMIC CONDUCT

Class Attendance

Students have personal responsibility for class attendance, participation, and completion of assignments. While Pacific University believes that students should be in attendance at all class sessions, individual faculty members are responsible for notifying students of attendance expectations in their classes at the beginning of each term and may lower a student’s grade for poor attendance or participation. If the course instructor does not make attendance expectations clear, students should request the information. Students are encouraged to inform their instructors of unavoidable absence in advance. Assignment of makeup work, if any, is at the discretion of the instructor.

Guidelines for Professional Behavior

Students in the College of Optometry are expected to learn and practice appropriate professional behavior, as delineated below, while in school and in preparation for a lifetime of community service. Failure to conform to these guidelines will lead to disciplinary action and can result in dismissal from the College. Conduct inconsistent with these standards, such as plagiarism, cheating, lying, and fraud are considered unprofessional conduct and will not be tolerated.

Attitude: Students are expected to treat faculty, patients, and peers with respect; display a willingness to learn; be able to accept constructive criticism; be punctual; and not disrupt class by inappropriate behavior.

Attendance: Students are expected to attend all lectures, labs, and clinics unless excused by the instructor. Grades can be lowered by unexcused absences.

Ability to work independently: Students are expected to initiate and pursue study independently.

Ability to work with others: Students are expected to cooperate, participate, share information, and show respect for colleagues.

Appearance: Students are expected to observe professional guidelines for cleanliness and appropriate dress. The clinic dress code must be adhered to when the student is in the clinic area for any reason.

University rules and policies: Students are expected to follow all guidelines set forth by Pacific University concerning smoking, parking, alcohol use on campus, etc.
Citizenship: Students are expected to exemplify good citizenship in all social and community interactions by conforming to all city, state, and federal laws and regulations.

Academic Regulations

The academic progress of each student is reviewed at the midterm and at the end of each grading period. Cumulative grade point average in courses taken while in the College of Optometry must be 2.0 or above, or the student is subject to being placed on probation. A student with a grading period GPA of less than 2.0 is subject to academic warning or probation. Students receiving two or more “T” or “W” grades, or any combination of these, are subject to academic probation. A student placed on probation in two successive grading periods is subject to suspension or dismissal.

A student in the College of Optometry shall be dismissed if he or she fails to sustain satisfactory progress toward completion of the professional degree program. Ordinarily, a student will have received warnings that his or her work is less than satisfactory before dismissal. However, a student may, for adequate cause, be dismissed without previous warning.

The Academic Standards and Appeals Committee has the right at any time to terminate enrollment of any student whom it considers to be unfit for a career in optometry. In this regard, the College of Optometry assigns great importance to self-discipline, the ability to work with others, and the ability to conduct oneself in a professional manner.

A demonstration of deficiency in any of these qualities will be considered as evidence that a student is not suited to a professional career and, thus, constitutes adequate cause for discipline, including possible suspension and dismissal. Additional student conduct guidelines and regulations are outlined in the University’s Student Handbook, “Pacific Stuff” (also see Guidelines for Professional Behavior under Code of Academic Conduct).

All academic disciplinary actions are based on the action of the Standards and Appeals Committee, a duly appointed faculty committee. The Dean and the appropriate Associate Dean inform the students of faculty actions, which are subject to appeal by the student. An appeal may contain written comments from the cognizant professor(s) concerning the specifics of the case. Appeals are to be filed with the Dean’s Office and the Office of the appropriate Associate Dean within 14 days from the date of notification of the original action and will be acted upon by the faculty. Faculty members voting on the original Standards and Appeals action will not vote on the appeal. Further appeals may be pursued through the University Judicial System.

Grading Policy

Grading should indicate the students’ knowledge and/or performance skill in the given subject, inform the students of their level of accomplishment after each examination, and guide the instructor in altering the instruction for both the class as a group and for students requiring special academic attention (i.e., at the top and bottom of the class).

Additionally, grading should show the standing of students relative to their class and previous classes, evaluate inter-instructor’s grade assignment statistics for comparative purposes, and provide a basis for awards, honors, recommendations, academic probation, etc.

Instructors’ Responsibilities

It is the instructor’s responsibility to design and teach a course that qualified students may be expected to pass, state at the beginning of the course how satisfactory performance will be defined for passing the course, and inform the students how grades will be determined and assigned.

It is the instructor’s responsibility to provide feedback to the students during the course as to their accomplishment status. Scores for quizzes, examinations, papers, etc., must be returned within one week for objective materials and two weeks for essay materials. Answers shall be made available by posting or through discussion. Students should be informed periodically as to their standing in the course and should be warned by the instructor when their cumulative performance is not satisfactory.

Tests shall be adequately constructed, when possible, to allow determination of minimum competency of course content, or skill level, as well as allowing adequate measurement of students with outstanding achievement.

Except as otherwise indicated by educational concerns, a teaching assistant or teaching fellow shall not construct, administer, or score examinations except under the direct supervision of a faculty member.

Under usual circumstances, sound educational principles would indicate that final examinations should be given in all courses and that instructors should not cancel examinations at the last minute.

Students receiving notification of a substandard or failing grade (C-, D or F), during a semester are required to make an appointment with their instructor to discuss their performance.

As a means of providing early review, near the middle of each semester, the Academic Standards and Appeals Committee will call together four faculty groups: those who teach courses in the first year, second year, third year, and fourth year of the curriculum. The purpose of this review is to identify at an early stage any students who are exhibiting academic, clinical or behavioral deficiencies. The faculty involved will advise the appropriate Associate Dean on remedial actions indicated.

In assigning final course grades, quizzes, examinations, and project grades should be weighted with regard to their relative importance and relative difficulty, so that grading will be fair and equitable. Satisfactory performance measurement may not include any system which demands a percentage of failing students in a given course. And, as a general rule, a student who has achieved a score of 75 percent of the adjusted top score* or the top score in the class, based upon the distribution of grades on a given test and the instructor’s evaluation of the test, should not be assigned a failing grade. This also applies to the total scores at the end of the course (semester).

The “adjusted top score” can be calculated by averaging the grades in the very top group of test grades, e.g.: the top 5%.
Grade Limitations

Semester grades of less than C, that is, C-, D, or F, are substandard and may not be used toward fulfillment of the Doctor of Optometry degree. Any substandard grade must be remediated, either by taking the course again or through an independent study contract with the instructor(s).

The student must propose a remedial plan to the Standards and Appeals Committee and the appropriate Associate Dean. This plan must be submitted by the student to the office of the appropriate Associate Dean within two weeks of receiving notification of course grades. Final resolution of a remedial plan, including which courses must be repeated, rests with the faculty as represented by the Academic Standards and Appeals Committee.

The final responsibility for grading policies and standards resides with the faculty. It is the responsibility of the Dean and the Associate Deans to review course grading systems and to ensure that policies and standards are followed.

PROGRAMS OF STUDY

BACHELOR’S DEGREE

Students must earn a bachelor’s degree prior to qualifying for the Doctor of Optometry degree. In many cases, the bachelor’s degree is earned prior to applying for admission to the College of Optometry. In other cases, the requirements for the bachelor’s degree are completed while the student is enrolled in the College of Optometry.

Each bachelor’s degree candidate at Pacific must meet the University’s requirements for degrees. Students are urged to become familiar with the University bulletin for both general, “core,” and major requirements. Choice of major is at the student’s discretion. Equivalent courses transferred from other accredited institutions may be substituted if the grade earned was “C” or above. Pacific credits up to 48 hours from the professional core curriculum toward a bachelor’s degree while the student is in the College of Optometry. Pre-optometry deficiencies must be made up outside the professional curriculum and cannot be credited as part of the program of professional study.

The bachelor’s degree requirements must be completed prior to entering the third professional year. Only those students who have met these requirements will be permitted to enter into the third year of the professional curriculum.

DOCTOR OF OPTOMETRY (O.D.) DEGREE

General course requirements for the Doctor of Optometry (O.D.) degree include completion of pre-optometry requirements, a bachelor’s degree, and satisfactory completion of the optometry core requirements while a student is enrolled in the College of Optometry. None of the core courses may be challenged for credit by examination. All optometry students will have 11 credit hours available for coursework of their choice over and above the credit hours required for a Doctor of Optometry degree.

Each degree candidate must make application for a degree by December 15. All students receiving degrees are required to participate in commencement activities. The degree is conferred with distinction upon graduates who have maintained a grade point average of 3.5 or higher in the professional curriculum.

Candidates for the Doctor of Optometry degree are required to enroll as full-time students during each of the four professional years. A full-time student is defined as taking no less than 12 credit hours per semester.

All core courses required for the Doctor of Optometry degree should be completed successfully while the degree candidate is a matriculated student at the Pacific University College of Optometry. Courses taken elsewhere, or taken while the degree candidate is not a matriculated student at Pacific University, may be difficult to substitute for core courses.

All students are required to participate in off-campus clinic rotations for a portion of their clinical training. Living and transportation costs incurred during these assignments are borne by the student. Every attempt is made to assign schedules that are the most convenient to the student. However, there are times when individual student preferences cannot be accommodated and program goals must take precedence.

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.

Course requirements for the Doctor of Optometry degree, as well as other educational policies, are subject to change and do not constitute a contract between an applicant for admission or a student, and Pacific University or the College of Optometry. When changes are made, a revised curriculum is made available to students advising them of the new requirements. Options for extenuating circumstances and for a smooth transition to the new requirements will be provided.

1998-99 Academic Year Curriculum for Students Enrolled in the Doctor of Optometry (O.D.) Program

First Professional Year

<table>
<thead>
<tr>
<th>Fall Semester:</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opt 501 Geometric Optics with Laboratory .........................4</td>
<td></td>
</tr>
<tr>
<td>Opt 516 Clinical Experience I........................................0.5</td>
<td></td>
</tr>
<tr>
<td>Opt 531 Ocular Anatomy, Physiology and Biochemistry with Laboratory..........................4.5</td>
<td></td>
</tr>
<tr>
<td>Opt 535 Functional Neuroanatomy and Neurobiology........3</td>
<td></td>
</tr>
<tr>
<td>Opt 536 Pharmacological Principles and Autonomic Agents .................................................3</td>
<td></td>
</tr>
<tr>
<td>Opt 546 Clinical Procedures: Non-refractive Diagnostic Tests with Laboratory ..................3</td>
<td></td>
</tr>
<tr>
<td>Opt 562 Behavioral Optometric Science with Laboratory..........................4</td>
<td></td>
</tr>
</tbody>
</table>

22
Spring Semester:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opt 502</td>
<td>Physical Optics with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Opt 503</td>
<td>Visual Optics and Ocular Motility with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Opt 507</td>
<td>Clinical Experience II</td>
<td>0.5</td>
</tr>
<tr>
<td>Opt 532</td>
<td>Anatomy of the Visual System with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Opt 533</td>
<td>Microbiology, Genetics and Immunology; Pharmacology of Anti-infective Drugs; Diseases of the Lid and Lacrimal System</td>
<td>3</td>
</tr>
<tr>
<td>Opt 534</td>
<td>Laboratory Procedures for Assessment of Ocular Disease</td>
<td>1</td>
</tr>
<tr>
<td>Opt 537</td>
<td>Etiology, Diagnosis and Management of Systemic Diseases with Laboratory; Pharmacology of Systemic Medications</td>
<td>4</td>
</tr>
<tr>
<td>Opt 547</td>
<td>Clinical Procedures: Binocular Testing and Optics with Laboratory</td>
<td>2</td>
</tr>
</tbody>
</table>

Total: 20.5

Prerequisites: First Professional Year

To enroll in first year classes, students must be admitted members of the entering optometry class, or obtain approval from the course instructor and the Associate Dean for Academic Programs.

Second Professional Year

Fall Semester:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opt 601</td>
<td>Ophthalmic Optics</td>
<td>3</td>
</tr>
<tr>
<td>Opt 602</td>
<td>Sensory-Motor Interactions in Vision with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Opt 616</td>
<td>Theory and Methods of Refraction</td>
<td>3</td>
</tr>
<tr>
<td>Opt 620</td>
<td>Clinical Experience III</td>
<td>0.5</td>
</tr>
<tr>
<td>Opt 631</td>
<td>Diagnosis and Treatment of Anterior Segment Diseases</td>
<td>2</td>
</tr>
<tr>
<td>Opt 632</td>
<td>Detection, Assessment and Treatment of Anterior Segment Diseases</td>
<td>1</td>
</tr>
<tr>
<td>Opt 646</td>
<td>Clinical Procedures: Refractive Error Measurement with Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>Opt 647</td>
<td>Ophthalmic Dispensing Procedures with Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>Opt 661</td>
<td>Physiological, Psychological and Cognitive Changes During the Lifespan</td>
<td>2</td>
</tr>
</tbody>
</table>

Total: 19.5

Spring Semester:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opt 617</td>
<td>Optometric Case Analysis</td>
<td>4</td>
</tr>
<tr>
<td>Opt 618</td>
<td>Theory and Practice of Spherical Rigid and Soft Contact Lenses with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Opt 621</td>
<td>Clinical Experience IV</td>
<td>3</td>
</tr>
<tr>
<td>Opt 633</td>
<td>Diagnosis and Treatment of Posterior Segment Diseases</td>
<td>3</td>
</tr>
<tr>
<td>Opt 634</td>
<td>Detection, Assessment and Treatment of Posterior Segment Diseases</td>
<td>1</td>
</tr>
<tr>
<td>Opt 648</td>
<td>Clinical Procedures: Phorometry and Ocular Health with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Opt 662</td>
<td>Visual Information Processing and Perception with Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

Total: 19.5

Prerequisites: Second Professional Year

To enroll in second year classes, students must be advanced to the second year by the faculty, or obtain approval from the course instructor and the Associate Dean for Academic Programs.

Third Professional Year

Summer Semester (10 week term):  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opt 716</td>
<td>Theory and Practice of Specialty Contact Lenses with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Opt 721</td>
<td>Clinical Experience V</td>
<td>0.5</td>
</tr>
<tr>
<td>Opt 726</td>
<td>Normal and Abnormal Visual Perception</td>
<td>2</td>
</tr>
<tr>
<td>Opt 761</td>
<td>Public Health Optometry</td>
<td>2</td>
</tr>
<tr>
<td>Opt 763</td>
<td>Environmental, Occupational and Recreational Vision</td>
<td>2</td>
</tr>
<tr>
<td>Opt 791</td>
<td>Optometric Thesis: Orientation and Planning</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective(s) *

Total: 11.5

Fall Semester:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opt 718</td>
<td>Advanced Optometric Case Analysis with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Opt 720</td>
<td>Vision Therapy for Binocular and Oculomotor Dysfunction with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Opt 722</td>
<td>Patient Care: First Session</td>
<td>2</td>
</tr>
<tr>
<td>Opt 724</td>
<td>Pediatric and Developmental Optometry</td>
<td>2</td>
</tr>
<tr>
<td>Opt 728</td>
<td>Assessment and Management of the Partially Sighted Patient</td>
<td>2</td>
</tr>
<tr>
<td>Opt 733</td>
<td>Assessment and Management of Ocular Disease Patients</td>
<td>2</td>
</tr>
</tbody>
</table>

Elective(s) *

Total: 16

Spring Semester:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opt 723</td>
<td>Patient Care: Second Session</td>
<td>2</td>
</tr>
<tr>
<td>Opt 725</td>
<td>Assessment and Management of Strabismus and Amblyopia with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Opt 727</td>
<td>Evaluation and Management of Patients with Perceptual Problems with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Opt 735</td>
<td>Applied Ocular Therapeutics</td>
<td>1</td>
</tr>
<tr>
<td>Opt 762</td>
<td>Communication in Optometric Practice with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Opt 764</td>
<td>Optometric Economics and Practice</td>
<td>4</td>
</tr>
</tbody>
</table>

Elective(s) *

Total: 17

* Students are required to complete a minimum of four elective credits during their third year. These electives may be chosen from those offered by the College of Optometry. Alternatively and with the authorization of the student’s academic advisor, the following courses may be substituted: 1) courses taken on an independent study contract; 2) courses taken at Pacific University outside of the College of Optometry; or, 3) courses taken at other institutions with credits transferable to Pacific University (the cost of any courses taken at other institutions are the responsibility of individual students).
Prerequisites: Third Professional Year
To enroll in third year classes, students must have satisfac-
torily 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 Pro-
grams (clinic courses also require the approval of the Asso-
ciate Dean for Clinical Programs).

Fourth Professional Year
The fourth professional year consists of three, fifteen week
clinical rotations. One of these rotations is internal, wherein
the students provide optometric care in several of the Pa-
cific University College of Optometry Vision Centers in the
Portland metropolitan area. The two other rotations are ex-
ternal preceptorships. During these external rotations, stu-
dents provide optometric care in a variety of clinical set-
ings.

All Semesters: Hours
Opt 815 Primary Patient Care: 
Preceptorship Rotation #1................15
Opt 816 Primary Patient Care: 
Preceptorship Rotation #2................15
Opt 817 Primary Patient Care: 
Internal Clinic Rotation ......................7
Opt 818 Vision Therapy Patient Care ........3
Opt 819 Low Vision Patient Care ............1
Opt 820 Contact Lens Patient Care ...........1
Opt 821 Clinical Rounds......................1
Opt 822 Pediatric Patient Care................1
Opt 832 Ocular Disease and 
Special Testing Patient Care..............1
Opt 892 Optometric Thesis: Completion 
(Fall Semester Only)........................1

46

Prerequisites: Fourth Professional Year
To enroll in fourth year classes, students must have satis-
factorily 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 Pro-
grams (clinic courses also require the approval of the Asso-
ciate Dean for Clinical Programs).

Course Descriptions: Doctor of Optometry
(O.D.) Degree Curriculum

Opt 501 Geometric Optics with Laboratory
Principles of geometric optics, including the propagation of light,
reflection and refraction, prisms, thin lenses, thin lenses and lens
combinations, lens design, mirrors, aberrations, stops and pu-
pils, optical systems. Laboratory designed to supplement the lec-
ture material. 4 hours.

Opt 502 Physical Optics with Laboratory
Principles of wave optics including interference and diffraction,
thin films, Fourier optics, holography, light scattering, polariza-
tion, photometry, quantum optics, spectroscopy, and lasers. Lab-
atory designed to supplement the lecture material. 3 hours.

Opt 503 Visual Optics and Ocular Motility with
Laboratory
Optics of the uncorrected and corrected eye, visual acuity, ocular
motility and an introduction to binocular vision. Laboratory
designed to supplement the lecture material. 4 hours.

Opt 516 Clinical Experience I
Orientation to the optometric profession. Observation of faculty,
practicing optometrists, and fourth year students performing
optometric examinations. 0.5 hour.

Opt 517 Clinical Experience II
Orientation to different modes of optometric practice. Observation
of faculty, practicing optometrists, and fourth year students
performing optometric examinations. 0.5 hour.

Opt 531 Ocular Anatomy, Physiology, and
Biochemistry with Laboratory
Anatomy, histology, physiology, biochemistry, and photochem-
istry of the structures of eyelid and lacrimal system. Basic elements
of biochemistry. Laboratory designed to supplement the lecture
material. 4.5 hours.

Opt 532 Anatomy of the Visual System with
Laboratory
Embryological development of the eye. Anatomy and physiology
of the orbit, and extraocular muscles. Ocular circulation and sen-
sory, motor, and autonomic innervation of the visual system, vi-
sual pathways and visual field defects. Laboratory designed to
supplement the lecture material. 3 hours.

Opt 533 Microbiology, Genetics and Immunology;
Pharmacology of Anti-infective Drugs;
Diseases of the Lid and Lacrimal System
Principles of microbiology, immunology, and genetics, and their
application to ocular diseases. Pharmacology of anti-infective
drugs and their use in treatment of ocular diseases. Epidemiol-
yogy, symptoms, signs, diagnosis, and management of diseases and
trauma of the eyelids and lacrimal system. 3 hours.

Opt 534 Laboratory Procedures for Assessment of
Ocular Disease
A discussion/laboratory seminar designed to provide an under-
standing of how laboratory procedures can be used to assess ocu-
ard disease. 1 hour.

Opt 535 Functional Neuroanatomy and
Neurobiology
Gross and microscopic anatomy of the brain and spinal cord. Vas-
culation, blood-brain barriers, and cerebrospinal fluid. Principles
of signaling. Central control mechanisms. Neurology of the oculo-
rotary muscles. Vestibular and cerebellar functions. Neuropathol-
yogy and its effect on visual fields. Neuropharmacology. 3 hours.

Opt 536 Pharmacological Principles and Autonomic
Agents
Principles of pharmacology including pharmacokinetics, pharma-
codynamics, routes of drug administration, drug interactions, and
drug toxicity. Drugs affecting the autonomic nervous system in-
cluding miotics, mydriatics, and vasodilators. Drugs used in the
treatment of glaucoma; prescription writing. 3 hours.
Opt 537  Etiology, Diagnosis and Management of Systemic Diseases with Laboratory; Pharmacology of Systemic Medications

Etiology, diagnosis, and management (including pharmacological) of diseases of the cardiovascular, endocrine, immune, gastrointestinal, pulmonary, hepatic, and hematologic systems. Pharmacology of systemic medications. Laboratory includes procedures for evaluating head, neck, ear, nose, throat, musculoskeletal, pulmonary, neurologic, and cardiovascular systems, as well as instruction in venipuncture and intramuscular injection. 4 hours.

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 hours.

Opt 618  Theory and Practice of Spherical Rigid and Soft Contact Lenses with Laboratory

Principles of rigid and soft contact lens optics, patient evaluation, lens selection, lens fitting, care systems, and basic follow-up for spherical contact lenses used to correct refractive errors. Laboratory designed to supplement the lecture material. 3 hours.

Opt 620  Clinical Experience III

Student presentations on patient care topics. Participation in screenings and observation of faculty, practicing optometrists, and fourth year students performing optometric examinations. 0.5 hour.

Opt 621  Clinical Experience IV

Clinic preparation, participation in screenings, and observation of faculty, practicing optometrists, and fourth year students performing optometric examinations. 0.5 hour.

Opt 646  Clinical Procedures: Refractive Error Measurement with Laboratory

Skills required for clinical optometry including entrance tests, lensometry and lens measure, retinoscopy and stereoscope card skills. Laboratory sessions supplement the lecture material through practice of procedures. 2 hours.

Opt 647  Ophthalmic Dispensing Procedures with Laboratory

Principles of rigid and soft contact lens optics, patient evaluation, lens selection, lens fitting, care systems, and basic follow-up for spherical contact lenses used to correct refractive errors. Laboratory designed to supplement the lecture material. 3 hours.

Opt 652  Behavioral Optometric Science with Laboratory

Basic concepts of behavioral vision care, evolution of prescription criteria, visual adaptive processes, psychophysical bases of optometric evaluation, attention and vision, techniques of optometric research. Epidemiology of relevant ocular and visual anomalies. Laboratory designed to supplement the lecture material. 4 hours.

Opt 661  Ophthalmic Optics

Principles of the design and function of single vision and multifocal ophthalmic lenses including cylinders and prisms. Frame nomenclature, lens aberrations, magnification, standards, protective lenses, as well as lens systems and instruments used in optometric examinations. 3 hours.
Opt 648 Clinical Procedures: Phorometry and Ocular Health with Laboratory
Skills required in clinical optometry, including tonometry, gonioscopy, binocular indirect ophthalmoscopy, binocular refraction, and color vision. Laboratory sessions supplement lecture material through practice of procedures. 4 hours.

Opt 661 Physiological, Psychological and Cognitive Changes During the Lifespan
Study of development and aging with implications for vision. Neurological, behavioral, perceptual, and physical aspects of development from conception to old age (including developmental disabilities). Gerontology. Epidemiology of relevant ocular and visual anomalies. 2 hours.

Opt 662 Visual Information Processing and Perception with Laboratory
Analysis of the anatomy and electrophysiology of single neurons in the visual system and how these neurons code and transmit visual information. Human detection, acuity, pattern, color, and binocular vision and their electrophysiological correlates are studied by considering single neuron mechanisms. Lecture/demonstration laboratory supplements the lecture material. 4 hours.

Opt 716 Theory and Practice of Specialty Contact Lenses with Laboratory
Principles of fitting rigid and soft contact lenses for the correction of astigmatism, presbyopia, and irregular corneal shapes; practice management. 4 hours.

Opt 718 Advanced Optometric Case Analysis with Laboratory
Various models of interpreting clinical data. Normal and abnormal visual performances including statistical interpretations of optometric data. Distance, nearpoint, and prism lens prescription procedures. Discussion/laboratory supplements lecture through analysis and presentation of patient case reports. 4 hours.

Opt 720 Vision Therapy for Binocular and Oculomotor Dysfunction with Laboratory
Principles and methods of modifying visual performance through improvement of eye movements, accommodation and convergence abilities, and unification. Hand-eye-body performance, and form and space perceptions are studied. Types of cases requiring vision therapy are considered with emphasis on remediation of general binocular dysfunction. Laboratory sessions supplement the lecture material through the practice of testing and training procedures. 4 hours.

Opt 721 Clinical Experience V
Optometric case discussions, participation in screenings, and observation of faculty, practicing optometrists, and fourth year students performing optometric examinations. 0.5 hour.

Opt 722 Patient Care: First Session
Supervised clinical practice including the examination, diagnosis, analysis, and care of selected patients in Pacific University affiliated clinics. Lectures review current cases emphasizing problem-solving methods in the delivery of patient care. 2 hours.

Opt 723 Patient Care: Second Session
Supervised clinical practice including the examination, diagnosis, analysis, and care of selected patients in Pacific University affiliated clinics. Lectures review current cases emphasizing problem-solving methods in the delivery of patient care. 2 hours.

Opt 724 Pediatric and Developmental Optometry
Vision as part of the total development of the human being; the interrelationships between visual abilities and other modalities and functions. Normal development of ocular and visual function from birth to adult. Age appropriate tests for evaluating the vision of children. Epidemiology of relevant ocular and visual anomalies and prescribing guidelines for modifying and enhancing visual performance of children. 2 hours.

Opt 725 Assessment and Management of Strabismus and Amblyopia with Laboratory
Clinical management of strabismus and amblyopia with emphasis in primary care. Differentiation, diagnosis, prognosis, and evaluation of therapeutic procedures. Orthoptics, vision therapy techniques, lenses and prisms, and co-management for strabismic and amblyopic patients. Epidemiology of relevant ocular and visual anomalies. Laboratory supplements lecture material through practice of procedures for diagnosis and treatment of strabismus and amblyopia. 4 hours.

Opt 726 Normal and Abnormal Visual Perception
Normal and abnormal visual perception including figure-ground, directionality, visual memory, and eye movement-related phenomena. Effects of attention and physiology on perception. Perceptual problems associated with dyslexia, specific reading disabilities, stroke and traumatic brain injury. Normal and abnormal sensory system interactions. 2 hours.

Opt 727 Evaluation and Management of Patients with Perceptual Problems with Laboratory
Observation and participation in evaluations and therapy appropriate for patients having perceptual problems associated with learning disabilities, traumatic brain injury, stroke and developmental abnormalities. Activities and procedures for guiding and modifying visual performance. Interaction with other disciplines in the evaluation and management of these patients. Development of treatment plans. Evaluation of community resources available to patients with perceptual problems. 3 hours.

Opt 728 Assessment and Management of the Partially-Sighted Patient
Clinical management of visual problems of the partially-sighted patient. Examination and treatment of the low vision patient. Prescription of conventional spectacles, telescopic and microscopic spectacles, television readers, special magnifying devices, and non-optical devices. 2 hours.

Opt 733 Assessment and Management of Ocular Disease Patients
Indications, techniques, and interpretation of the procedures used in disease detection, assessment, and management. Emphasis is on management of the entire patient rather than just the patient’s specific disease. 2 hours.
Opt 735 Applied Ocular Therapeutics
Application of medications to the treatment of primary eye disease, including adnexal, anterior segment, and posterior segment disorders. Emphasis is placed on the clinical thinking process for determining the most appropriate therapeutic drug or drugs for the treatment of a particular disease. 1 hour.

Opt 761 Public Health Optometry

Opt 762 Communication in Optometric Practice with Laboratory
Theory and practice of doctor-to-patient communication. Patient interviewing, effective interview behavior, patient management, and accurate history taking. Verbal, nonverbal, and written communication. Student participation in peer and self-evaluation, observation of professional interviews using video and audio tape recordings. Laboratory supplements lecture material. 3 hours.

Opt 763 Environmental, Occupational, and Recreational Vision

Opt 764 Optometric Economics and Practice
Management and legal aspects of optometric practice. Modes of practice, practice development. Locating and establishing a practice. Formation and operation of partnerships and associations; multidisciplinary practices; health maintenance organizations. Ethics, professionalism, and professional responsibilities to the public. Organizations within the profession and current trends. 4 hours.

The first course of a two course sequence involving a creative, disciplined study of a topic or phenomenon related to optometry. Requirements include the development of a formal proposal which may describe an experimental or non-experimental study. Didactic presentations relative to research design are an integral part of the course. 1 hour.

Opt 817 Primary Patient Care: Internal Clinic Rotation
Supervised primary care clinical practice in Pacific University affiliated clinics. Clinical case conferences offering discussion and review of current cases are included. 7 hours.

Opt 818 Vision Therapy Patient Care
Supervised clinical management of patients requiring vision therapy in Pacific University affiliated clinics. 3 hours.

Opt 819 Low Vision Patient Care
Supervised clinical management of patients requiring low vision care and devices in Pacific University affiliated clinics. 1 hour.

Opt 820 Contact Lens Patient Care
Supervised clinical management of patients wearing or desiring to wear contact lenses in Pacific University affiliated clinics. 1 hour.

Opt 821 Clinical Rounds
A lecture/seminar course utilizing cases to illustrate evaluation and management of refractive, binocular, accommodative, disease, and visual information processing problems. 1 hour.

Opt 822 Pediatric Patient Care
Supervised clinical management of infants, toddlers and preschool aged children in Pacific University affiliated clinics. 1 hour.

Opt 832 Ocular Disease and Special Testing Patient Care
Supervised clinical management of patients with ocular disease in Pacific University affiliated clinics. 1 hour.

Opt 892 Optometric Thesis: Completion (Fall Semester Only)
A continuation of the project planned in Opt 791. Requirements include the completion of a thesis approved by a faculty advisor. 1 hour.

Elective Courses: Doctor of Optometry (O.D.) Degree Curriculum:

Opt 740 Seminar in Contact lenses
Identification, etiology and remediation of contact lens problems as complications of corneal physiology, refractive implications, and materials and solutions used; literature review of specific contact lens topics; student preparation and delivery of a lecture on some phase of contact lens practice; evaluation of contact lens articles in the published literature. 2 hours.

Opt 741 Geriatric Optometry
Special needs of the geriatric population. Ocular and systemic aging changes, pharmacological needs, and mental and independence issues of the aged person as seen in office and in custodial institutions. Emphasis on diagnosis and interaction with primary care physicians, social workers, and occupational therapists. 1 hour.
Opt 743  Neurehabilitative Optometry
Principal aspects of neurological conditions. Discussions on the pathophysiology of neurological impairment; examination techniques, including neurological assessment; ocular and systemic health; treatment options. Strategies for team management including obtaining hospital privileges and co-managing patients with other health care professionals. 2 hours.

Opt 744  Vision Problems That Relate to Learning Difficulties with Laboratory
Role of vision in relation to educational, psychological, and speech and hearing performance. Diagnosis, remediation and management of learning disability patients with emphasis on reading problems. Interrelationship between achievement level, IQ, personality test results and optometric findings such as eye movements, perception and visual processing, refractive status and accommodative-convergence function. Observation of instruction of children with learning disorders. Comparison of visual and classroom performance. 3 hours.

Opt 745  Laser Management of Ocular Disease
Use of lasers in managing anterior and posterior ocular conditions. Laser treatment of patients with open or closed angle glaucoma, retinal conditions, refractive anomalies, and capsulotomies. Management of possible complications and legal considerations. Includes demonstrations and hands-on practice. 1 hour.

Opt 746  Sports and Recreational Vision
Theory, diagnosis, and remediation of sports vision problems. Static and dynamic visual acuity, accommodation, pursuit and saccadic eye movements, binocularity, and gross and fine visual-motor coordination and specific sports. Sports vision research theory. The role and scope of the sports vision consultant. Laboratories involve the clinical diagnosis and treatment of sports vision problems. 2 hours.

Opt 748  Hospital Based Optometry
Obtaining hospital privileges, credentialing, quality assurance, and accreditation. Ordering, interpreting, and charting radiology, laboratory and fluorescein angiography results. Ethical dilemmas in the multidisciplinary setting. Charting, verbal communication, and written communication with various health care providers. 2 hours.

Opt 749  Refractive Surgery
Surgical and laser treatments of refractive error including historical and state of the art techniques. Patient selection factors and protocols for co-management. Diagnosis, treatment, and management of postoperative complications. The role of optometry in the invasive correction of refractive error. 1 hour.

Opt 750  Orthokeratology
Historical development of orthokeratology. Anatomical, physiological, and refractive characteristics of the cornea and their assessment. Patient selection for orthokeratology and various methods of treatment. 2 hours.

Opt 751  Current Topics Impacting Optometry
New diagnostic and treatment approaches. New scientific discoveries and current trends in research impacting patient care. Current clinical and professional issues. New and different approaches to health care. Discussions will be led by faculty and guest lecturers on topics drawn from current journals. May be taken more than once during the year. 1 hour.

Opt 752  Basic Spanish for Optometry
Spanish language essential for conducting an optometric examination. 1 hour.

Opt 757  Ophthalmic Imaging
Techniques associated with capturing ophthalmic images. Use of non-mydriatic fundus cameras, traditional fundus cameras, and anterior segment slit lamp cameras. Video, film and digital image capture techniques; the use of computer enhancement/modification of images. 1 hour.

Opt 765  Seminar in Multidisciplinary Service
Role visual factors play in learning disability diagnosis and remediation. Drawing upon the disciplines of education, psychology, speech pathology and optometry, experience is gained in diagnosis, therapy, and case management within a multidisciplinary setting. 1 hour.

ADVANCED EDUCATION

Opportunities in advanced education for Doctors of Optometry include masters degree programs offered in Forest Grove, Masters of Science (M.S.) and Masters in Education (M.Ed.), a campus centered masters/residency program, off-campus residency programs in coordination with Veterans Administration Medical Centers and co-management centers, as well as on-campus and regionally offered short-term courses and workshops throughout the West. The masters degree programs and the residency programs are designed to prepare individuals for careers in optometric education, research, and clinical positions requiring specialty training or clinical management.

Graduate Degrees

The Masters of Science (M.S.) in Clinical Optometry program is built around a core of seminar courses designed to enhance the student’s knowledge in a broad spectrum of optometric subjects that range from new instrumentation and visual information processing, to contact lenses and disease treatment. In addition to the core seminars, students take a course in research methods and complete either a thesis or a comprehensive written examination in a topic selected by the student.

The masters program is designed to be flexible and can be customized to meet the needs and desires of individual students. Courses can be added to the core curriculum on topics such as education and teaching methods, international optometry, clinic administration, public health policy, optometric techniques, and case analysis. It is possible to combine the M.S. program with a residency by scheduling two days per week of clinic experience for five terms.

The M.S. program is designed so that students can enter at the beginning of the fall semester and complete the program five semesters later. Although a minimum of 30 credits is required for graduation, most students take full advantage of the program and enroll for more than this minimum number. Each student in the program is assigned an academic advisor to assist with course selection to meet the student’s needs and desires.
All students take the core courses unless substitutions are approved. With approval from the academic advisor, courses beyond the core can be selected from the wide range of optometry, education, management, and other courses offered by Pacific University.

The Master of Education, Visual Function in Learning (M.Ed., V.F.L.) is also offered and provides optometrists with additional theoretical grounding in the teaching/learning process and augments their understanding of the role that vision and vision therapy play in the total educational process. This program is designed to provide specialized study to qualify as an educational vision consultant, and/or to pursue a career in optometric education or clinical positions requiring specialty education. It may be undertaken concurrently with the Doctor of Optometry (O.D.) degree or thereafter.

Graduate Student Classification

Two categories of graduate study are recognized: unclassified and classified.

Unclassified Status

Individuals who do not intend to engage in an organized program leading to a degree or certificate, who wish to take an occasional course for personal or professional growth, or whose academic plans have not been formulated may be admitted to graduate study in unclassified status.

Classified Status

Individuals planning to pursue a graduate degree or post-baccalaureate certificate program must be admitted to graduate study in classified status.

Admission Requirements

Applicants for the M.S. in Clinical Optometry or M.Ed. V.F.L., must have completed a tertiary level (post-secondary) program in optometry either in the United States or abroad that is well recognized by the international optometric community. Concurrent enrollment is also possible for the M.Ed. V.F.L., providing that the student is pursuing a degree in optometry. Residency training cannot be done concurrently with the Doctor of Optometry (O.D.) program, however.

Application Procedures

1. Applicants must submit the following documents together with a $55.00 application fee to the Office of Admissions (Professional Programs) no later than eight weeks before the beginning of graduate study:
   - Application for Admission to graduate study
   - Official transcripts of all college study
   - Three letters of recommendation
   For those candidates for whom English is not the native language, the Test of English as a Foreign Language (T.O.E.F.L.) with a minimum score of 550 is required.

2. When the application file is complete it is sent to the appropriate academic area for review. The student will be notified of the action taken on the application.

General Requirements for Masters Degrees

1. A minimum of 30 semester hours of graduate credit, at least 20 of which must be earned at Pacific University.

2. A total of 10 semester hours of graduate credit transferred from other accredited institutions and/or earned in unclassified status at Pacific University may, with approval of the appropriate dean and academic advisor, be applied to the program.

3. Courses that have been applied to another degree cannot be used to satisfy requirements for the masters degree.

4. All work submitted for the masters degree (including transferred credits, dissertation, examination, etc.) must be completed within a period of six calendar years.

5. A minimum grade point average of 3.0 is required in all graduate work. No course in which the grade is below “C” may be counted toward the graduate degree.

6. A student may be graduated “with distinction” upon recommendation of the major professor and approval of the appropriate dean.

7. The masters programs available in Clinical Optometry and in Visual Function in Learning each have specific course requirements listed elsewhere in this Catalog.

Academic Procedures for Masters Degrees

1. Upon admission to a graduate studies program, the student will be assigned a faculty advisor who will help the student prepare a proposed program of study. This program must include a listing, by semester, of all courses to be taken. The program must have the approval of the student’s advisor and is subject to the review process designated by the college before the end of the first semester following admission to classified graduate status.

2. All Masters of Science (M.S.) candidates (who are pursuing the research option) must submit a proposal for a significant research project to the chair of the Research and Awards Committee by at least three semesters in advance of graduation; M.Ed. candidates must submit a proposal to the director of that program. This proposal will be formalized as a dissertation or thesis.
   a. The proposal must have the approval of the student’s advisor, and the student is expected to appear at a meeting of the Research and Awards Committee to discuss the proposal. Approval by the Committee is required before initiation of the research project.
b. M.S. candidates (who are pursuing the research option) and M.Ed. degree will be assigned a thesis committee for advice during the course of research and the preparation of the thesis.

3. The student must make application for graduation with the Registrar. The application for graduation must be received by the Registrar no later than December 15 for the student to be eligible to receive the degree at the spring commencement.

4. If a spring commencement is planned, all candidates for the M.S. (who are pursuing the research option) and M.Ed. degrees shall submit to their thesis committee no later than April 15 copies of their thesis prepared in accordance with the formal requirements. When approved by the thesis committee, the student shall deliver to the optometry/science librarian two copies signed by the members of the thesis committee. These are due on or before May 1. All masters candidates must also make a public presentation of their thesis or area of special interest.

5. Upon completion of all requirements, the appropriate degree will be conferred at the next commencement.

6. All students receiving degrees are required to participate in commencement activities.

MASTERS OF SCIENCE (M.S.) IN CLINICAL OPTOMETRY

The core portion of the masters program consists of 19 credits. It includes nine seminars that provide an overview of visual and optometric sciences, and a research or special study requirement. With advisor permission, students may substitute courses for one or more of the core seminars. To reach the 30 credit minimum required for graduation, students may select graduate level courses from the professional optometry program or from other programs offered by Pacific University. Elective course selections must be approved by the student’s advisor. Courses taken within the Doctor of Optometry (O.D.) curriculum must be arranged in coordination with the course instructor.

Core Seminars

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Opt 901</td>
<td>Seminar in New Ophthalmic Instrumentation and Materials</td>
<td>1</td>
</tr>
<tr>
<td>Opt 916</td>
<td>Seminar in Functional Vision and Pediatrics</td>
<td>1</td>
</tr>
<tr>
<td>Opt 917</td>
<td>Seminar in Visual-Motor Function</td>
<td>1</td>
</tr>
<tr>
<td>Opt 918</td>
<td>Seminar in Contact Lenses</td>
<td>1</td>
</tr>
<tr>
<td>Opt 919</td>
<td>Seminar in Environmental Vision</td>
<td>1</td>
</tr>
<tr>
<td>Opt 931</td>
<td>Seminar in Visual System Structure, Function, and Biochemistry</td>
<td>1</td>
</tr>
<tr>
<td>Opt 932</td>
<td>Seminar in Ophthalmic/Systemic Disease</td>
<td>1</td>
</tr>
<tr>
<td>Opt 961</td>
<td>Seminar in Information Processing</td>
<td>1</td>
</tr>
<tr>
<td>Opt 962</td>
<td>Seminar in Presentation Methods in the Health Professions</td>
<td>1</td>
</tr>
<tr>
<td>Opt 991</td>
<td>Research and Data Analysis Methods</td>
<td>4</td>
</tr>
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</table>

For Research Option:

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opt 995</td>
<td>Thesis Research</td>
<td>2*</td>
</tr>
</tbody>
</table>

For Comprehensive Study Option:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Opt 996</td>
<td>Special Study</td>
<td>2*</td>
</tr>
</tbody>
</table>

* The student has the option of doing graduate research for 6 semester credit hours or enrolling in special topic courses for 6 semester credit hours. Students pursuing the research option must prepare a graduate thesis; those pursuing the special topic option must pass an in-depth examination on the specialty area chosen.

Note: Provision is made to substitute requirements when it has been determined that a particular student has already completed an equivalent course and/or some other special circumstances are present. All substitutions must have the approval of the academic advisor.

Course Descriptions: Masters of Science (M.S.) in Clinical Optometry Degree Program

**Opt 901 Seminar in New Ophthalmic Instrumentation and Materials**
Review of current literature on new ophthalmic instrumentation and materials. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on instrumentation and materials will be given by faculty members and invited guests. 1 hour

**Opt 916 Seminar in Functional Vision and Pediatrics**
Review of current literature on functional vision and pediatrics. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on functional vision and pediatrics will be given by faculty members and invited guests. 1 hour

**Opt 917 Seminar in Visual-Motor Function**
Review of current literature on visual-motor function (e.g., models and assessment of accommodation, convergence, eye movements, selected sensory phenomena, etc.). Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on visual-motor function will be given by faculty members and invited guests. 1 hour

**Opt 918 Seminar in Contact Lenses**
Review of current literature on contact lenses. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on contact lenses will be given by faculty members and invited guests. 1 hour

**Opt 919 Seminar in Environmental Vision**
Review of current literature on environmental vision. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on environmental vision will be given by faculty members and invited guests. 1 hour
Opt 931 Seminar in Visual System Structure, Function, and Biochemistry
Review of current literature on the structure, function, and biochemistry of the visual system. Students will read and present reports of relevant articles from current issues of selected journals. Special topics will be assigned for more extensive student reports. Presentations will be given by invited guests. 1 hour

Opt 932 Seminar in Ophthalmic/Systemic Disease
Review of current literature on disease etiology, diagnosis, and management. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on disease etiology, diagnosis, and management will be given by faculty members and invited guests. 1 hour

Opt 962 Seminar in Presentation Methods in the Health Professions
Methods used to teach and present information. Setting long and short term goals, designing lesson plans, presentation techniques and styles, examinations, and innovative teaching methods, including the use of audiovisual and computer technology. 1 hour

Opt 991 Research and Data Analysis Methods
Research design strategies and data analysis procedures. Use of computerized data recording, analysis, and reporting procedures will be stressed. Methods for preparing material for publication or oral presentation will be covered. 4 hours

Opt 995 Thesis Research
Conduct a research project with the guidance and cooperation of a faculty advisory committee. Following completion of the project to the satisfaction of the faculty advisory committee, an oral presentation is made to the faculty and a written report is prepared for submission to the University library. May be repeated three times for credit. 2 hours

Additional information on Opt 995: Project topics will be suggested by faculty members or may be originated by students themselves. Following discussions with potential faculty advisory committee members, an oral and written presentation describing the project is made to the College of Optometry Research and Awards Committee for its review and comments (see section entitled “Academic Procedures”). Project topics may include case studies, literature reviews, clinical trials, development of new procedures or techniques, instrument evaluations, etc. The written report must be approved and signed by all members of the faculty committee; it may be in the form of a formal thesis or it may be a major paper (or papers) suitable for publication in an optometric/vision journal (or book). Presentation of the project at local and national meetings is strongly encouraged.

Opt 996 Special Study
Intended as an alternative or in addition to Opt 995 Thesis Research. Involves conducting a complete literature review or participating in a series of smaller projects/experiences on a special topic of the student’s choice and taking a comprehensive written and/or oral examination on the topic. Students should confer with their advisor before selecting this option and must have their special topic approved by the advisor. May be repeated three times for credit. The examination will be given in the final term of Opt 996. 2 hour

Residency Option
Students who desire to combine a residency with their Masters program will participate in a clinical experience (Opt 920) two days per week for five academic semesters.

Opt 920 Clinic Experience
Participation in delivery of clinical services. May be repeated five times for credit. Must be taken five times to qualify for Residency certification. 3 hours (two days per week)

Interest Area and Elective Courses: Masters of Science (M.S.) in Clinical Optometry Degree Program
Some courses are given by departments or divisions outside the College of Optometry and are subject to their scheduling. Some optometry courses are given on an as needed basis. With advisor approval, students may select an interest area and elective courses other than those listed below. Students can choose from the several hundred advanced courses offered by the various departments and divisions of Pacific University.

Sample Elective Courses: Masters of Science (M.S.) in Clinical Optometry Degree Program

BA 300G Management Principles
This course provides an understanding of the duties and responsibilities of managers. Basic management knowledge, attitudes, skills and managerial processes are stressed. 3 hours

BA 320G Human Resource Management
Functions of a personnel program in a business organization. Contributions of research in the social sciences to personnel administration. Operation and techniques of a personnel department including job evaluation, psychological testing, employment counseling, wage administration, and other personnel programs. 3 hours

Opt 963 International Optometry
Review of the comparative education base of Optometry in various nations and the relation to scope of practice and practice modes. Examination of barriers to growth of the profession and an exploration of strategies to promote orderly progress. 3 hours

Opt 935 Prescribing Lens Corrections for Problem Patients
Methods for analyzing patient findings to produce an optimum lens prescription. Balancing accommodation and convergence with lenses. Use of horizontal and vertical prism. Use of computerized analysis procedures. 3 hours

Phil 307G Ethics, Medicine and Health Care
A study of ethical issues that arise and occur within medical and health care contexts and professions. 4 hours

Opt 964 Teaching Experience
Participate in the teaching of a course or laboratory. Arranged with individual faculty members. 2 hours

Opt 956 Independent Study
Coursework not covered by regular courses and arranged as independent study with an instructor. An independent study contract is required to register. Credit hours are assigned by the instructor.
Masters of Education, Visual Function in Learning (M.ED., V.F.L.)

In 1983, Pacific University inaugurated a new degree for Doctors of Optometry who wish to extend their knowledge of the learning process with emphasis on reading remediation for children.

Candidates for the Masters of Education, Visual Function in Learning (M.ED., V.F.L.), are required to hold or be working toward the professional terminal degree in optometry and to conduct a significant research project, the results of which must be submitted in the form of a formal dissertation or thesis.

The objectives of the Visual Function in Learning program are:

1. To develop a knowledge base concerning the role that visual factors play in learning disability diagnosis and remediation; fundamental theories of cognition, learning and language development; the major diagnostic theories in reading and related prescriptive techniques; decision-making systems, service delivery models, and program management within education organizations. To become aware of the varied constituencies that the public schools must satisfy.

2. To develop skills in research and in diagnosis, therapy, and case management within a multidisciplinary setting.

A minimum of 30 graduate level semester hours are required, which must include 20 semester hours within the College of Arts and Sciences and 10 semester hours within the College of Optometry. All optometry students will have 11 credit hours available for coursework of their choice over and above the credit hours required for a Doctor of Optometry (O.D.) degree.

Academic Procedures: M.Ed., V.F.L. Degree Program

1. All Masters of Education, Visual Function in Learning candidates will be appointed a Thesis Committee to help the student develop a thesis proposal. Once the proposal is developed, it is reviewed by the Director of the M.ED., V.F.L. program and the Dean of the College 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 Director of the M.Ed., V.F.L. program. The Chair serves as the student’s advisor and instructor of credit for the thesis hours.
   b. Faculty Member, appointed by the Director of the M.Ed., V.F.L. program.
   c. Faculty Member nominated by the student and approved by the Director of the M.Ed., V.F.L. program.

Requirements: M.Ed./V.F.L. Degree Program

**AREA I: Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Educ 420G</td>
<td>Normal Language Development in Children</td>
<td>2</td>
</tr>
<tr>
<td>Educ 421G</td>
<td>Diagnostic Practice in Reading: Clinic</td>
<td>1</td>
</tr>
<tr>
<td>Educ 423G</td>
<td>Diagnostic Practice in Reading: Formal Assessment</td>
<td>1</td>
</tr>
<tr>
<td>Educ 425G</td>
<td>Diagnostic Practice in Reading: Informal Assessment</td>
<td>1</td>
</tr>
<tr>
<td>Educ 426G</td>
<td>Practicum: Reading Remediation</td>
<td>3</td>
</tr>
<tr>
<td>Educ 514</td>
<td>Principles of Guidance and Counseling</td>
<td>2</td>
</tr>
<tr>
<td>Educ 531</td>
<td>The Exceptional Child</td>
<td>2</td>
</tr>
<tr>
<td>Educ 565</td>
<td>Seminar: Educational and Optometric Connections</td>
<td>1</td>
</tr>
<tr>
<td>Educ 555</td>
<td>Independent Study</td>
<td>1</td>
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**AREA II: Optometry**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>VED/Opt 744</td>
<td>Visual Problems That Relate to Learning Difficulties with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>VED/Opt 765</td>
<td>Seminar in Multidisciplinary Service</td>
<td>1</td>
</tr>
</tbody>
</table>

**AREA III: Research and Thesis (minimum 6 hours)**

Educ 596  Education Research Project.................................6

**AREA IV: Electives (minimum 6 hours)**

Elective Courses (Arts and Sciences or Optometry)..................6

Approved courses from Arts and Sciences, Optometry, School of Education or other graduate programs. The following courses 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.

Course Descriptions: M.Ed./V.F.L. Degree Program

**Educ 420G Normal Language Development in Children**

The nature of language as a system of human communication, language development as a basis for understanding the reading process, language prerequisites for reading. Spring. 2 hours

**Educ 421(G) Diagnostic Practice in Reading: Clinic**

A supervised diagnostic and remedial laboratory experience for the improvement of reading. Prerequisite Educ 423 and 425. Can be taken concurrently with Ed 423 and 425. Fall. 1 hour

**Educ 423(G) Diagnostic Practice in Reading: Formal Assessment**

Survey of formal diagnostic reading instruments. Prerequisite
Educ 425. Can be taken concurrently with Ed 421 and 425. Fall. 1 hour

Educ 425G Diagnostic Practice in Reading
A supervised diagnostic and remedial laboratory experience in the improvement of reading skills. Survey of diagnostic instruments and remedial resources. Prerequisite: Educ 313 or 314, or admission to graduate studies. Offered each semester. 1 hour

Educ 426G Practicum: Reading Remediation
A supervised clinical experience in the diagnosis and remediation of reading and learning difficulties of school-aged children. Prerequisite Educ 425. Spring. 3 hours

Educ 514 Teachers as Counselors
Examines practical principles and programs related to the guidance and counseling curriculum in schools. Designed to assist elementary and secondary school teachers in developing effective strategies for promoting positive classroom climates while solving individual discipline issues. Required for the MAT/Standard License and M.Ed., VFL programs. Summer. 2 hours

Educ 531 The Exceptional Child
Characteristics and needs of children who are exceptional (physically, mentally, emotionally, and/or socially), implications for curriculum, methodology, media, and facilities. Each summer. 2 hours

Educ 565 Seminar: Educational and Optometric Connections
The connection between public school procedures and optometric procedures regarding vision functioning and learning, specifically reading. A review of the literature regarding the overlap of these procedures will be investigated. Includes field experience. 1 hour

Educ 596 Education Research Project
Completion of research project based on approved proposal. Pass/No Pass. 2-6 hours

VED/Opt 744 Visual Problems That Relate to Learning Difficulties with Laboratory
The role of vision in relation to educational, psychological, speech, hearing, and nutritional considerations as to the diagnosis, remediation, and general management of learning disability cases with the emphasis upon reading. Case histories are used as one method of illustrating the interrelationships between achievement levels, IQ, and personality test results coupled with optometric treatment concerning eye movements, perception and visual processing, refractive status, and accommodative convergence function. 3 hours

VED/Opt 765 Seminar in Multidisciplinary Service
A seminar and laboratory relative to the role that visual factors play in learning disability diagnosis and remediation. Drawing upon the disciplines of education, psychology, speech pathology and optometry, experience is gained in diagnosis, therapy, and case management within a multidisciplinary setting. 1 hour.

Graduate Residency Education
Opportunities in graduate professional education include residency programs that lead to a certificate of completion. The following programs are affiliated with the Pacific University College of Optometry

Residency in Cornea and Contact Lenses
Pacific University College of Optometry
Forest Grove, Oregon

Residency in Ocular Disease/Medical and Surgical Co-Management
Cataract Surgery Center of Nevada: Reno and Las Vegas

Hospital Based Optometry, Geriatrics/Primary Care
Portland Veterans Administration Medical Center (VAMC)
Portland, Oregon

Hospital Based Optometry, Geriatrics
Veterans Administration Puget Sound Healthcare System
American Lake Division, Washington

Hospital Based Optometry, Primary Care
Walla Walla Veterans Administration Medical Center (VAMC), Washington

Hospital Based Optometry has as its focus the attainment of clinical skills necessary to detect and manage vision and ocular health problems of patients in institutional environments. Hospital Optometry / Geriatrics concentrates on the management of visual and ocular disorders that affect the elderly. The Rehabilitative Optometry component of the American Lake VAMC program concentrates on clinical expertise in ocular disease, low vision evaluation, and rehabilitation therapy.

A residency program leading to a certificate in Cornea and Contact Lenses is available directly through the Pacific University College of Optometry and its associated clinics. The Residency in Cornea and Contact Lenses has as its focus the attainment of clinical skills necessary to fit and manage all types of rigid and hydrophilic contact lenses, as well as the anterior segment complications associated with their use. This residency will prepare qualified graduates for specialty contact lens care in private practice, research, or an academic setting.

A research paper is required for the completion of these programs. Each Veterans Administration program is 12 months in length and begins on July 1. The Cornea and Contact Lenses residency program is 54 weeks in length and begins on August 1.

Application Procedure: Residency Education
Application deadline is February 1, preceding the July 1 program starting date for the Veterans Administration position, and the August 1 program starting date for the Cornea and Contact Lenses position. Applicants must submit:
1. Current curriculum vitae
2. Examination scores from the National Board of Examiners in Optometry
3. Three letters of recommendation from full-time clinical faculty members
4. Evidence of eligibility for licensure in the State of Oregon
5. A completed application for the specific residency, including essays

Other supporting documents are useful, such as copies of publications or an available thesis or research paper. The applicant should be available for a formal interview with the residency committee.

For more specific information regarding the application procedure for these and other available programs, including the names and addresses of the residency coordinators, please contact the Pacific University College of Optometry.

Curricular Objectives: Residency Education

Cornea and Contact Lenses - This residency program is designed to provide highly concentrated clinical experience in the fitting and management of rigid and hydrophilic contact lenses as well as the ocular health complications associated with their use. The objectives of this residency program are as follows:
1. To provide opportunities for more in-depth clinical experience in contact lenses with an emphasis on more unique and complex cases.
2. To offer experience in the treatment and management of contact lens related anterior segment diseases, including pre- and post-keratorefractive surgical cases.
3. To offer experience in optometric contact lens education.
4. To enhance interest and skills in the area of clinical research.
5. To allow the resident some flexibility in maximizing his/her participation in the above activities of greatest interest.

The clinical element of the program includes the delivery of optometric care and involvement with various specialty clinics associated with the Pacific University College of Optometry. Elective didactic classes are offered by the contact lens faculty. Written case studies are required of all residents. Residents also develop teaching skills through the supervision of student interns, presentation of seminar topics, and assisting with the core contact lens laboratories in the Doctor of Optometry (O.D.) curriculum. Residents receive a certificate upon completion of the program.

Hospital Based Optometry - This residency program is designed to provide intensive clinical experience in a multidisciplinary setting to achieve the following objectives:
1. To develop a knowledge and understanding of the epidemiology of health care delivery mechanisms in Veterans Administration hospital environments and participate in interdisciplinary health care delivery.
2. To develop the knowledge and skills necessary to detect and manage vision and ocular health problems of patients in institutional environments.
3. To provide a better understanding of the physiological and social changes that the elderly person experiences.
4. To teach the optometrist how to most effectively integrate his/her skills into an interdisciplinary program designed specifically for the geriatric patient.

The clinical element of the program includes the provision of clinical optometric care as well as involvement with other hospital services such as lectures, rounds, seminars, and quality assurance audits within the VAMC optometry service. Case studies papers are required of all residents. Teaching skills are also developed during the supervision of student interns and involvement with clinical services. Residents receive a certificate upon completion of the program.

Hospital Based Optometry/Geriatrics - This residency is designed to provide a particular clinical emphasis on the management of visual and ocular disorders that affect the elderly to achieve the following objectives:
1. To provide advanced skills in the identification and management of common visual and ocular disease processes such as cataracts, macular degeneration, glaucoma, and diabetic retinopathy.
2. To provide advanced skills in the detection and initial management of other causes of visual deficit such as neurologic disease, cerebrovascular disease, and cardiovascular disease.
3. To provide advanced skills in low vision evaluation and the fitting of low vision aids for patients with various degrees of visual impairment.
4. To develop a knowledge and understanding of other forms of rehabilitative therapy available to visually impaired persons, such as orientation and mobility training, daily living skills, and communications; referral of patients for these services and consultation with such providers for the benefit of the patient.

Rehabilitative Optometry - This residency program component is designed to provide highly concentrated clinical experience in specific problem areas as ocular disease and visual rehabilitation to achieve the following objectives:
1. To provide advanced skills in the identification and management of common visual and ocular disease processes such as cataracts, macular degeneration, glaucoma, and diabetic retinopathy.
2. To develop a knowledge and understanding of other forms of rehabilitative therapy available to visually impaired persons, such as orientation and mobility training, daily living skills, and communications; referral of patients for these services and consultation with such providers for the benefit of the patient.
5. To develop the knowledge and skills necessary to serve as a visual rehabilitation “resource” in the general optometric-medical community; to prepare skills in instructing others in visual rehabilitation techniques as the general need for these services increases in coming years.

The clinical element of the program includes the provision of optometric care and involvement with the Blind Rehabilitation Program, as well as seminars and conferences in other services of the medical center. Didactic seminars are conducted by the VAMC optometry service. Case studies papers are required of all residents. Residents also develop teaching skills through the supervision of student interns and in presenting seminar topics.

**Teaching Fellow Program**

The teaching Fellow Program at the College of Optometry is available for recent graduates of a school or college of optometry who possess demonstrated teaching potential. During the program, the Teaching Fellow will have the opportunity to gain teaching skills and, if desired, develop plans for the pursuance of an academic career.

The primary focus of the Teaching Fellow’s responsibilities includes assisting in laboratory instruction, grading laboratory work books, and conducting tutorial sessions, all under the supervision of faculty members and the Associate Dean for Academic Programs serving as mentors. Since full tuition remission for graduate studies at Pacific University is available for Teaching Fellows, the program is especially desirable for the recent graduate who is interested in pursuing the Masters of Science (M.S.) in Clinical Optometry within the College of Optometry or the Masters of Education (M.Ed.) in Visual Function in Learning within the School of Education.

Inquiries may be directed to the Associate Dean for Academic Programs, Pacific University College of Optometry.

**Continuing Optometric Education**

Continuing professional education for optometrists and optometric assistants is offered on campus and in various locations throughout the United States and Canada. These courses are presented for groups ranging from 10 to 150 participants. Depending upon the course offered, a lecture format or hands-on workshop may be conducted. Course offerings are submitted to state boards of optometry to qualify for credit in meeting licensing renewal. Certificate courses and transcript quality courses are also offered.

Inquiries may be directed to the Director of Continuing Education, Pacific University.
The School of Physical Therapy offers the professional, entry-level degree and a masters degree for physical therapists.

PROFESSIONAL DEGREE

General Information

The School of Physical Therapy, (previously the Department of Physical Therapy) has been graduating professional therapists since 1977. In 1985, the degree, Bachelor of Science, was replaced by the Master of Science in Physical Therapy as the entry-level degree into the profession. This change to a more advanced level of preparation was necessitated by the rapid expansion of scientific and clinical knowledge in physical therapy.

The primary goal of the School of Physical Therapy is to graduate a well rounded and highly competent clinician ready to assume duties in the standard areas of physical therapy practice, e.g., hospital departments, out-patient clinics, private practices, rehabilitation centers. To achieve this goal, every effort is made to offer a curriculum well balanced in the areas of orthopedic, neurologic, and general physical therapy with attention to the needs of pediatric patients, geriatric patients, and other special populations.

The curriculum is organized so that didactic classroom learning is periodically intermixed with clinical learning. Beginning with the second semester of the first year, and continuing each semester thereafter, longer and longer time periods are spent in the clinic. Thus, by the end of the program, (3 academic years), 28 weeks are devoted to full-time clinical experiences and internships.

Threaded throughout the curriculum and emphasized in all courses are problem solving, ethical and professional behavior, good writing and speaking skills, the value of research, life-long learning and the importance of contributing to the growth and development of the profession.

Clinical Internships

Currently the School of Physical Therapy affiliates with 140 different clinical facilities. These include acute hospital settings, out-patient clinics, rehabilitation centers, private practices, school systems, specialized hospitals and home health agencies. Although the majority of these affiliates are in the Portland area and in Oregon, students also go to many other states including Idaho, Utah, Alaska, Washington, Hawaii, California Arizona, Montana and Minnesota. New clinical sites are continually added in order to provide variety and quality to the students’ clinical experiences.

Admission to the Professional Physical Therapy Program

Applicants to the professional program should request a physical therapy application packet from the Office of Admission for Professional Programs. The application deadline is in December.

Enrollment in the professional program is limited and admission is highly selective. Students who will have completed a minimum of three academic years (90 semester hours of “B” grade or higher) of college work including the prerequisites by the date of enrollment in the professional program are eligible to apply for admission. Please note that completion of these prerequisites does not necessarily correspond to Pacific’s bachelor’s degree requirements. (See below.) If the first two years are completed at a community college, the third pre-professional year (30 semester/45 quarter hours) must be completed at a four-year college or university. The Admissions Committee considers many factors:

- Strength and breadth of academic record.
- Evidence of work (volunteer or paid, 100 hours minimum) under the supervision of one or more professionals in the field of physical therapy – preferably within a general hospital setting.
- Strength of letters of evaluation.
- Content of application forms and the care with which they have been prepared.
- Extracurricular and community activities.
- Strength of on-campus personal interview.

Based on the criteria listed above, a limited number of applicants are invited for on-campus, personal interviews. The interview is required and is a contributing factor in the admission decision. It allows the selection committee to assess subjectively essential skills and traits which may not be reflected in the written application. In the interview, con-
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 September 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 March and notification of admission is commonly made by April 15.

Prerequisites

Students must complete a minimum of 90 semester hours (three academic years), to include the following pre-professional courses, prior to enrollment in the professional program. A bachelor’s degree is also required, and must be completed before beginning the third year of the professional program. Students who will not complete a bachelor’s degree prior to enrollment in the professional program are advised to read the section on the degree requirements very carefully.

All prerequisite courses must be completed with a grade of “B” or higher. Courses are to be taken on a graded basis; pass-fail courses are not acceptable. Courses taken to fulfill the science prerequisites must be those for science majors and preprofessional students (e.g. pre-med, pre-pharmacy) and must include a laboratory. Low level non-science major courses will be unacceptable in meeting the prerequisites. Applicants will need to demonstrate competency in more recent coursework, if previous science courses were taken more than seven years prior to application. Listed below are the prerequisites and the Pacific University courses which satisfy the requirements.

Biological Sciences
12 semester/18 quarter hours. Must include general biology sequence (Botany portion may be excluded), 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 300,301; Biol 302,303.)

Chemistry
12 semester hours/18 quarter hours. Must include a standard one-year course in general chemistry; a complete sequence or survey course in organic chemistry or a full or survey course in biochemistry. All courses must include laboratory. (If taken at Pacific University Chem 220, 221; 230, 231; Chem 240, 241 [or Chem 310, 311, 320, 321]; Chem 380.)

Physics
8 semester hours/12 quarter hours. A standard two-semester course or the quarter system equivalent. This course need not be calculus based. All courses must include laboratory. (If taken at Pacific University; Phys 130, 201, 140, 203 [or Phys 201, 230, 203, 240].)

Psychology
6 semester/9 quarter hours. Must include a course in general psychology. (If taken at Pacific University: Psyc 150)

English/Writing
9 semester /12 quarter credit hours. Must include one writing course beyond the introductory level. Courses taken to meet this requirement must be from an English or Writing department.

Statistics
2 semester/3 quarter hours. It is recommended that statistics be taken in a department of psychology, sociology or mathematics. (If taken at Pacific Math 207, Psyc 350.)

Humanities*
6 semester/9 quarter hours. (in addition to English prerequisite listed above) in fine arts, philosophy, religion, English, history*, music, foreign language, speech/communications. At least three semester hours must be outside English and an introductory English composition or speech course does not meet this requirement.

Social Sciences*
6 semester/9 quarter hour (in addition to psychology prerequisite listed above) in sociology, psychology, political science, economics, anthropology. At least three semester hours must be outside psychology. Note: A single course in History may be used in either Humanities or Social Sciences, but may not be used in both.

* The courses used to satisfy this requirement may not be less than a 2 semester (3 quarter) hour course.

Pre-Physical Therapy

Pacific University offers all of the pre-physical therapy course requirements for those students interested in preparing for the professional program. All pre-professional students complete the baccalaureate requirements along with the pre-physical therapy requirements. Students should note that while there are advantages to completing the pre-physical therapy requirements at Pacific, doing so does not guarantee subsequent admission to the professional physical therapy program.

Bachelor Degree Requirements

The bachelor’s degree is required of all students and must be completed no later than the beginning of the third and final year of the professional program.

Options:

1. Earn the bachelor’s degree prior to entry into professional studies. These students need to fulfill only the pre-professional requirements listed above.

2. Some students attending institutions with... pre-professional programs plan a program of study to include pre-physical therapy requirements plus that institution’s bachelor’s degree requirements. In a case where Pacific’s
professional courses in physical therapy are used to satisfy another institution’s graduation requirements, written notice of such an arrangement is required.

3. Earn a bachelor’s degree at Pacific by meeting one of the following degree categories “a” or “b”.
   a. B.S. in Health Science offered by the College of Arts and Sciences (CAS). The student must meet core and other general degree requirements as well as complete an accepted minor and complete the first year of the Physical Therapy Program. (See Catalog under Division of Natural Sciences for details.)
   b. B.S. in Human Function offered by the School of Physical Therapy (SPT). The eligible student must be admitted to the Masters Program in the School of Physical Therapy without a baccalaureate degree and with at least 75 semester hours of transfer credit from institutions other than Pacific University. (See below for degree requirements.)

B.S. in Human Function:
Degree Requirements

1. Admission to School of Physical Therapy with at least 75 units of transfer credit from institutions other than Pacific University.

2. In addition to all prerequisites to the School of Physical Therapy fulfill the following:
   a. Elective in biological sciences ......................3 s.h.
   b. Elective in physical activities ..........................2 s.h.
   c. Electives in social sciences, humanities and/or education..................................................12 s.h.
   d. General electives .........................................15 s.h.
   e. Upper division courses: first year of Physical Therapy Program ........................................37 s.h.

3. At least 4 upper division courses in the first 90 semester hours

4. Total number of units for degree (minimum) ....127 s.h.

Financial Aid

A description of the Financial Aid Program at Pacific University, its application procedures, Conditions of Award and Sources and Kinds of Financial Aid is found on page 45.

Academic Procedures

The general regulations of the University apply to all students enrolled in the physical therapy program unless otherwise specified. Other matters of academic or professional importance to physical therapy students, for which there are no standing provisions may be referred to the Director of the School of Physical Therapy.

Courses in the physical therapy curriculum are open routinely only to students enrolled in the School of Physical Therapy.

Professional and Academic Standards

Good standing in the School of Physical Therapy is defined as: continued enrollment, satisfactory academic progress, development of sound clinical skills, behavior that leads to professional competence and positive interpersonal and professional relations, and appropriate professional/ethical conduct and attitudes. Students are evaluated regularly in these areas.

Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, the Physical Therapy Code of Ethics, and the most current physical therapy state and federal laws governing the conduct of physical therapists. The School of Physical Therapy reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students in regard to them.

Agreement to abide by the policies and procedures of the University and the School is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize their standing in the School of Physical Therapy and may constitute grounds for probation or removal from the School. Students must maintain good standing in the program in order to be eligible for, or continue on, any School administered scholarships.

A student’s standing may be jeopardized by one or more of the following:

1. Indications of poor academic performance.
2. Insufficient progress in the development of clinical skills.
3. Failure to comply with School rules or procedures.
4. Unprofessional conduct, unethical conduct, or illegal conduct.
5. Evidence of behavior that may hinder professional competence and interpersonal or professional relations.

Faculty will evaluate academic performance, clinical skills, and professional development and behaviors demonstrated in the educational environment and in clinical performance according to standards set forth in the University Catalog, the School of Physical Therapy Student Handbook, the Intern Clinical Education Manual and elsewhere.

Students will be given regular feedback on their progress in the program. A student who is not performing adequately according to the standards will receive notification through written feedback and/or individual advisement. After receiving such warning, failure to improve performance before the next scheduled evaluation may result in academic probation.

Students placed on academic probation will receive formal written notification outlining the reasons for probation and expectations that must be met in order for probation to be lifted. Failure to meet the requirements of probation in a timely manner may result in removal from the School.

In the case of flagrant and intentional violations of the Code of Academic Conduct or the Physical Therapy Code of Ethics, a student may be removed from the School with-
out previous warning at any time in his or her academic career.

In general, program decisions regarding academic standing are final. A decision may be appealed only if the student can show that 1) there was an error in the procedure used by the faculty, 2) there is new evidence sufficient to alter the decision, or 3) the sanction imposed was not appropriate to the severity of the violation of professional or academic standards. The Director’s office informs the student of faculty actions.

Appeals are to be filed with the Director’s office within 10 days from the date of notification of the original action. Students are not allowed to attend class until the student has filed an appeal. Further appeals may be pursued through the University Standards and Appeals Committee.

Details of professional and academic standards, evaluation procedures, and the appeals process are available in the Pacific University Catalog, School of Physical Therapy Student Handbook, the Intern Clinical Education Manual, Pacific Stuff, course syllabi, and additional resources available in the Director’s office.

Individuals convicted of a felony may not be eligible for licensing in Physical Therapy. Students are urged to contact the appropriate licensing agency for further information.

COURSES IN THE PROFESSIONAL CURRICULUM

First Year

First Semester
PT 450 Gross Human Anatomy ....................... 3
PT 451 Gross Human Anatomy: Dissection Laboratory .......... 2
PT 505 Functional Neuroanatomy I .................... 2
PT 510 Human Motion & Biomechanics I ............... 4
PT 520 Physical Agents I ..................................... 3
PT 540 Fundamentals of Therapeutic Exercise .......... 2

Second Semester
PT 450 Gross Human Anatomy ....................... 1
PT 451 Gross Human Anatomy: Dissection Laboratory 1
PT 460 Applied Human Physiology ................... 4
PT 500 Professional Issues .................................. 2
PT 506 Functional Neuroanatomy II .................. 4
PT 511 Human Motion & Biomechanics II .......... 4
PT 525 Physical Agents II .................................. 4
PT 530 Clinical Experience I .............................. 1

Second Year

First Semester
PT 507 Neurosciences Seminar (elective) .......... (1)
PT 542 Neurological Dysfunction and Therapeutic Procedures I .. 3
PT 545 Motor Control and Motor Learning ............. 2

Second Semester
PT 561 Musculoskeletal Dysfunction & Therapeutic Procedures II .... 2
PT 570 Pathology, Medical Disabilities & Therapeutic Procedures .......... 1
PT 575 Psychological Aspects of Illness Disability ........ 2
PT 580 Neurological Dysfunction & Therapeutic Procedures II ....... 5
PT 585 Clinical Experience III ............................ 4
PT 590 Health Care and the Geriatric Patient .......... 2
PT 595 Research ............................................. 1

Third Year

First Semester
PT 600 Organization and Administration .................. 3
PT 610 Physical Therapy Evaluation Seminar ........ 2
PT 620 Clinical Internship I ............................... 6
PT 655 Professional Lecture Series ..................... 2
PT 665 Special Topics ..................................... 1
PT 695 Thesis ............................................... 1

Second Semester
PT 630 Clinical Internship II ......................... 6
PT 640 Clinical Internship III ......................... 8
PT 665 Special Topics ..................................... 1
PT 695 Thesis ............................................... 2

COURSE DESCRIPTIONS

All Physical Therapy courses require admission to the School of Physical Therapy.

Physical Therapy (P.T.)

P.T. 450 Gross Human Anatomy
Advanced study of the structure of the human body with special emphasis upon the musculoskeletal, nervous and cardiopulmonary systems. 1-3 hours; Fall: 3 hours, Spring: 1 hour. Sanders.

P.T. 451 Gross Human Anatomy: Dissection Laboratory
Laboratory to accompany P.T.450 which must be taken concurrently. 1-2 hours, Fall: 2 hours, Spring: 1 hour. Sanders and faculty.

P.T. 460 Applied Human Physiology
Study of normal and pathological function of selected physiological systems and/or organs in the body. Application to clinical situations will be incorporated where indicated. Lecture and laboratory. Prerequisite: P.T.450. 4 hours. Rutt.
P.T. 500  Professional Issues
Medical terminology and documentation, policies and issues dealing with medical ethical, legal, and professional concerns in the health care system, with special emphasis on physical therapy. 2 hours.

P.T. 505  Functional Neuroanatomy I
Advanced study of the structure and function of the human nervous system, including gross neuroanatomy and neurophysiological studies. Sensation, motor control, and clinical applications are stressed. 2 hours. Lundy-Ekman.

P.T. 506  Functional Neuroanatomy II
Continuation of Functional Neuroanatomy I. 4 hours. Lundy-Ekman.

P.T. 507  Neurosciences Seminar (elective)
Discussion, problem solving and student case-history presentation. Prerequisite: P.T. 505, 506. 1 hour. Lundy-Ekman.

P.T. 510  Human Motion and Biomechanics I
Detailed study of both normal and pathological muscle action and function as well as joint motion. Laboratory experiences include practice in assessment of muscle force and joint motion as well as other evaluative techniques. 4 hours. Medeiros and Verduin.

P.T. 511  Human Motion and Biomechanics II
Continuation of Human Motion and Biomechanics I. 4 hours. Medeiros and Verduin.

P.T. 520  Physical Agents I
Biophysical principles, physiological effects, clinical techniques and application of massage, hydrotherapy, light, heat, sound, and other therapeutic measures. 3 hours. Bush and Ourada.

P.T. 525  Physical Agents II
Continuation of Physical Agents I. Emphasis on electrical muscle stimulation, electroanalgesia, therapeutic electricity, and electro-physiological testing. Unit on orthotics and prosthetics included. 4 hours. Bush and Ourada.

P.T. 530  Clinical Experience I
Full-time two-week clinical experience under supervision of licensed physical therapists. 1 hour. Salzman.

P.T. 540  Therapeutic Exercise
Theory and principles of therapeutic exercise to include exercise equipment, basic nursing skills, stretching/range-of-motion, strengthening and endurance training, transfers, back/neck care, relaxation, fitness, stress reduction, and assistive gait. A strong emphasis on practical problem solving will be utilized. 2 hours. Salzman and Cicirello.

P.T. 542  Neurological Dysfunction and Therapeutic Procedures I
This course presents the student with a continuation of theory and principles of therapeutic exercise. Course emphasis is on the development of posture and movement skills, and neurophysiologic treatment techniques. Laboratory experience includes a major introduction to proprioceptive neuromuscular facilitation treatment techniques. In addition, a unit on the rehabilitation of the patient post-spinal cord injury, and a variety of mini units relating to overall habilitative/rehabilitative practice such as wheelchair measurement and environmental accessibility are included. 3 hours. Cicirello and Farrell.

P.T. 545  Motor Control and Motor Learning
Introduction to theories of movement control, including information processing, control loops, and motor programming. Includes examination of teaching, practice, and memory variables and theories of motor learning. Clinical application of research from the neurosciences, psychology and physical therapy. Practical application, particularly to patient populations, is stressed. 2 hours. Lundy-Ekman.

P.T. 546  Musculoskeletal Dysfunction and Therapeutic Procedures I
Musculoskeletal disabilities of children and adults and their relation to physical therapy with an emphasis on orthopedic medicine and surgery, sports medicine, and orthopedic manual therapy. Includes pathology, medical and surgical evaluation and treatment, physical therapy evaluation and treatment and prosthetics and orthotics. 4 hours. Bush, Rutt and Medeiros.

P.T. 547  Musculoskeletal Dysfunction and Therapeutic Procedures II
Continuation of Musculoskeletal Dysfunction and Therapeutic Procedures I. 4 hours. Bush, Rutt and Medeiros.

P.T. 555  Clinical Experience II
Full-time two-week clinical experience under supervision of licensed physical therapists. 2 hours. Salzman.

P.T. 570  Pathology, Medical Disabilities and Therapeutic Procedures
A study of the fundamental principles of pathology, and medical disabilities of children and adults and their relation to physical therapy. An emphasis is placed on burns, cardiopulmonary diseases, diabetes, infectious diseases, oncology, pharmacology, and rheumatology. Includes pathology, evaluation, and practical application. Fall: 3 hours, Spring: 1 hour. Rutt and Faculty.

P.T. 575  Psychological Aspects of Illness and Disability
In order to be an effective health professional, it is necessary to understand the complex psychological and social factors affecting the ill or disabled patient, and the professional - patient relationship. This course presents a survey of emotional, behavioral and social effects of injury, illness or disability on patients, their families and other interpersonal relationships. The interpersonal relationship between health professional and patient is emphasized. Clinical experiences are used as illustrations of theoretical material. Prerequisite: Psychology 311 and Clinical affiliation. 2 hours. Starbird.

P.T. 580  Neurological Dysfunction and Therapeutic Procedures II
This course focuses on neurological disabilities of both children and adults commonly seen by physical therapists. Diagnoses of stroke, head trauma, spinal cord injury, and developmental disabilities will be emphasized. Course content will include pathology of the above, as well as physical therapy evaluation and treatment. 5 hours. Cicirello and Banaitis.
P.T. 585  Clinical Experience III
Full-time two-week clinical experience under supervision of licensed physical therapists. 4 hours. Salzman.

P.T. 590  Health Care and the Geriatric Patient
General introduction to gerontology and health care for the geriatric patient. This course focuses on the biology of aging, common medical conditions for the elderly and health policy for the elderly. It relates these issues to the practice of physical therapy. 2 hours. Ferrell.

P.T. 591  Independent Study
This course is intended to allow a student to pursue a specialized or unique interest that is not part of the curriculum, but is related to it. It does not replace any required course. No more than one (1) credit of Independent Study may be taken per semester and no more than five (5) may be taken over the entire program. 1 hour. Faculty.

P.T. 595  Research
An introduction to the research process, including discussion of research designs, hypothesis testing, and data analysis relevant to physical therapy. Includes preparation of thesis proposal. Fall: 2 hours; Spring: 1 hour. Bush.

P.T. 600  Organization and Administration
Organization of physical therapy departments, including fiscal, physical, and managerial planning. Quality assurance, interpersonal relations, professional ethics, legal issues, and specialization are also covered. 3 hours. Medeiros.

P.T. 610  Physical Therapy Evaluation Seminar
Actual and simulated case studies to integrate evaluation, program planning, and program revision skills. 2 hours. Lundy-Ekman and Faculty.

P.T. 620  Clinical Internship I
Full-time six-week clinical internship under supervision of licensed physical therapists. 6 hours. Salzman.

P.T. 630  Clinical Internship II
Full-time six-week clinical internship under supervision of licensed physical therapists. 6 hours. Salzman.

P.T. 640  Clinical Internship III
Full-time eight-week clinical internship under supervision of licensed physical therapists. 8 hours. Salzman.

P.T. 655  Professional Lecture Series
A series of lectures on selected clinical topics pertinent to the current practice of physical therapy. Lectures will be presented by clinical experts. Grading is on a Pass/No Pass basis. 2 hours. Banaitis and Salzman.

P.T. 665  Special Topics
Advanced elective seminars in clinical areas. Seminar topics vary from year to year, but generally include aspects of musculoskeletal physical therapy, neurologic, pediatric, geriatric and/or cardiopulmonary physical therapy. 1 hour. Faculty and guest lecturers.

P.T. 665  Seminar in Bioethics for Physical Therapists
Identification and analysis of ethical issues facing physical therapists in their relationships with patients, peers, the healthcare community, and society as a whole. 1 hour. Marenco.

P.T. 695  Thesis
In consultation with adviser, conduct research project and write thesis. Grading is on a Pass/No Pass basis. Fall: 1 hour; Spring: 2 hours. Faculty.

Clinical Experiences and Internships
Students are required to participate in off-campus rotations for a portion of their clinical training and can expect to spend at least two clinical internships outside of the Portland-Metro areas. Students are responsible for living and transportation costs incurred during these assignments. The School of Physical Therapy reserves the right to make final decisions regarding clinical placements.

Grading for clinical experiences/internships is on a Pass/No Pass basis. Successful completion of any given clinical affiliation is determined by the academic faculty. If for any reason a clinical experience/internship is missed or needs to be repeated, the student will not be able to make it up until the next time the clinical affiliation in question is regularly scheduled. Students may repeat a given clinical affiliation only once and are allowed only two repeat clinical affiliations over the entire three year curriculum.

THE MASTER OF SCIENCE IN HEALTH SCIENCES DEGREE

General Information
The Master of Science in Health Sciences (MSHS) program is designed to assist physical therapists to expand their knowledge base and broaden their career options. This advanced degree will prepare physical therapists to assume leadership roles in clinical, administrative and research settings; to develop the necessary skills to adapt to a changing health care system; and to study in depth and develop expertise in a particular clinical area.

The post-professional Masters Degree in Health Sciences is fashioned to meet the needs of the practicing physical therapist with professional and/or family responsibilities. Courses are offered in a weekend format to make this degree available to therapists from all parts of the region. Students who are interested in pursuing graduate study, but who remain undecided about earning a degree, may complete up to twelve credits in the curriculum before entering the MSHS program.

Admissions Requirements
1. Submission of a completed application form with fee.
2. A bachelor’s degree (international students may substitute comparable credentials).
3. Minimum of two full-time clinical or school practice.
4. A 3.0 grade point average in previous professional course work.
5. An official transcript from the university/college which granted the degree or certificate in Physical Therapy.
6. Successful completion of a statistics course, including
inferential statistics.

7. International students must also meet Pacific University’s requirements for international students admission including results of the TOEFL. (600 minimum score).

8. A personal interview with the Coordinator of Graduate Programs for the School of Physical Therapy.

The time limit for any transferred credit and the statistics course is seven years.

Program of Study

This degree requires a minimum of 33 semester units for completion. Individual educational and professional goals will be considered in the design of each student’s course of study.

Students will be required to complete all degree requirements within five years. It is expected that most students will complete the degree requirements within three years.

Up to 10 units may be gained through courses offered by the North American Institute of Orthopedic Manual Therapy (NAIOMT). Up to 6 semester units may be transferred from another university.

I. Core Courses - 15 units (3 units each)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 520</td>
<td>Educational Strategies for Physical Therapy</td>
<td>Participants will study learning theories and learning styles, design a collaborative learning experience, prepare and critique presentations and inservices, and become acquainted with educational technologies and other interactive devices. 3 hours. Faculty.</td>
</tr>
<tr>
<td>HS 530</td>
<td>Health Policy and Systems</td>
<td>The course will involve the study of health policy, both in general for health care workers, and specifically for physical therapists. Overview of the development, present status, and future of the health care system in the United States. Will include comparison with the health care systems in other developing countries and current legislation in Congress. Special emphasis on rehabilitation and Oregon’s health care system. 3 hours. Faculty.</td>
</tr>
<tr>
<td>HS 540</td>
<td>Tests and Measurements in Physical Therapy</td>
<td>In-depth assessment of the uses, advantages, disadvantages, validity, reliability, and sources of error of evaluation procedures and tools commonly used in physical therapy. An emphasis will be placed on the appropriate interpretation of data collected from these tools, as well as outcome measures and assessments. 3 hours. Faculty.</td>
</tr>
<tr>
<td>HS 595</td>
<td>Research Design and Applied Statistics</td>
<td>An introduction to the research process, including discussion of research designs, hypothesis testing, and data analysis relevant to physical therapy. Prerequisite: Statistics. 3 hours. Rutt.</td>
</tr>
<tr>
<td>HS 695</td>
<td>Thesis or Publishable Article</td>
<td>Students must complete either a thesis, or, a research or professional project resulting in an article for publication. A minimum of three (3) to a maximum of six (6) semester hours of credit. Students who are working on this requirement must register for at least 1 semester hour per semester. 3 - 6 hours. Faculty.</td>
</tr>
</tbody>
</table>

II. Electives

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>HS 505</td>
<td>Neuroscience</td>
<td>This course includes advanced study of the structure and function of the nervous system, including neurophysiology and gross neuroanatomy. The material includes current theoretical and research evidence regarding multiple sclerosis, sympathetic reflex dystrophy, cerebral vascular accident, traumatic brain injury, spinal cord injury, and peripheral neuropathies. Sensation, motor control, and clinical application are stressed. 3 hours. Lundy-Ekman.</td>
</tr>
<tr>
<td>HS 510</td>
<td>Musculoskeletal Biomechanics</td>
<td>Study of material and structural characteristics of bone, ligament, muscle, tendon, and synovial joints. Detailed study of human movement with respect to the application of forces. Analysis of basic movement patterns and methods of analysis. 3 hours. Faculty.</td>
</tr>
<tr>
<td>HS 550</td>
<td>Advanced Anatomy</td>
<td>Advanced study of anatomical structures, normal functional relationships, and clinical implications of pathological conditions. Study includes lecture, prospected cadaveric specimens, models, and computer aided technology. 3 hours.</td>
</tr>
<tr>
<td>HS 551</td>
<td>Seminar in Pediatrics</td>
<td>This course is designed to provide an avenue for open discussion of current practice issues. Topics include spasticity, interactions with family and educators, clinical decision making, and the integration of “cultures” in treatment. 1 hour. Cicirello.</td>
</tr>
<tr>
<td>HS 552</td>
<td>Seminar in Radiology</td>
<td>Presentation of a systematic approach to the understanding and evaluation of x-rays of the cervical and lumbar spine, shoulder, wrist, hand, knee, hip, and ankle. Includes viewing of x-rays with discussion. Clinical application of radiology will be included. 1 hour. Swain.</td>
</tr>
<tr>
<td>HS 554</td>
<td>Seminar in Clinical Management</td>
<td>This course addresses topics critical for those therapists anticipating a move toward management and/or to enhance their management skills. 1 hour.</td>
</tr>
<tr>
<td>HS 555</td>
<td>Motor Control and Motor Learning</td>
<td>Introduction to theories of movement control, including information processing, control loops, and motor programming. Includes examination of teaching, practice, and memory variables and theories of motor learning. Practical application, particularly to patient populations, is stressed. 3 hours. Lundy-Ekman.</td>
</tr>
<tr>
<td>HS 560</td>
<td>Exercise Physiology in Normal and Pathological Conditions</td>
<td>An in-depth exploration of exercise physiology and pathophysiology related to the cardiovascular, respiratory and musculoskeletal systems. Emphasis will be placed on utilizing this information as a basis for evaluating patients with selected pathologies commonly seen in physical therapy, and designing and implementing treatment programs. 3 hours. Rutt.</td>
</tr>
<tr>
<td>HS 591</td>
<td>Independent Study</td>
<td>This course is intended to allow a student to pursue topics specific to their area of study. 1 - 3 hours. Faculty.</td>
</tr>
</tbody>
</table>
HS 610 Pathokinesiology
A regional detailed analysis of alterations in human movement due to pathology of nerve, ligament, muscle and joints. 3 hours. Faculty.

HS 620 Practicum
Supervised practical experience in an area of physical therapy. Content areas may include teaching, administration, research or clinical practice at an advanced level. 3 - 6 hours. Faculty.

HS 640 Pharmacology
Study of basic pharmacological concepts such as drug absorption, metabolism and excretion for both the normal and the compromised patient. Pharmacological classes of medications commonly used by patients receiving physical therapy services with an emphasis on known drug interactions and adverse drug reactions will be covered. 3 hours. Faculty.

HS 660 Concepts in Motion Analysis
A study of human movement through the evaluation and analysis of forces placed upon the musculoskeletal system and of joint movement in space. Evaluation will be performed using tools such as force transducers, video motion analysis systems and electromyography among others. 3 hours. Faculty.

HS 670 Gerontology
Review of the biological and psychological effects of aging. Ethical and legal issues in health care for the elderly under the present system of providing acute and long term care. The role of physical therapists as case managers and advocates for the elderly will be explored as well as prevention and fitness programs for the older person. 3 hours. Faculty.

HS 680 Physical Therapy in the Public School
Review of applicable legislation, goal setting, consultative skills, supported employment, and life transitions. 3 hours. Faculty.

HS 690 Treatment Approaches to Physically Disabled Children
Study covering NDT treatment, inhibitive casting, surgical, medical, and orthopedic management, as well as equipment technology. 3 hours. Faculty.

HS Seminars in (1 hour each): Neuromuscular Integration, Cardiopulmonary Physical Therapy, Geriatrics, Medical Screening, Neurology, and Orthopedics

III. North American Institute of Orthopedic Manual Therapy
The North American Institute of Orthopaedic Manual Therapy (NAIOMT) offers a series of courses based on the Canadian system. The purpose is to teach and encourage the use of manual therapy and culminates in certification following examination. The NAIOMT manual therapy model is an eclectic one, based on the “best” of assessment and treatment techniques from many different schools of thought, and with a strong base in mechanics. The series of courses builds on the preceding level, and is taught in “quadrants”, to maintain the link between the spine and its extremity.

For further information on NAIOMT write to: 1574 Coburg Road, #129, Eugene, Oregon 97401 or call 1-800-706-5550.

Acceptance into the Master of Science in Health Sciences does not guarantee admission nor certification by the North American Institute of Orthopaedic Manual Therapy.

Level II
Upper Quadrant; Lower Quadrant: A detailed assessment and biomechanics of the musculoskeletal system with rationale for mobilization. 4 units. NAIOMT faculty.

Level III
Upper Quadrant; Lower Quadrant: Advanced biomechanical tests to interpret the interrelationships of musculoskeletal units, treatment and integration techniques. 4 units. NAIOMT faculty.

Level IV
Advanced techniques. 2 units. NAIOMT faculty.
The Physician Assistant (PA) is a respected member of the health care team who works interdependently with his or her supervising physician to provide diagnostic and therapeutic patient care in a variety of medical settings.

Physician Assistants are trained to take comprehensive medical histories, perform complete physical examinations, order and interpret diagnostic tests, diagnose illnesses, develop treatment plans, assist in surgery, and perform minor procedures. In addition, PAs also promote preventive health care and emphasize patient participation in health care decisions.

Employment opportunities for physician assistants exist in Oregon, as well as throughout the United States. The Physician Assistant is ranked as one of the 20 careers in growth potential by the U.S. Department of Labor. Positions are available in both primary and specialty care at a variety of practice settings such as community clinics, private practice, medical groups, hospitals, managed care organizations, prisons and other government agencies. In addition to clinical practice, physician assistants may advance into positions in research, academics, public health and health care administration.

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES
The Master of Science in Physician Assistant Studies is designed to provide a comprehensive primary care training program which combines didactic course work with clinical experiences to enable the graduate to work in a variety of types 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 healthcare system.

Mission of the Physician Assistant Program
The Mission of the Physician Assistant Program is to prepare students for service in a changing healthcare environment through an education based in primary care medicine with a focus on critical thinking. The faculty, staff and students of the Physician Assistant Program:

- advocate for the highest quality of care for all patients
- believe in the patient’s right to participate in all healthcare decisions
• respect the social, emotional and spiritual needs of the patient
• support the concept of the health of the community
• value diversity of cultures, people and lifestyles
• embrace the interdependent role of the Physician Assistant in an interdisciplinary team
• encourage lifelong learning to meet the needs and challenges of a changing healthcare system
• participate in clinical education and training at a variety of types and locations of practice sites
• integrate medical economics and information technology into clinical practice
• support the concept of evidence-based medicine advance the profession by participation in professional, legislative and community activities

Admission to the Physician Assistant Program

Applicants to the program should request a physician assistant application packet from the Admissions Office for Professional Programs. The application deadline is October 31. Admission is highly selective and enrollment in the PA program is limited. To be eligible for admission, students must have earned a bachelor’s degree by the date of enrollment in the professional program.

Based on the review of the application by the Physician Assistant Admissions Committee, a limited number of applicants are invited for on-campus personal interviews. The interview is required and is a strong contributing factor in the admission decision. It allows the Admissions Committee to assess essential skills and traits which may not be reflected in the application. In the interview, consideration is given to knowledge of the profession, motivation toward a career as a physician assistant, ability to think clearly and logically, self-confidence, and verbal expression of ideas.

The Physician Assistant Program Admissions Committee considers the following factors in the selection process:
• strength and breadth of academic record
• type and depth of prior health care experience
• strength of letters of evaluation
• content of application forms and care with which they have been completed
• quality of writing ability as demonstrated by personal narrative
• understanding of Physician Assistant profession
• type of community activities
• strength of on-campus personal interview

Prerequisite Courses

The Applicant must complete a bachelor’s degree in any discipline and all of the prerequisite courses prior to enrollment in the professional program. Prerequisite courses must be completed with a grade “C” or higher and must be taken on a graded basis. Courses taken pass/fail or by correspondence will not be accepted. Science prerequisite courses must be for science majors and include laboratory as indicated below. Low level non-science major courses will be unacceptable in meeting the prerequisites. The costs associated with the evaluation of the adequacy of the prerequisite courses taken in other countries will be the responsibility of the student. The program does not grant advanced standing for any course

• Biological Sciences 12 semester hours (3 courses)
  Anatomy (one course with lab) human preferred
  Physiology (one course with lab) human preferred
  Microbiology or Bacteriology (one course with lab)

• Chemistry 11 semester hours (3 courses)
  Organic Chemistry or Biochemistry (one course no lab)
  Two other Chemistry Courses with lab

• Statistics 3 semester hours (one course)
  Course must be taken in the department of psychology, sociology, statistics, or math.

• Psychology or Sociology 3 semester hours (one course)
  Any psychology or sociology course

• English/writing 6 semester hours (two courses taught at an English speaking university/college)
  Must include at least one writing course beyond the introductory level. Courses must be taken in either the English or writing department.

Clinical Experience Minimum 1000 hours (paid or volunteer)

At the time of application submission, applicants must be able to provide documentation of a minimum of 1000 hours of experience with direct patient contact in a health care setting. A wide range of types of experience will be considered such as: nurse RN/LVN, paramedic/EMT/corpsman, medical assistant/nurses aid, medical technologist/technician, respiratory therapist, physical therapist/assistant, occupational therapist/assistant, medical office manager, speech therapist/assistant, psychologist/therapist/counselor, hospital/clinic/nursing home facility volunteer, home health aid, outreach worker, social worker, patient educator, dental assistant and others.

Clinical Education Facilities

The Physician Assistant Program of Pacific University has affiliations with hospitals, managed care organizations, medical groups, community clinics, nursing homes and private practice physicians. The facilities are located throughout Oregon and surrounding states. Clinical sites will be continually added in order to provide variety and quality to the clinical experiences.
Requirements for Clinical Rotations and Research Project

- Students are required to participate in off-campus activities throughout the program and will be expected to arrange for their own transportation to classes and clinical sites.
- Students should expect to spend several of the clinical rotations outside the Portland area and are expected to make their own travel and housing arrangements. The PA program will assist the student with locating housing.
- PA students are encouraged to locate potential clinical rotations sites, however, the faculty of the School of Physician Assistant Studies reserves the right to make final decisions regarding clinical rotations assignments.
- Electronic study will be incorporated into the PA program and students will be expected to communicate electronically with program faculty and classmates during clinical placements.
- Students are expected to develop a clinical research project and to locate a site for the project with assistance of the PA faculty advisor. The faculty of the School of Physician Assistant Studies reserves the right to make final decisions regarding approval of the research project.

Financial Aid

A description of the Financial Aid Program at Pacific University, its application procedures, Conditions of Award and Sources and Kinds of Financial Aid is found on page 52.

Accreditation

Applicants are advised that the Pacific University School of Physician Assistant Studies has received Provisional Accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Graduates from a CAAHEP provisionally accredited program are eligible to sit for the national Physician Assistant certification examination. As is standard procedure, full accreditation is not granted from CAAHEP until the first class has entered the clinical phase of the program. The University will make demonstrated and documented effort to obtain full accreditation prior to the graduation of the first class.

Academic Performance Policy

The goal of the Physician Assistant Program is to provide an educational experience through which students may become confident and competent clinicians. The program faculty is responsible for providing the student with educational opportunities which will allow the student to meet this goal. The program is also responsible for protecting the public’s welfare by requiring that all students who complete the program meet or exceed the established minimum performance levels. The School of Physician Studies will make reasonable accommodation for all students and applicants.

ACADEMIC REVIEW

1. Every student is required to achieve a grade of "C" or better for each individual course in the PA curriculum to maintain an overall GPA of 3.0 and demonstrate adequate clinical reasoning skills. During the clinical rotations, students are required to receive a Satisfactory or better score for every item evaluated by the clinical preceptor. Failure to meet these standards will result in the review of the student’s academic performance by the Physician Assistant Program Academic Performance Committee. At any time during a semester, a student's academic advisor or course instructor, who has concerns about a student’s academic performance or clinical reasoning skills, may request an academic performance review of that student.

2. The academic process is intended to identify potential academic difficulties for a student and to develop an action plan to address these issues as soon as possible after a problem is identified. The review process also is intended to identify students who may not be capable of completing the program.

3. The Academic Performance Committee is chaired by the Program Director and comprised of the following individuals: Academic Coordinator, Clinical Coordinator, Associate Faculty (as indicated), Medical Director, Instructor for Course in Question, Academic Advisor, and advocate from the Student Advocate Service, if requested by the student.

4. The following steps will be taken if a student receives a grade below a “C”, a no pass in a seminar course, an unsatisfactory rating on any item on a clinical rotation evaluation, an overall GPA below 3.0, or if a course instructor or academic advisor has concerns about a student’s clinical reasoning skills or academic performance during a semester:
   a. The course instructor or the student’s academic advisor will immediately inform the Program Director in writing of a student’s unsatisfactory academic performance with a copy sent to the student.
   b. The Program Director will convene the Academic Performance Committee within 2 calendar weeks of receipt of the letter from the course instructor or academic advisor.
   c. The academic advisor will meet with the student prior to the Academic Performance Committee meeting to inform the student of the process and review the student’s academic performance.
   d. The Academic Performance Committee and the student will be notified in writing of the date and time of the committee meeting by the Program Director.
   e. Only members of the Academic Performance Committee and the student may attend the meeting.
   f. The student will be asked to participate in the Academic Performance Committee meeting to explain his/her performance to the committee, to answer
questions and to make suggestions regarding the corrective action plan.

g. The student will be asked to leave the meeting while the committee discusses the student’s performance and develops a written action plan.

h. The student will meet with the Program Director and the academic advisor to review the action plan within two working days of the meeting.

i. The Program Director and the academic advisor will sign the action plan and it will be placed in the student’s file.

j. The Provost will be notified immediately if the committee decides to terminate a student from the program.

5. A student who fails to meet the terms of the action plan or who has academic difficulties in other courses or rotations may be dismissed from the program. In these situations, the Academic performance committee will review the student’s performance and make a recommendation concerning the student’s continuation in the program. The above guidelines and time frames will be followed for this process.

6. There will be times when extenuating circumstances cause an exception to the time frames outlined above. Requests for modifying the time frames must be made to and approved by the Program Director. There will also be exceptional circumstances where the first action plan will be to terminate the student.

7. In the absence of the Program Director, the Academic Coordinator will act as the chairperson of the committee.

8. Per University Policy, a student can appeal a decision of the Physician Assistant Academic Performance Committee to the University Standards and Appeals Board.

**Ethical Misconduct**

1. Students are required to follow the University Academic Code of Conduct and the PA Profession Code of Ethics.

2. Violations of either of these policies can result in the dismissal of a student. If such a violation occurs while a student is on a clinical rotation, the student may be removed from the rotation pending an investigation.

3. Any faculty member, course instructor, clinical preceptor or other individual involved with observing the students’ behavior should immediately notify the Program Director verbally and in writing of the potential violation. The person making the accusation must be willing to explain the problem in writing and to participate in the academic review process as needed.

4. The Program Director will immediately contact the student to notify them of the complaint and to schedule a meeting with the Academic Performance Committee as soon as possible but no later than 2 calendar weeks from the receipt of the complaint. The Program Director will notify the Provost of the situation.

5. The student will be asked to attend the meeting of the Academic Performance Committee to explain his/her behavior and to answer questions. All deliberations concerning an action plan will be without the student present and the committee will develop a written action plan. In some cases, the committee may need additional information prior to rendering a decision and a plan will be developed to obtain such information. The committee will reconvene when the information is obtained.

6. The Program Director and the Academic Advisor will review the action plan with the student within 2 working days of the committee’s decision. The student, Program Director and the academic advisor will sign the action plan and it will be placed in the student’s file. The Provost will be notified immediately if the committee decides to terminate a student from the program.

7. There will be times when extenuating circumstances cause an exception to the time frames outlined above. Requests for modifying the time frames must be made to and approved by the Program Director.

8. In the absence of the Program Director, the Academic Coordinator will act as the chairperson of the committee.

9. Per University Policy, a student can appeal a decision of the Physician Assistant Academic Performance Committee to the University Standards and Appeals Board.

**Appeals**

1. Per University policy, a student can appeal a decision of the Physician Assistant Program Academic Performance Committee to the University Standards and Appeals Board. Such requests must be submitted in writing to the provost within 10 working days of receipt by the students of the Academic Performance Committee’s decision.

2. University Standards and Appeals board will make the decision to hear an appeal of a decision of the Physician Assistant Academic Performance Committee if one or more of the following criteria are met: there was an error in procedure by the committee, there is new information, if available, sufficient to alter a decision, the sanction imposed was not appropriate to the severity of the situation.

3. Decisions of the University Standards and Appeals Board are final.
PHYSICIAN ASSISTANT
PROFESSIONAL CURRICULUM

The professional program is 27 continuous months divided into three phases.

Phase I Didactic year (12 months) on campus

Phase II Clinical Year (12 months) at sites throughout Oregon and surrounding states

Phase III Clinical Project (12 weeks) at a clinical site selected by the student

Phase I Didactic Year

<table>
<thead>
<tr>
<th>Summer Semester (12 weeks 16 semester hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 550 Gross Human Anatomy ...................................4</td>
</tr>
<tr>
<td>PA 551 Gross Human Anatomy Lab .........................2</td>
</tr>
<tr>
<td>PA 552 Human Physiology ....................................3</td>
</tr>
<tr>
<td>PA 530 Patient Evaluation I ................................3</td>
</tr>
<tr>
<td>PA 540 Pharmacology I .........................................1</td>
</tr>
<tr>
<td>PA 510 Current Topics in Healthcare Delivery ..........2</td>
</tr>
<tr>
<td>PA 515 Introduction to PA Profession ....................1</td>
</tr>
<tr>
<td><strong>Phase I Total: 55</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester (15 weeks 20 semester hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 531 Patient Evaluation II ....................3</td>
</tr>
<tr>
<td>PA 570 Clinical Medicine I Internal Medicine ....8</td>
</tr>
<tr>
<td>PA 560 Clinical Laboratory and Diagnostic Medicine 3</td>
</tr>
<tr>
<td>PA 541 Pharmacology II ..............................3</td>
</tr>
<tr>
<td>PA 520 Psychosocial Dynamics of Health Care I ........3</td>
</tr>
<tr>
<td><strong>Fall Semester Total: 16</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester (15 weeks 19 semester hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 532 Patient Evaluation III .....................2</td>
</tr>
<tr>
<td>PA 575 Clinical Medicine II Pediatrics/Gynecology/Obs...</td>
</tr>
<tr>
<td>PA 580 Clinical Medicine III Surgery/Emergency Medicine 4</td>
</tr>
<tr>
<td>PA 542 Pharmacology III ..............................3</td>
</tr>
<tr>
<td>PA 521 Psychosocial Dynamics of Health Care II ....3</td>
</tr>
<tr>
<td>PA 565 Preventive Health Care Issues ...............1</td>
</tr>
<tr>
<td>PA 595 Introduction to Research ....................2</td>
</tr>
<tr>
<td><strong>Optional Spanish Language Seminar (non-graded/non-credit)</strong></td>
</tr>
<tr>
<td><strong>Phase I Total: 55</strong></td>
</tr>
</tbody>
</table>

Phase II Clinical Rotations Year

<table>
<thead>
<tr>
<th>Summer Semester (14 weeks 15 semester hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 610 Clinical Skills Workshop one week ........2</td>
</tr>
<tr>
<td>PA 665 Professional Practice Issues I one week ...1</td>
</tr>
<tr>
<td>Rotation 1 (4 week Rotation)* .......................4</td>
</tr>
<tr>
<td>Rotation 2 (4 week Rotation)* .......................4</td>
</tr>
<tr>
<td>Rotation 3 (4 week Rotation)* .......................4</td>
</tr>
<tr>
<td><strong>Phase II Total: 49</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester (17 weeks 17 semester hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 665 Professional Practice Issues II one week ...1</td>
</tr>
<tr>
<td>Rotation 4 (4 week Rotation)* .....................4</td>
</tr>
<tr>
<td>Rotation 5 (4 week Rotation)* .....................4</td>
</tr>
<tr>
<td>Rotation 6 (4 week Rotation)* .....................4</td>
</tr>
<tr>
<td>Rotation 7 (4 week Rotation)* .....................4</td>
</tr>
<tr>
<td><strong>Fall Semester Total: 17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester (17 weeks 17 semester hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 665 Professional Practice Issues III one week ..1</td>
</tr>
<tr>
<td>Rotation 8 (4 week Rotation)* ......................4</td>
</tr>
<tr>
<td>Rotation 9 (4 week Rotation)* .....................4</td>
</tr>
<tr>
<td>Rotation 10 (4 week Rotation)* ....................4</td>
</tr>
<tr>
<td>Rotation 11 (4 week Rotation)* ...................4</td>
</tr>
<tr>
<td><strong>Spring Semester Total: 17</strong></td>
</tr>
</tbody>
</table>

*Note: Each student must complete the following rotations:
PA 630 Family Practice .....................................8
PA 631 Internal Medicine ..................................8
PA 632 Women’s Health Care Rotation .................4
PA 633 Pediatrics ...........................................4
PA 634 Surgery ..............................................4
PA 635 Community Mental Health ....................4
PA 636 Emergency/Urgent Care .......................4
PA 637 Elective Rotation I Public Health ............4
PA 638 Elective Rotation II any specialty ...........4

Phase II Total: 49

Phase III Clinical Project

<table>
<thead>
<tr>
<th>Summer Semester (12 weeks 6 semester hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 696 Graduate Project (11 weeks) ............5</td>
</tr>
<tr>
<td>PA 665 Professional Practice Issues IV (one week) ....1</td>
</tr>
<tr>
<td><strong>Phase III Total: 6</strong></td>
</tr>
</tbody>
</table>

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COURSE DESCRIPTIONS

All Physician Assistant courses require admission to the School of Physician Assistant Studies.

PA 510  Current Topics in Healthcare Delivery
An overview of the healthcare delivery system in the U.S. This course covers the history of public health, health policy issues, and examines some of the types of the healthcare providers in various systems. 2 hours; Summer Phase I.

PA 515  Introduction to the PA Profession
Seminar on the development and current status of the PA profession. Policies and issues dealing with medical, ethical, legal, and professional concerns in the health care system, with special emphasis on PAs and their relationships with other professionals. 1 hour; Summer Phase I.

PA 520  Psychosocial Dynamics of Healthcare I
Psychological conditions, counseling and communication skills, substance abuse, cultural and religious issues, ethics and other issues surrounding access and barriers to optimal health care. 3 hours; Fall Phase I.

PA 521  Psychosocial Dynamics of Healthcare II
Psychological conditions, counseling and communication skills, substance abuse, cultural and religious issues. Part II. 3 hours; Spring Phase I.

PA 530  Patient Evaluation I
How to approach the patient, obtain a history, and undertake a physical examination. Emphasis is on understanding normal anatomy, variations of normal, and physical examination techniques. Practice involves working with other students. 3 hours; Summer Phase I.

PA 531  Patient Evaluation II
Performing history and physical examinations on patients. Learning to present findings, list a differential diagnosis, and to write up results of patient encounters. 3 hours; Fall Phase I.

PA 532  Patient Evaluation III
Focused patient examinations employing the patient medical record, and electronic medical information systems. 2 hours; Spring Phase I.

PA 540  Pharmacology I
Pharmacological principals to include: routes of administration, pharmacokinetics, pharmacodynamics and toxicology, drug classes, disease management, use in patient types. Part I. 1 hour; Summer Phase I.

PA 541  Pharmacology II
Pharmacological principals to include: routes of administration, pharmacokinetics, pharmacodynamics and toxicology, drug classes, disease management, use in patient types. Part II. 3 hours; Fall Phase I.

PA 542  Pharmacology III
Pharmacological principals to include: routes of administration, pharmacokinetics, pharmacodynamics and toxicology, drug classes, disease management, use in patient types. Part III. 3 hours; Spring Phase I.

PA 550  Gross Human Anatomy
Advanced study of the structure of the human body with special emphasis upon the musculoskeletal, neurological, and cardiopulmonary systems. 4 hours; Summer Phase I.

PA 555  Gross Human Anatomy Lab
Dissection laboratory to accompany PA 550 which must be taken concurrently. 2 hours; Summer Phase I.

PA 552  Human Physiology
Study of normal and pathological function of selected physiological systems and/or organs in the body. Application to clinical situations will be incorporated where indicated. 3 hours; Summer Phase I.

PA 560  Clinical Laboratory and Diagnostic Medicine
Reviews commonly used laboratory and diagnostic resources. This is an overview of testing in hematology, chemistry, toxicology, microbiology, urinalysis, radiology, imaging, pulmonary function, cardiac testing and other studies. Clinical skills will center on learning various office tests and diagnostic procedures. 3 hours; Fall Phase I.

PA 565  Preventive Health Issues
Preventive health care recommendations for various age groups. Incorporates nutrition, and patient education concepts. 1 hour; Spring Phase I.

PA 570  Clinical Medicine I (Internal Medicine)
A study of the medical conditions and pathophysiology of organ systems: cardiology, pulmonology, gastroenterology, urology, nephrology, neurology, dermatology, rheumatology, otolaryngology, allergy, ophthalmology, endocrinology, immunology, hematology, oncology, infectious disease, and others. 8 hours; Fall Phase I.

PA 575  Clinical Medicine II (Pediatrics, Gynecology, Obstetrics, Geriatrics, Dermatology)
Growth, development, and medical problems encountered in the pediatric patient. Gynecological problems, pregnancy, family planning, and other problems encountered in the female patient. Problems encountered in the geriatric patient. Dermatologic problems encountered in various populations. 4 hours; Spring Phase I.

PA 580  Clinical Medicine III (Surgery, Emergency Medicine)
Overview of surgical conditions and pre/post operative care. Evaluation and treatment of emergency problems. Clinical skill sessions on suturing, splinting, injections, sterile technique, gowning and gloving. 4 hours; Spring Phase I.

PA 595  Introduction to Research
An introduction to the research process, including reviewing medical literature, discussion of research designs, hypothesis testing, and data analysis relevant to healthcare delivery. 2 hours; Spring Phase I. Hooker

PA 610  Clinical Skills Workshop
A series of seminars designed to prepare the student for clinical rotations including clinical workshops in basic and advanced life support, imaging interpretation, and other technical skills. 2 hours; Summer Phase II.
PA 630  Family Practice Rotation  
Clinical rotation for 8 weeks in a family practice medical office setting. Required readings, and patient documentation. 8 hours; Phase II.

PA 631  Internal Medicine Rotation  
Clinical rotation for 8 weeks in an internal medicine practice medical office setting. Required readings, and patient documentation. 8 hours; Phase II.

PA 632  Women’s Healthcare Rotation  
Clinical rotation for 4 weeks in a woman’s healthcare medical office setting. This may include obstetrics/gynecology, or a family medicine setting with an emphasis on female health issues. Required readings, and patient documentation. 4 hours; Phase II.

PA 633  Pediatric Rotation  
Clinical rotation for 4 weeks in a pediatric medical office or a family medicine setting. Required readings, and patient documentation. 4 hours; Phase II.

PA 634  Surgery Rotation  
Clinical rotation for 4 weeks in a surgical setting with an emphasis on inpatient, outpatient, and the surgical arena. For 4 weeks. Required readings, and patient documentation. 4 hours; Phase II.

PA 635  Mental Health Rotation  
Clinical rotation for 4 weeks in a mental health environment such as a community mental health clinic, substance abuse clinic, or hospital based psychiatric setting. 4 hours; Phase II.

PA 636  Emergency/Urgency Care Rotation  
Clinical rotation for 4 weeks in an emergency department, or urgency care setting. Required readings, and patient documentation. Required readings, and patient documentation. 4 hours; Phase II.

PA 637  Elective Rotation I (Public Health)  
Clinical rotation for 4 weeks at Public Health Center such as at a health department, family planning clinic, migrant worker clinic, or prison. Applied principals of public health and community medicine. Required readings, and patient documentation. 4 hours; Phase II.

PA 638  Elective Rotation II (Any Specialty)  
Clinical rotation for 4 weeks in any specialty type practice setting of the student’s choice. Suggestions include rheumatology, dermatology, cardiology, reconstruction surgery, radiology, neurology, neurosurgery, etc. Required readings, and patient documentation. 4 hours; Phase II.

PA 665  Professional Practice Issues I, II, III, IV  
Series of four one-week seminars dealing with professional practice issues and to assist the students with the development of the clinical project proposal. The following topics will be included during the seminars: managed care, practice guidelines, outcome measures, quality management, ethics, administrative issues involving health care delivery, alternative health care, job hunting skills, liability, national and state PA issues, mock board examinations, career planning, and other contemporary medical practice topics.

Part I ........................................ 1 hour, Summer Phase II
Part II ........................................... 1 hour, Fall Phase II
Part III ......................................... 1 hour, Spring Phase II
Part IV ........................................... 1 hour, Summer Phase III

PA 696  Graduate Project  
Student conducts and completes a project at a medical site for 10 weeks. This is followed by a one week seminar with oral presentation or results of project to student body, faculty, and guests. Required written paper of publishable quality. 5 hours; Summer Phase III.
INTRODUCTION

The School of Professional Psychology at Pacific University (SPP) is a Vail model program, with a clear focus and emphasis on educating practitioners of professional psychology. This distinguishes the School from more traditional academic programs with an emphasis on preparing students for careers primarily in teaching or research. Together with other professional programs, SPP complements Pacific’s traditional liberal arts and sciences undergraduate offerings. This distinctive learning environment, along with the School’s emphasis on community involvement and practical applications of theoretical and scientific psychology, makes it unique in the Pacific Northwest. The doctoral program was accredited by the American Psychological Association in 1990.

The School provides a comprehensive and integrated educational experience that grounds the development of clinical competence in the knowledge base and methods of inquiry of scientific psychology. The program also fosters an appreciation of human functioning as it occurs in natural settings, including awareness of personal, interpersonal, and societal influences operating within those settings. The School orients students to scholarship that contributes to an understanding of human nature, to research that informs the clinical endeavor, and to services to a variety of populations. The School recognizes that the person and values of the practitioner are central to effective and socially responsible practice. It thus strives to promote development and integration of both professional competence and humanitarian values. The School seeks to be responsive to the real needs of the many diverse peoples in our rapidly changing society and thus works to maintain a close connection with the community that it serves.

The School’s curriculum provides students with a solid foundation for both professional practice and continuing professional growth. Graduates of the School possess the knowledge and skills to provide psychological services to individuals, groups, and the community in a variety of contexts. They are encouraged to seek out new and innovative professional roles. Doctoral graduates are prepared to enter the postdoctoral licensing process.

Core faculty of the School are professional psychologists who are committed to a range of applications of psychology. Part-time faculty include both practicing professional psychologists and specialists in relevant areas of academic psychology. In addition to teaching and developing student’s skills, faculty are expected to function as models for the ideals of professional behavior and service to the public.

The School maintains a Psychological Service Center (PSC), located in downtown Portland, which provides supervised clinical training experiences to practicum and internship students while offering a wide range of psychological services to the community.

MISSION AND VALUES

The Pacific University School of Professional Psychology follows a practitioner-scholar model of professional education, with coursework reflecting the latest empirical findings in the field. We emphasize integration of a broad range of theoretical perspectives and foster development of the full range of professional psychological competencies in assessment, intervention, research/evaluation, consultation/education, and management/supervision. We promote provision of services to diverse populations at the individual, family, group, and community levels.

We strive to maintain a facilitative academic community based on collaborative inquiry. Faculty and students work together in multiple roles in program development and governance. We affirm the principles of promoting humanity, integrity, and self-awareness and of honoring diversity.

OVERVIEW OF DOCTORAL PROGRAM

M.S./Psy.D. Degrees in Clinical Psychology

The M.S. and Psy.D. degrees typically can be completed in five years of full-time study, with four years devoted to coursework and practicum and one year designated for the internship. Those earning the M.S./Psy.D. degrees take a total of 148 credits. The M.S. is earned upon completion of the 76 credits designated for this degree, including the thesis. Students must complete requirements for the M.S. degree before they may begin to sign up for dissertation credits, take the candidacy examination, and apply for internship.

Advanced Standing

Students admitted with advanced standing (with a master’s degree in clinical or counseling psychology, social work, or
psychiatric nursing) typically can complete the Psy.D. degree in four years of full-time study, with three years devoted to coursework and practicum and one year designated for the internship. Since these students are admitted at advanced standing they do not receive the M.S. degree in clinical psychology at Pacific University. Credits for the Psy.D. degree with advanced standing range from 120-137 (depending on whether any additional prerequisite coursework is required).

**Respecialization**
In recognition of the need for programs to train psychologists who hold doctorates in other areas of psychology, the School offers a program for respecialization in the clinical area. This consists of professional coursework, two years of practicum, and one year of clinical internship. The program is individually designed after review of the applicant’s academic background.

**Continuing Education**
Courses are open to licensed psychologists in the community, as well as other professionals desiring continuing education. Admission in each case is by special approval and as space permits.

**Part-time Study**
While full-time study is encouraged, it is recognized that some individuals will not be able to enroll on a full-time basis. Development of a suitable part-time program is done at the time of initial registration with the academic advisor. Part-time students should be aware that completing the program requirements while maintaining full-time employment during the whole course of study is probably not feasible. A minimum enrollment of six credits per term is required of all degree-seeking students.

**Student Advisement**
Upon enrollment in the program an academic advisor is assigned to each student. This person, a member of the core faculty, works closely with the student to provide continuity and coherence throughout the student’s program. The advisor provides guidance on the educational plan and general coursework and program requirements, including the thesis, candidacy exam, dissertation, and internship. When a student selects a core faculty member as a dissertation mentor, that mentor then becomes the student’s advisor.

**Psychological Service Center**
The purpose of the Pacific University Psychological Service Center is to provide training to students who are committed to careers in professional psychology and to deliver high quality services to the community. Services are furnished by students under the supervision of experienced, licensed psychologists. The Center provides psychological services to residents of the greater Portland area. Intellectual and personality assessment, neuropsychological and vocational assessment, individual therapy, marital and family therapy, group therapy, and consultation are offered.

**Admission**
The School seeks students who possess both academic aptitude and personal qualities that will enable them to develop personally and professionally into effective psychologists.

**Requirements for Admission to the Doctoral Program**
1. Satisfactory completion of a bachelor’s degree, with a grade point average (GPA) of at least 3.0 during the last two years.
2. The General Graduate Record Examination (GRE) taken within 5 years of application. Verbal + Quantitative or Analytic score of 1100 or higher is desirable.
3. A strong undergraduate background in psychology. Applicants who do not possess such an academic background may demonstrate their knowledge by submitting scores for the Psychology Subject test of the GRE.

Students will earn an M.S. in clinical psychology en route to the Psy.D.

**Requirements for Admission with Advanced Standing**
Applicants who meet the above requirements and have been awarded a master’s degree from an approved program in applied psychology or a related mental health field (i.e., master’s degree in clinical or counseling psychology, social work, or psychiatric nursing) may apply for advanced standing (which is roughly equivalent to bypassing one year of full-time study). The M.S. degree or subsequent academic coursework must have included preparation at the graduate level equivalent to that provided by the following courses in the Pacific University M.S. in clinical psychology program: Basic Clinical and Counseling Skills and Lab, Introduction to Diagnosis and Treatment Planning and Lab, Prepracticum, Professional Proseminar, and Psychometrics. Outstanding applicants without such preparation will be required to complete such preparation during their first year of enrollment by taking these courses at Pacific University. Students admitted at advanced standing do not receive the M.S. degree in clinical psychology from Pacific University.

**Requirements for Admission to the Respecialization Program**
Applicants who hold doctorates in areas of psychology other than clinical may apply for respecialization. Upon completion of all program requirements, respecialization students receive a certificate of respecialization.

**Admission Procedures**
Applications are considered for Fall Term entry only. The preferred deadline for application is January 10. To assure early consideration, all application materials must be received by that date.
SUMMARY OF DEGREE REQUIREMENTS

Requirements for the M.S. degree in Clinical Psychology include successful completion of:

1. All required core and clinical coursework
2. Practica
3. Master’s thesis

Students must complete all requirements for the Master’s degree within 4 years of enrollment.

Requirements for the Psy.D. include successful completion of:

1. All required coursework
2. Elective coursework
3. Practica
4. Candidacy examination
5. Dissertation and dissertation defense
6. Internship

Students must complete all requirements for the M.S. and Psy.D. requirements in an eight year period. Students admitted with advanced standing and respecialization students must complete all program requirements in a seven-year period.

Sequencing of Requirements

Students must complete the requirements for the M.S. degree (unless they have been admitted at advanced standing) before they may begin to sign up for dissertation credits, take the Candidacy Examination, or apply for internship.

Coursework and Practica

The first three years of study for full-time students (or the first four or more years of study for part-time students) consist of required courses, elective courses, and practicum. Three terms of practicum and three terms of advanced practicum, with a maximum of 16 hours of clinical work per week, are required for the Psy.D. degree.

Advancement to Candidacy for the Psy.D. Degree

In order to be advanced to candidacy for the Psy.D. degree, students must have successfully completed all required courses and the candidacy examination. A minimum of 65 total credits and 3 terms of practica must have been completed before the student may take the candidacy examination.

Dissertation

The dissertation requirement is typically fulfilled after advancement to candidacy and before the internship. The dissertation defense may not be scheduled or conducted until the student has successfully completed the candidacy examination. Students are advised that it is difficult to complete the dissertation requirement during a full-time internship.

Internship

The internship typically begins after completion of required coursework, practicum training and advancement to doctoral candidacy. Internship consists of one year of full-time supervised experience or two consecutive years of half-time supervised experience in an approved clinical setting. Internship placements may be in a variety of outpatient or inpatient settings throughout the United States. Approved internship settings include the SPP Psychological Service Center, all American Psychological Association (APA) accredited sites, and all sites listed in the Association of Postdoctoral and Psychology Internship Centers Directory, as well as other selected sites that have been specifically approved by SPP. Most internship applications are due in December or January and offers are made in February for placements that begin the following Fall.

Master of Arts in Clinical Psychology

Under special circumstances (e.g., need to substantiate Oregon Mental Health Provider status), students may be awarded a Master of Arts in Clinical Psychology. This degree would be appropriate for students who have a master’s degree from another institution. Students must be approved for eligibility by the Coordinator of Academic Issues.

GENERAL INFORMATION AND PROCEDURES

Practicum

Practicum training is designed to develop a foundation of clinical skills and professional competence with diverse client problems and populations, and to prepare for more substantial responsibilities required in the internship, and is a prerequisite to internship. Each student completes 6 terms (24 credits) of practicum. The practicum experience includes a minimum of 500 training hours per year, of which approximately one third to one half are in direct service, one fourth in supervisory and training activities, and the remainder in administrative/clerical duties related to the above. Training entails integration of theoretical knowledge through its application in clinical practice. The experience shall include supervised practice in the application of professional psychological competencies with a range of client populations, age groups, problems and service settings. The initial three practica typically are served at the Psychological Service Center. Later experiences are usually taken at
one of the many community mental health programs utilized by the School as training sites. Practicum experience begins in the first or second year of full-time enrollment.

Candidacy Examination
Advancement to candidacy signifies that the student is ready for doctoral level clinical training. Successful completion of the Clinical Competency Examination is one of the means by which students demonstrate this. The Examination is developed by the Coordinator of Academic Issues in consultation with the Core Faculty.

In order to be advanced to candidacy for the Psy.D., the following must be successfully completed:

1. All required courses (electives may be outstanding)
2. All practicum training
3. Candidacy Examination

The Master’s degree (not applicable to students admitted with advanced standing), a minimum of 65 total credits, and 3 terms of practica must have been completed before the student may take the Candidacy Examination.

Students must sign up to take the candidacy examination no later than the academic year prior to the internship. It is strongly recommended that the candidacy exam be completed before applying for internship.

Doctoral Dissertation
As evidence of scholarly competence, the student completes a major work that represents an original contribution to research or practice in professional psychology. In keeping with the practitioner-scholar model of the School, dissertations are not confined to experimental study, but may utilize a variety of formats: case studies of an individual, group, or system; empirical research; program development or evaluation; or a synthesis and extension of the literature. The completed dissertation is defended in an oral examination. In consultation with the academic advisor, it is determined when it is appropriate for the student to begin enrollment in the dissertation. The dissertation requirement is typically fulfilled after advancement to doctoral candidacy and before the internship.

The dissertation defense may not be scheduled or conducted until successful completion of the Candidacy Examination. Once enrollment in dissertation credits has begun, continuous enrollment must be maintained at the rate of 4 credits per term until the minimum of 12 credits is attained. Thereafter the student must maintain a minimum enrollment of 1 credit each term until the dissertation is defended.

Students should be advised that it is very difficult to complete the dissertation requirement during full-time internship. Students who are planning to take a full-time internship are advised to plan on completing their dissertation, including the oral defense, prior to embarking on their internship.

Internship
The Clinical Psychology Internship is the capstone of the professional psychology program. It is among the last major tasks undertaken by the student prior to graduation and represents a significant commitment of time and effort. The internship provides: 1) an opportunity to use and refine clinical skills and knowledge developed during the course of the program; and 2) an opportunity to consolidate one’s professional identity.

The internship requires either full-time supervised clinical experience for one calendar year, or a comparable half-time supervised clinical experience for two consecutive years (a minimum of 1500 training hours). Internship training must be taken at an approved site, and all internship settings used by students must meet APPIC criteria and be approved by the Coordinator of Clinical Training prior to formal application.

Students may be recommended for internship upon satisfactory completion of the M.S. degree requirements (not applicable to students admitted at advanced standing) and their clinical practicum (or anticipated completion by the end of the academic year), providing they are:

1. in good standing in the program, or
2. in good standing with concerns, or
3. on warning status, provided that a remediation program has been in place long enough that, upon review, the student’s advisor and the Coordinator of Clinical Training agree that the student is likely to complete the remediation satisfactorily by the end of the academic year.

Transfer of Credits
Post-baccalaureate work at the graduate level in psychology taken at an accredited university may be evaluated for transfer. An “A” grade must have been achieved and the course instructor and the Coordinator of Academic Issues must determine that the content of the course was appropriate through review of the Transfer of Credit Application. In no case will credit be given for previous work that has not been graded or formally evaluated. In cases of courses graded on a Pass/No Pass system, course performance will be carefully evaluated. A maximum of 21 credits may be transferred from other schools provided these were earned after award of a bachelor’s degree from an accredited program and within the four years immediately preceding admission to the School. Practicum and Internship credits are not transferable.

Course Waivers
A course waiver documents that the student has met the requirements for the waived course, but s/he receives no academic credit. Rather, the credit affected by a successful waiver is added to the student’s elective course requirement.

A student may request a waiver of a required didactic course if either:

1. The student has taken previous coursework which qualifies for transfer, but the student chooses to take additional elective credit as part of his or her program, or
2. The student’s coursework does not qualify for transfer, but on the basis of appropriate educational, training, and work experiences the student believes that s/he is fully competent in the domain covered by the required course. An appropriate waiver examination
may be set, in which case an $85 examination fee is charged.

Under no circumstances may practicum or internship requirements be transferred or waived.

Leave of Absence

A formal leave of absence must be requested by petition for any term a student does not enroll. The first and second requests for a leave of absence are typically granted on a routine basis. Approval of more than two requests usually requires documentation of specific extenuating circumstances. Students who have a break in enrollment of more than three consecutive terms are considered withdrawn from the program, must reapply for admission, and would re-enter the program under the requirements in effect at the time of readmission.

Enrollment

For classes enrolling in Fall, 1998 and thereafter full-time enrollment is defined as 12 hours or more per term. For classes enrolling prior to 1998 full-time enrollment is defined as nine or more 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 less than six credits except for dissertation and internship enrollment. A leave of absence must be requested, by petition, if a student does not maintain continuous enrollment.

Students participating in student loan programs may lose student payment deferment status if they fall below half-time enrollment (below six credits per term for classes enrolling Fall, 1998 and thereafter, and below five credits per term for classes enrolling prior to 1998). The only exception to this rule is for students registered for the full-time internship experience, who will be considered as enrolled full-time.

Time Limit for Completing Degree

All requirements for the Psy.D. degree must be completed within eight academic years of admission, except in the case of advanced standing and respecialization students, who must complete their program requirements within seven years of admission. All requirements for the M.S. and M.A. degrees in Clinical Psychology must be completed within four academic years of initial admission.

Academic Year

The academic year, comprised of two 14-week semesters and one 12-week term, begins in early September and continues through July. Classes are scheduled in morning, afternoon, and evening 3 or 3 1/2-hour blocks, depending on the term. Required courses are offered one time per year; elective courses are offered alternate years. Both practicum and required courses continue through the Summer term.

Professional and Academic Standards, and Student Evaluation

Good academic standing in the School of Professional Psychology (SPP) is defined as continued enrollment, satisfactory academic progress, appropriate interpersonal functioning, sound clinical skills, and appropriate professional/ethical conduct and attitudes. Students are evaluated at least annually in these four areas.

Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, the most current Ethical Principles of Psychologists and Code of Conduct, and state and federal laws governing the conduct of psychologists. The School reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students in regard to them.

Agreement to abide by the policies and procedures of the University and the School is implicitly confirmed when students register each term. Students must maintain good standing in the program in order to be eligible for, or continued on, any School administered scholarships.

A student’s academic standing may be jeopardized by any of the following:

1. Indications of poor academic performance,
2. Evidence of behavior that may hinder professional competence or interpersonal or professional relations,
3. Insufficient progress in the development of clinical skills,
4. Failure to comply with School rules or procedures, or
5. Unprofessional conduct, unethical conduct, or illegal conduct.

Faculty will evaluate academic performance, clinical skills, and professional development and behaviors demonstrated in the educational environment and in fieldwork performance according to standards set forth in the University Catalog, the SPP Program Guide, the Ethical Principles of Psychologists and Code of Conduct, and elsewhere.

Students will be given regular reports on their progress in the program. A student who is not performing adequately according to the standards will receive notification through written feedback and/or individual advisement. After receiving such 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 Ethical Principles of Psychologists and Code of Conduct, a student may be removed from the School without previous warning at any time in his or her academic career.

In general, program decisions regarding academic stand-
ing 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 Pacific University Catalog, Pacific Stuff, the SPP Program Guide, and additional resources available in the SPP Campus 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 s/he is readmitted.

Graduation

Pacific University offers three degree conferment dates during the academic year: fall, winter, and spring. Formal commencement is held in spring only. All degree candidates must submit an Application for Degree form to the Registrar’s Office by January 15 for spring; June 1 for summer; or September 15 for winter graduation. Students who will be finishing their Psy.D. degree requirements at the end of the Summer term may choose to participate in the previous May ceremony. If so, they must meet the following qualifications: have completed all degree requirements, including the dissertation, by the end of the Spring Semester, and be scheduled to complete the internship at the end of the upcoming Summer term.

Changes in Registration

Changes in course registration (cancellations, additions, or changes in credit hours or audit/credit status) may be made during the first two weeks of each term. Refund of tuition will be according to the University refund policy. Course cancellations after the second week of each term will be recorded as “W” on the transcript. Requests for changes in registration after the second week of class must have the approval of the Coordinator of Academic Issues.

Financial Aid

A description of the Financial Aid Program at Pacific University, its application procedures, Conditions of Award, and Sources and kinds of financial aid are found in this Catalog under “Financial Aid.” The School of Professional Psychology offers financial assistance to qualified students in the form of Service Scholarships, Graduate Assistantships, and Teaching Assistantships.
Research Sequence, 21 credits

880 Scientific Method I: Statistics* .......................... 3
881 Scientific Method II: Research Design* ............... 3
882 Dissertation ................................................. 12
Research Elective .................................................. 3

Supervised Clinical Experience, 30 credits

887 Practicum (4 credits x 3 terms)* ..................... 12
888 Advanced Practicum (4 credits x 3 terms) ...... 12
890 Internship (2 credits x 3 terms)....................... 6

Free Electives ................................................................ 9

Total credits required 148

Limit on transfer and waiver ........................................ 21

*Credit hours which are required for the M.S. degree ........ 76

Students have 8 years from matriculation to complete M.S./Psy.D. degree requirements.

CURRICULUM FOR ADVANCED STANDING STUDENTS

Basic Sequence, 9 credits

811 Biological Bases of Behavior ....................... 3
812 Cognitive/Developmental Bases of Behavior 3
813 Social/Individual Bases of Behavior ............... 3

Human Diversity Sequence

6 credits, 3 of which must be 814
814 Human Diversity ........................................ 3
815 Psychology of Women .................................. 3
830 Cross-Cultural Psychology ......................... 3

Approved electives .............................................. 6

Assessment Sequence, 12 credits

820 Psychopathology ......................................... 3
821 Assessment I - Intelligence ......................... 3
822 Assessment II - Objective ......................... 3
823 Assessment III - Projective ......................... 3

Intervention Sequence, 18 credits

816 Intervention I .............................................. 3
817 Intervention II ............................................ 3
818 Intervention III ........................................... 3
Intervention electives .......................................... 9

Professional Sequence, 15 credits

870 Ethics and Professional Issues .................... 3
871 Professional Roles I ................................... 3
872 Professional Roles II ................................ 3
873 Professional Development I ...................... 3
874 Professional Development II ..................... 3

Supervised Clinical Experience, 30 credits

887 Practicum (4 credits x 3 terms) ................... 12
888 Advanced Practicum (4 credits x 3 terms) ... 12
890 Internship (2 credits x 3 terms) ................... 6

Free Electives ..................................................... 9

Total credits required 120-137*

Limit on transfer credits ........................................ 21

* Students admitted at advanced standing may be required to take some foundation courses in their first year of study if they have not had equivalent course work upon admission.

Students with advanced standing have 7 years from matriculation to complete Psy.D. degree requirements.

Master of Arts in Clinical Psychology

Requirements

The candidate must be formally enrolled in the Doctor of Psychology program and must meet all the prerequisite course requirements that were in effect at the time of enrollment in the program.

The student must earn a minimum of 45 credits while in good standing in the program. These credits shall include, in addition to any required prerequisites at least the following:

- Core Proseminar (GPSY 811-813, 9 credits)
- The Intervention sequence (GPSY 816-818, 9 credits)
- Assessment I and II (GPSY 821 and 822, 6 credits)
- Ethical and Professional Issues (GPSY 870, 3 credits)
- 3 terms of practicum (GPSY 881; 12 credits)

- The student must successfully complete a Qualifying Paper as described in the Program Guide.

- All requirements must be completed within 4 years of initial enrollment.
COURSE DESCRIPTIONS/CLINICAL PSYCHOLOGY

The School offers the following regular courses and electives. Independent study or research may be arranged by individuals or groups of students. Course offerings may vary from year to year as circumstances dictate. The School reserves the right to cancel or modify any course or program.

711 Professional Proseminar (3)
Historical, philosophical, scientific, and ethical foundations of professional practice. Emphasis will be on developing critical thinking skills and a framework for integrating science and practice.

720 Psychometrics (3)
Psychological measurement, including strategies of test construction, reliability, validity, and issues in prediction of behavior.

725 Basic Clinical and Counseling Skills (3)
Introduction of communication skills in the helping relationship, including active listening, accurate empathy, establishment of rapport, non-judgmental attitude, reflecting, facilitation of client self-exploration, behavior monitoring, and interpretation. Corequisite: 735.

727 Introduction to Diagnosis and Treatment Planning (3)
Interviewing for problems, strengths, and resources; mental status examinations; intake interviewing; overview of diagnostic categories; basic diagnostic decisions; and treatment planning. Corequisite: 737.

735 Clinical & Counseling Skills Laboratory (1)
Three hours per week of skills practice. Corequisite: 725.

737 Diagnosis and Treatment Planning Laboratory (1)
Three hours per week of skills practice. Corequisite: 727.

773 Introduction to Professional Development (3)
Activities designed to further the integration of theory, research, and practice, the development of professional identity, and career planning, in collaboration with an advisor, mentor, or program coordinator. Taken Pass/No Pass

779 Thesis Orientation (2)
A seminar to orient students to the thesis process. Directed readings, student presentations, discussion.

780 Master’s Thesis Seminar (6; 2 per term: 1 per term for continuing enrollment)
A monthly seminar to guide the development of the Master’s Thesis, a supervised research project approved by the seminar instructor. Students select and review a research area by the end of the first term of thesis enrollment, submit and revise a proposal by the end of the second term, and complete and defend the thesis by the end of the third term. Prerequisites: 711, 779.

787 Prepracticum (3)
Practical orientation to and preparation for the practicum experience. Prerequisites: 725, 727, 735, 737.

811 Biological Bases of Behavior (3)
Biological aspects of human behavior, including affect and motivation, from the perspectives of historical development, current theory and research, and applications.

812 Cognitive/Developmental Bases of Behavior (3)
Human development and cognition, from the perspectives of historical development, current theory and research, and applications.

813 Individual/Social Bases of Behavior (3)
Human behavior as reciprocal relations between the person and the social environment, from the perspectives of historical development, current theory and research, and applications.

814 Human Diversity (3)
This course presents a framework for a psychology of human diversity, then considers philosophical and paradigmatic principles and applications to practice and research. Human diversity is defined broadly, to include sexual orientation, gender, race/ethnicity, age, disability, and other sources of diversity.

815 Psychology of Women (3)
Gender differences in development. Effects of sex role and power on clinical training and practice. Prerequisite: 814.

816 Intervention I: Individual Approaches with Adults (3)
The first of a three course sequence to ground an empirically and conceptually integrated approach to therapeutic intervention within a multiaxial framework, which includes major schools of thought, human diversity, life span development, modalities of intervention, and special clinical populations. The first term focuses on individual approaches with adult clients.

817 Intervention II: Family, Couples, and Child Approaches (3)
The second of a three course sequence in therapeutic intervention. The second term focuses on intervention with families, couples, and children, with emphasis on family structure and the significance of developmental levels. Prerequisite: 816.

818 Intervention III: Group Approaches (3)
The third of a three course sequence in therapeutic intervention. The third term focuses on intervention in groups. Prerequisite: 817.

820 Psychopathology (3)
Selected clinical problems and diagnostic categories in research and practice. Problems and issues in diagnostic classification using the current official nomenclature.

821 Assessment I: Intelligence (3)
Preparatory course in clinical assessment with emphasis on theory, administration, scoring and interpretation. Demonstration, practice, and test report writing using the Wechsler Scales. Prerequisite: 720 or equivalent.
822  Assessment II: Objective (3)
Development and theory of objective personality tests. Emphasis on MMPI interpretation, with example cases, practice profiles and test report writing. Prerequisite: 821.

823  Assessment III: Projective (3)

824  Assessment IV: Neuropsychological (3)
Discussion of central nervous system disorders. Demonstration and practice in the administration, scoring and interpretation of tests of central nervous system functions. Emphasis on preparation of comprehensive psychological reports. Prerequisites: 811, 812, 821, 822.

825  Psychodynamic Psychotherapy (3)
Theory and practice of psychodynamic therapy approaches, emphasizing psychoanalysis. Historical development and contemporary applications. Discussion of case material and dynamic process techniques. Prerequisite: 816.

826  Cognitive Behavior Therapy (3)

827  Humanistic Psychotherapy (3)
Major issues involved in existential-humanistic psychotherapy, including existential-analytic approaches and humanistic-based psychotherapy. Emphasis on common elements in these therapeutic orientations and application to the practice of psychotherapy. Prerequisite: 816.

828  Group Psychotherapy (3)
History, theory, and research of group dynamics. Investigation of group process variables, and their relevance to current group therapy practices. Prerequisite: 816, 818.

830  Cross-Cultural Psychology (3)
Cross-cultural competence, services and service-delivery to underserved and minority populations, including Asian Americans, African Americans, Hispanic Americans and Native American Indians. Prerequisites: 814, 816, 817, 818, 821, 822.

841  Psychopathology and Assessment of Children (3)
Overview of major disorders of childhood and of assessment techniques, including evaluation methods for cognitive, personality, and adaptive functioning. (Offered alternate years.) Prerequisites: 820, 821, 823.

843  Human Sexuality and Clinical Issues (3)
Clinical issues in sexual behavior: emphasis on contemporary issues, assessment and treatment of sexual dysfunction and disorder, and inclusion of client sexuality in clinical practice.

844  Psychotherapy for Children (3)
Research, theory, practical application and techniques for working with children. Service delivery approaches. (Offered alternate years.) Prerequisite: 817

845  Family Therapy (3)
Exploration of contemporary approaches to understanding and working with family problems, including communication, systems theory and structural methods. (Offered alternate years.) Prerequisite: 817.

847  Treatment of Chemical Dependency (3)
Addresses current theory and practice of assessment and treatment of chemical dependency. Topics include acute and chronic drug effects, relapse prevention, effects of chemical dependency on the family system, and denial and developmental arrest as core features of chemical dependency. (Offered alternate years.)

850  Health Psychology (3)
Theory and practice of working with medical disabilities and in medical service settings.

851  Psychopharmacology (3)
Psychotropic medications, their uses and general effects. Psychiatric effects of many medications in common usage, drug interactions, and the psychological impact of the use of medication in a therapeutic setting. (Offered alternate years.) Prerequisites: 811, 812, 813, 820.

852  Clinical Geropsychology (3)
An introduction to principles of diagnosis and treatment in geropsychology including ethical, conceptual, and methodological issues. (Offered alternate years.) Prerequisite: 814, 821, 822.

858  Brief Psychotherapies (3)
History and development of brief therapy approaches. The focus is on short-term dynamic therapies, with discussion of crisis intervention models, behavior therapy, family/marital therapy and group therapy. Emphasis on techniques, selection criteria, outcome evaluation, and issues in time-limited treatment. (Offered alternate years.) Prerequisite: 816.

863  Program Evaluation (3)
Continued theory and practicum in community mental health consultation, with emphasis on program evaluation strategies and techniques. Needs assessment, goal clarification, outcome and activity evaluation; management information systems, accountability. Applied student projects. Prerequisites: 880, 881.

870  Ethics and Professional Issues (3)
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 impacting professional practice and implications for the future.

871  Professional Roles I (3)
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. Students will practice competencies in laboratory sessions. Prerequisites: 816, 817, 818, 870, 3 terms of Practicum (887).

872  Professional Roles II (3)
The second of a two course sequence on professional roles and competencies. Includes laboratory practice of professional competencies. Prerequisite: 871.
874 Professional Development I (3)
Activities at an advanced level designed to further the integration of theory, research, and practice, the development of professional identity, and career planning, in collaboration with an advisor, mentor, or program coordinator. Taken Pass/No Pass

875 Professional Development II (3)
A continuation of GPSY 874. Taken Pass/No Pass

880 Statistics (3)
Probability, distributions, descriptive and inferential statistics. Parametric and non-parametric procedures, their strengths and uses. Correlation and regression, t-tests, analysis of variance. Prerequisite: 720 or equivalent.

881 Research Design (3)
Philosophy of science, scientific method, hypothesis generation, experimental and quasi-experimental design, validity, reliability, power and error estimation. Prerequisite: 880.

882 Dissertation (12; 4 per term; 1 per term for continuing enrollment)
Examination of a professional problem by means of literature search, conceptualization, use of data and written exposition, including a variety of methods.

887 Practicum (12; 4 per term)
Constitutes preparation for internship, and consists of a minimum of 500 training hours of which approximately one half are in direct service, one fourth in supervisory and training activities, and one fourth in administrative duties related to the above. The three terms of Practica are served in the Psychological Service Center or in other approved agencies. Prerequisites: 725, 727, 787, or equivalent.

888 Advanced Practicum (12; 4 per term)
Constitutes preparation for internship, and consists of a minimum of 500 training hours of which approximately one half are in direct service, one fourth in supervisory and training activities, and one fourth in administrative duties related to the above. Advanced Practica training is available in the Psychological Service Center or in other approved agencies with the agreement of the Clinical and Academic Affairs Committee and the student’s advisor. Prerequisite: 887.

890 Internship (6; 2 per term)
Consists of a minimum of one year full-time or two years half-time of 1800 hours of supervised clinical experience in a facility approved by the faculty and should cover a range of activities in psychological assessment and intervention with a variety of clients and provide for participation in program administrations, development of supervisory skills and opportunity for interdisciplinary collaboration. Prerequisites: 887, 888.

891 Clinical Fieldwork (1-4 credits)
Supervised clinical fieldwork by special arrangement.

893 Personal Growth (1)
Independent individual and/or group therapy. This is to be ongoing during a portion of the student’s curriculum and is expected to model continued development throughout his/her professional career. Personal growth therapists must be licensed or registered mental health practitioners. One credit unit per term; up to five credits of elective credit may be used for personal growth.

894 Independent Study (1 or 2; credit arranged)
Independent Study is intended to enable the student to pursue specialized, unique, elective interests that are not part of the regular curriculum. Thus, independent study should supplement curriculum offerings and should be at the same level of difficulty and sophistication as regular courses. Independent study should be reserved for didactic proposes and may not be used to gain practicum experience. Also, the amount of effort per credit hour should generally be comparable to that of classroom credit hours. This learning mode may not be used as an alternative to the required courses. No more than two credits of Independent Study is allowed each term and no more than five credit hours of Independent Study may be applied to the 21 elective credit hours required for graduation.

895 Human Diversity Workshop (1 credit)
Knowledge and skills for working with diverse and underserved populations. Topic varies.

899 Special Topic (1 to 3 credits)
A specialized topic in professional psychology explored in depth. Students may re-enroll for credit only when different topics are covered. No more than 6 Special Topic credits may be applied to the 21 elective credit hours required for graduation. Prerequisite: Permission of instructor.
**MASTER OF ARTS IN COUNSELING PSYCHOLOGY**

Pacific University’s School of Professional Psychology offers a Master of Arts degree in Counseling Psychology from its location in downtown Portland, Oregon. This is a two year program and will provide the educational background needed for a career as a counselor in diverse settings. The specialty tracks develop skills in current practice areas to make our graduates attractive to employers in a variety of different venues.

The counseling psychology program begins with a year of basic theory and techniques in counseling. In the second year, students choose one of two specialty tracks: Behavior Analysis or Organizational Behavior. The program is designed in lock-step fashion and will take two years on a full-time basis. A total of 54 credit hours are required. In the first year, 27 credits are taken that will be sufficient to enable the student to meet state licensure requirements with respect to coursework. In the second year, 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 remaining 12 credits (either behavioral analysis or organizational behavior) will allow students to add a specialty that will enhance their employability post-graduation. In addition, in the second year, students will be required to pass a qualifying examination reflecting competency in core and specialty subjects.

The curriculum can be thought of as having four components: the core counseling psychology courses, the organizational behavior track courses, the behavior analysis track courses, and the required practical supervised experience.

**Behavioral Analysis Track Courses**

In the second year, the Behavioral Analysis Track will prepare students to work in mental health settings with a variety of populations. In addition, they will be able to work with children with disabilities. Graduates will be distinguished from those of other master’s level programs, in that they will have expertise in pinpointing behavioral targets of their clients in order to evaluate efficacy of their technical strategies. Over the last three decades, the behavioral approach, in light of its empiricism and documented efficacy, has gained increasing acceptance in the mental health field. Being of a relatively short-term nature, the behavioral approach dovetails ideally with the managed care philosophy of heath. Hallmarks of the behavioral approach are: empiricism, short-term objectives, precision of thinking, documentation, and accountability. Increasingly, behavioral analysts and technicians are finding their way into the mental health arena, working both independently and under the aegis of doctoral level clinicians. Currently, there are numerous opportunities nationwide for such master’s level clinicians; this trend is expected to continue in the future (1998-99 Occupational Outlook Handbook).

**Organizational Behavior Track Courses**

The Organizational Behavior Track will prepare students to work in industry in dealing with individual and organizational change. Graduates will be distinguished from those of master’s level industrial and organizational psychology programs, in that the emphasis will be on providing counseling services for problems encountered at work, rather than on providing Human Resource services, such as employee selection and compensation.

Recently, it has been recognized that there are work-related conditions which place people at risk for psychological disorders. Strain from job stressors, for example, has been related to a number of medical and psychological problems. In addition, the Americans with Disabilities Act requires employers to reasonably accommodate employees with mental disorders. At present there are few people with training in both mental health and organizational behavior to assist with this process. It is expected that opportunities for prevention, amelioration, and accommodation of mental health problems at work should develop over the next few years.

Behavior change in organizations is expected to be an important part of the work of graduates. It is clear that behavior change in organizations can often be accomplished through structural changes in organization and job design, compensation systems, leadership styles, and the like. However, such methods are not effective for all employees. In many cases a talented individual has personal shortcomings which make it difficult or impossible for that person to achieve his or her career potential or organizational objectives. Counseling approaches have been found effective for these problems, but counselors also must have knowledge as to how organizations operate and how careers develop.

**COURSE DESCRIPTIONS**

(First Year)

**CPSY 501  Human Growth & Development (3 hours)**

Considers development and socialization across the lifespan. Particular attention is accorded to how developmental issues at varying levels impact the counseling process.

**CPSY 502  Assessment of Individuals (3 hours)**

Description of a variety of strategies (self-report, observational, objective, projective) used in evaluating individuals. Emphasis placed on selection, administration, and interpretation of tests. Examination also of the DSM system of diagnosis.

**CPSY 503  Professional Orientation (3 hours)**

Considers standards of counseling practice, ethical and professional issues, mental health statutes, interaction with other helping professions, referrals, and consultation. Discussion of the role of managed care, social and political factors impacting on practice.
CPSY 504  Interviewing and Counseling Skills (3 hours)
Introduction to communication skills in the helping relationship, including active listening, accurate empathy, establishment of rapport, nonjudgmental attitude, reflecting, facilitation of client self-exploration, behavior monitoring, interpretation, and extracting relevant clinical information. Role playing will be used extensively as a teaching tool.

CPSY 510  Social and Cultural Foundations (3 hours)
Examines social and cultural determinants of behavior, with particular relevance to the counseling process. Also considers services and service-delivery to underserved populations, including Asian Americans, African Americans, Hispanic Americans and Native American Indians.

CPSY 511  Counseling Theory (3 hours)
Considers the theoretical models underlying short-term therapies, with discussion of crisis intervention models, behavior therapy, family/marital therapy, and group therapy. Emphasis on rationale for selection criteria and outcome evaluation in time-limited treatment. The time-limited model is underscored.

CPSY 521  Research Methods (3 hours)
Considers scientific method, hypothesis generation, experimental and quasi-experimental design, power and error estimation, reliability, and validity. Emphasis is on how research methods relate to accountability in practice. Both quantitative and qualitative approaches will be covered.

CPSY 531  Career Development (3 hours)
Evaluates theoretical underpinnings of career choice as related to interest. Examines the complexities of careers and methods (interest and aptitude surveys) to guide clients in making choices. Development issues across the career span including mentoring, role changes, and retirement planning are included.

CPSY 535  Group Dynamics (3 hours)
Considers group counseling approaches and models; issues of group leadership; styles of leadership and group facilitation skills. Consideration is given to specific goals and counseling methods to facilitate group cohesion and growth.

COURSE DESCRIPTIONS
(SECOND YEAR)

CPSY 561  Behavioral Analysis I (4 hours)
Principles of behavioral assessment are considered with emphasis on the three channels (motoric, self-report, physiological). Examples of behavioral assessment across the lifespan are considered. In addition, applications of functional analyses are presented.

CPSY 562  Behavioral Analysis II (4 hours)
Specific emphasis on assessment and behavioral treatment of children. Half of the course is devoted to functional analysis and treatment of children with disabilities.

CPSY 563  Behavioral Analysis III (4 hours)
Specific emphasis on behavioral analysis and treatment of adults and older adults with a large variety of presenting problems.

CPSY 571  Organizational Behavior I: Organizational Psychology (4 hours)
Considers the theory of organizational systems, organizational design, technology, motivation, leadership, culture and climate, and social relationships.

CPSY 572  Organizational Behavior II: Individual (4 hours)
Problems and Interventions. Identifying and changing individual performance problems in organizations. Includes performance appraisal and feedback, training, performance management and engineering, disabilities, job design, stress reduction, and other practices.

CPSY 573  Organizational Behavior III: Organizational Problems and Interventions (4 hours)
Working with entire organizational units to change culture, attitudes, norms, and other factors to make organizations more productive and better places to work.

CPSY 590  Practica I, II, and III (5 hours per term, over 3 terms)
Total of 600 hours across the three practica in preparation for supervised practice post-master’s graduation. Of the 600 hours, approximately one half are in direct service, one fourth in supervisory and training activities, and one fourth in administrative duties related to the above. The three terms of Practica are served in the Psychological Service Center or in other agencies approved by the Director of the Program in consultation with the Coordinator of Clinical Training at SPP. The primary objective is to enable the student to practice, under supervision, counseling and assessment skills, with a variety of populations.

COURSE DESCRIPTIONS
ELECTIVE COURSES

CPSY 555  Special Topics or Independent Study
CPSY 595  Research Participation
Academic Calendar 1998-99

PACIFIC UNIVERSITY

1998 SUMMER SEMESTER

April 27
SPP - First Day of Summer Session Classes

May 4
Optometry - First Day of Summer Semester Classes, 4th Yr Clinics, Preceptorships Begin Optometry - 3rd Yr Optional Summer Clinic Orientation

May 5
Optometry - 3rd Yr Optional Summer Clinic Begins

May 11
PA - clinical rotation begins

May 17
Commencement: Class of 1998

May 25
Holiday - Memorial Day

May 26
Classes begin for Term I: Arts & Sciences

May 29
PA Orientation - University

May 30
PA Orientation - Program

June 1
PA - Summer Semester Classes Begin (didactic year)

June 22
Classes Begin for MAT / 5th Yr and Ed Summer Session Classes begin for Term II: Arts & Sciences

July 1-3
SPP - Student Break

July 2 - 16
Optometry - 3rd Yr Optional Summer Clinic

July 3-4
Holiday - 4th of July

July 13 - 16
Optometry 3rd Yr Summer Semester Finals

July 16
Optometry - Summer Semester Classes End

July 17
Optometry - 3rd Yr Optional Summer Clinic

July 20
Classes begin for Term III: Arts & Sciences

July 24
SPP - Last Day of Summer Session

August 10-14
PA - student break (didactic year)

August 20
Optometry - Summer Semester Clinics, Preceptorships End

August 21
PA - Last Day of Classes

August 22-30
PA - Student Break (didactic year)

1998 FALL SEMESTER

August 24-25
All Faculty Conference

August 24
Optometry Clinic Offices Open

August 25
International Student Orientation

August 26 (Wednesday)
A & S New Student Orientation Begins OT Classes Begin

August 27
PT Student Orientation Optometry - 1st Yr Student Orientation

August 31 (Monday)
A & S Classes Begin PA Fall Classes Begin MAT / 5th Yr Classes Begin PT - 1st & 2nd Yr Classes Begin Optometry - Fall Semester Classes, Clinics, Preceptorships Begin SPP - Orientation for New Students
September 2
SPP - Fall Semester Classes Begin

September 7
Labor Day - No Classes

October 9
No classes for College of Arts and Sciences

October 12
PT - 3rd Yr Classes Begin

October 19-23
OT - Mid-term Break

November 25 (noon), 26, 27
Thanksgiving (no classes)

December 5
Optometry - 3rd Yr Fall Clinic Ends

December 8 (Tuesday)
A & S, Education - Last Day of Classes

December 9, 10, 11, 14, 15, 16
PT - Final Examinations

December 9
A & S, Education - Reading Day
Optometry - Fall Semester Classes End

December 10, 11, 14, 15, 16
A & S, Education, Optometry - Fall Semester Final Examinations

December 14
SPP - Last Day of Fall Semester

December 16
Optometry - Fall Semester 4th Yr Clinics, Preceptorships End

December 17
OT - Last Day of Fall Term

December 17 - Jan 3
PT - Student Holiday Break

December 18
PA - Last Day of Classes/Rotation

December 19 - January 3
PA - Student Holiday Break (didactic year)

December 24 - January 3
A & S, Optometry, SPP, Faculty/Staff Holiday Break

1999 WINTER III - 1999 SPRING SEMESTER

January 4 (Monday)
A & S Winter III Term Classes Begin
PA - Spring Semester Classes Begin and Clinical Rotation
PT - 1st and 2nd Yr Classes Begin
SPP - Spring Semester Classes Begin

January 4-29
OT - Level II Field Work Begin (Class of 2000)

January 11
OT (Class of 2001) Classes Begin
Optometry - Spring Semester Classes, Clinics, Preceptorships Begin

January 18
Diversity Celebration - MLK

January 22 (Friday)
A & S - Reading Day

January 25 (Monday)
A & S - Winter III Final Exams

January 31
Fall Graduation Date

January 28 (Thursday)
International Student Orientation

January 29 (Friday)
A & S - New Student Orientation

February 1 (Monday)
A & S, MAT/5th Yr - Spring Classes Begin

February 3
OT (Class of 2000) Classes Begin

February 4 & 5
PT - 1st and 2nd Yr - Mid-Winter Break

March 22-26
Spring Break

April 5-23
MAT/5th Yr Current Student Advising for Fall

April 16
SPP - Last Day of Spring Semester

April 17
Optometry - 3rd Yr Spring Clinic Ends

April 19 - 24
SPP - PSC Closed

April 23
OT (Class of 2000) - Last Day of Term
PA - Last Day of Classes
Optometry - Spring Semester Classes End
April 24 - May 9
PA - Student Break (Didactic Yr)

April 26
SPP - Summer Session Classes Begin

April 26-30
Optometry - Spring Semester Final Examinations

April 30
Optometry - Spring Semester 4th Yr Clinic, Preceptorships End

May 1-16
PA - Student Break (Clinical Rotation Yr)

May 3 - August 20
OT (Class of 2000) - 8 weeks Full-time Level II Fieldwork

May 3 - 7
PT - 1st Yr Final Examinations

May 11 (Tuesday)
A & S, MAT/5th Yr - Last Day of Classes

May 11 - 14, 17-19
PT - 2nd Yr Final Examinations

May 12
A & S, MAT/5th Yr - Reading Day

May 13, 14, 17, 18, 19
A & S, MAT/5th Yr - Final Examinations

May 13
OT (Class of 2001) - Last Day of Term

May 22 (Saturday)
Commencement: Class of 1999

May 31
SPP - Memorial Day Holiday

May 31 - August 20
OT (Class of 2001) - 4 weeks Full-time Level I Fieldwork

1999 SUMMER TERMS

June 1
A & S Classes begin for Term I
A & S Classes conclude on the date printed in the class schedule

June 15
Last day of MAT/5th Yr Internships

June 21
Classes Begin for MAT/5th Yr and Education Summer Session

June 28
A & S Classes begin for Term II
A & S Classes conclude on the date printed in the class schedule

June 30 - July 5
SPP - No Classes
FACULTY OF ARTS AND SCIENCES

Edmond Alkaslassy (1993)
Assistant Professor of Biology
B.S., University of California at Los Angeles, 1989
M.A., Austin College, 1992

Jeffrey G. Barlow (1994)
Professor of History, Matsushita Professor of Asian Studies
B.A., Southern Illinois University, 1964
M.A., University of Pittsburgh, 1965
Ph.D., University of California, Berkeley, 1973

Vernon L. Bates (1975)
Professor of Sociology
B.A., University of Oregon, 1969
M.A., University of California at Davis, 1973
Ph.D., University of California at Davis, 1976

Pauline Beard (1994)
Assistant Professor of English
Director of the Resource Center
B.A. English SUNY Binghamton (1978)
Ph.D. English SUNY Binghamton (1986)

Thomas D. Beck (1991)
Dean of the College of Arts and Sciences
Professor of History
B.A., University of California, Berkeley, 1965
M.A., University of California, Berkeley, 1966
Ph.D., University of California, Berkeley, 1972

Michael E. Boardman (1995)
Associate Professor of Mathematics
B.A. Western Washington University (1985)
M.S. Western Washington University (1987)
Ph.D. University of Oregon (1992)

David Boersema (1985)
Professor of Philosophy
Douglas C. Strain Professorship in Natural Philosophy
B.A., Hope College, 1973
M.A., Michigan State University, 1978
Ph.D., Michigan State University, 1985

Nancy Breaux (1995)
Assistant Professor of Communications
B.A. University of Southwestern Louisiana (1978)
M.A. Southern Illinois University (1983)
Ph.D. University of Oregon (1993)

Juliet Brosing (1987)
Associate Professor of Physics
B.Sc., Humboldt State University, 1976
M.Sc., Florida State University, 1978
Ph.D., University of British Columbia, 1983

Lorelle Lee Browning (1990)
Associate Professor of English
B.A., University of California, Santa Barbara
M.A., University of California, Santa Barbara
Ph.D., University of California, Santa Barbara, 1986

Edward J. Buecher (1980)
Professor of Biology
B.A., St. Anselm’s College, 1960
M.A., Indiana University, 1962
Ph.D., University of California at Davis, 1968

Michael Burch-Pesses (1995)
Assistant Professor of Music
B.S. University of the State of New York, 1989
M.M. The Catholic University of America, 1992
DMA The Catholic University of America, 1995

Alyson L. Burns-Glover (1989)
Associate Professor of Psychology
B.A., California State University, Long Beach, 1983
M.A., University of California, Davis, 1985
Ph.D., University of California, Davis, 1989

Susan U. Cabello (1975)
Professor of Spanish
B.A., University of Arizona, 1966
M.A., University of Arizona, 1971
Ph.D., University of Arizona, 1978

David Cassady (1984)
Associate Professor of Journalism
B.S., Arizona State University, 1971
M.A., University of Iowa, 1977
Ph.D., University of Iowa, 1980

David Cebula (1997)
Assistant Professor of Physics
B.A. Stevens Institute of Technology, 1990
M.S. Oregon State University, 1992
Ph.D., Oregon State University, 1997

Patricia B. Cheyne (1994)
Assistant Professor of Art
B.F.A., University of Hartford, 1978
M.A., Wesleyan University, 1988
M.F.A., University of Colorado, 1992
Margaret Y. Chou (1968)  
Associate Professor of Mathematics  
B.A., National Taiwan University, 1961  
B.A., University of Oregon, 1965  
M.A., University of Montana, 1968  
M.B.A., Portland State University, 1983  

Nancy K. Christoph (1995)  
Assistant Professor of Spanish  
B.A., Williams College, 1986  
M.A., University of California, 1990  
Ph.D., Cornell University, 1995  

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

Edwin S. Collier (1978)  
Associate Professor of Theatre  
B.S., Lewis and Clark College, 1964  
M.S., Portland State University, 1970  

James O. Currie Jr. (1972)  
Professor of Chemistry  
Thomas J. and Joyce Holme, Professorship in Science  
B.S., Ohio State University, 1965  
Ph.D., University of Washington, 1970  

David DeMos (1993)  
Assistant Professor of Philosophy  
B.A., Oklahoma Baptist University, 1981  
M.A., Baylor University, 1983  
Ph.D., University of Virginia, 1987  

Russell A. Dondero (1974)  
Professor of Politics and Government  
B.A., Whitman College, 1964  
M.A., University of Minnesota, 1968  
Ph.D., University of Minnesota, 1973  

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

Mary H. Fehrs (1979)  
Professor of Physics  
B.A., Wellesley College, 1966  
M.A., Boston University, 1968  
Ph.D., Boston University, 1973  

Terry Fischer (1998)  
Assistant Professor of Art  
BFA, University of Illinois, 1982  
MFA, Arizona State University, 1985  

Lorely French (1986)  
Professor of German  
B.A., McGill University, 1979  
M.A., University of California, LA, 1981  
Ph.D., University of California, LA, 1986  

Naoya Fujita (1994)  
Assistant Professor of Japanese  
B.A., University of Hawaii at Hilo, 1986  
M.A., Ohio State University, 1988  
Ph.D., University of Rochester, 1994  

Linda B. Gallahan (1993)  
Assistant Professor of Psychology  
B.S., College of Charleston, 1985  
M.A., University of Southern California, 1990  
Ph.D., University of Southern California, 1993  

W. Thomas Griffith (1967)  
Distinguished University Professor of Physics  
B.A., Johns Hopkins University, 1962  
M.S., University of New Mexico, 1964  
Ph.D., University of New Mexico, 1967  

Christine Guenther (1998)  
Assistant Professor of Mathematical Sciences  
B.A., Stanford University, 1989  
M.S., University of Washington, 1993  

George A. Harshbarger (1993)  
Associate Professor of Music  
B.A., California State University, 1967  
M.A., San Francisco State University, 1973  
D.M.A., University of Washington, 1985  

Shawn Henry (1998)  
Assistant Professor of Exercise Science  
B.S.Ed., Montana State University, 1988  
M.S, University of Montana  
Ph.D., University of Oregon, 1995  

Therese A. Huston (1998)  
Assistant Professor of Psychology  
B.A., Carleton College, 1991  
Ph.D., Carnegie Mellon University, 1996  

Kazuko Ikeda (1983)  
Associate Professor of Japanese  
B.A., Portland State University, 1981  
M.A., Portland State University, 1985  
Ph.D., University of Oregon, 1992  

Wesley Jarrell (1998)  
Adjunct Professor of Environmental Science  

Kevin E. Johnson (1994)  
Assistant Professor of Chemistry  
B.A. Stanford University, 1983)  
M.S. University of Washington, 1987  
Ph.D. University of Washington, 1991  

David Jones (1998)  
Assistant Professor of Mathematical Sciences  
B.S. Duke University (1992)  
Ph.D. University of California, Berkeley, 1998  

Melissa Jones (1997)  
Assistant Professor of Media Arts  
Head Volleyball Coach  
B.A. St. Louis University  
M.A., Southern Illinois University  

William T. Jordan (1976)  
Professor of Chemistry  
B.A., Portland State University, 1964  
M.A., Portland State University, 1968  
Ph.D., University of Pittsburgh, 1972  

Charles Laidley (1998)  
Assistant Professor of Biology  
B.Sc. University of Guelph, 1983  
M.S. University of Guelph, 1987  
Ph.D. University of Texas, 1995
Professor of History
B.A., Whitman College, 1967
M.A., Claremont Graduate School, 1969
Ph.D., University of Wisconsin, 1974

Lawrence M. Lipin (1992)
Associate Professor of History
A.B., University of California, Davis, 1978
Ph.D., University of California, L.A., 1989

Pamela T. Lopez (1993)
Associate Professor of Biology
B.S., Columbus College, 1980
Ph.D., University of California, L.A., 1990

Lina Lu (1997)
Assistant Professor of Chinese
B.A., North East Normal University, 1973
M.A., Portland State University, 1988, 1992
Ed.D., Portland State University, 1997

Cheeleen Mahar (1994)
Associate Professor of Anthropology
B.A., University of Northern Colorado, 1967
M.A., University of Illinois, 1972
Ph.D., Massey University, 1986

Marc Marenco (1988)
Associate Professor of Philosophy and Religion
B.S., University of California State University - Chico, 1975
M.Div., Yale University, 1982
D. Phil., University of Oxford, 1992

Samuel Mathies (1998)
Instructor of Media Arts and Director of Forensics
M.A., California State University, Northridge, 1990
B.S., University of Wisconsin, 1986

Michelle Nelson (1997)
Assistant Professor of Business Administration
B.A. University of Bonn, 1977
M.B.A., Washington, State University, 1981
Ph.D., Washington State University, 1993

N. Charles O’Connor (1985)
Professor of Business Administration
B.S., University of Northern Colorado, 1972
M.A., University of Iowa, 1976

Nelson Olf (1994)
Visiting Associate Professor of Business Administration
B.S. Oregon State University, 1957
M.B.A. Portland State University, 1970

Assistant Professor of Sociology
B.A., Whitman College, 1986
Ph.D., University of Minnesota, 1993

Martha Rampton (1994)
Assistant Professor of History
B.A., University of Utah, 1979
M.A., University of Utah, 1988
Ph.D., University of Virginia, 1998

Victor M. Rodriguez (1996)
Assistant Professor of Spanish
B.A. Universidad de Puerto Rico, 1982
M.A. Brown University, 1987
Ph.D. Brown University, 1993

Philip J. Ruder (1994)
Assistant Professor of Economics
B.A., Dartmouth College, 1983
M.S., University of Wisconsin-Madison, 1991
Ph.D., University of Wisconsin-Madison, 1994

Douglas J. Ryan (1983)
Associate Professor of Computer Science
B.A., University of Northern Colorado, 1980
M.S., Colorado State University, 1983

Lori S. Rynd (1981)
Professor of Biology
B.S., University of Washington, 1970
M.S., Oregon State University, 1975
Ph.D., Oregon State University, 1979

Sheryl Sanders (1998)
Assistant Professor of Physical Therapy
B.A., Ashbury College, 1985
Ph.D., University of Kentucky, 1989

Lisa Sardinia (1996)
Assistant Professor of Biology
B.S., Whitworth College, 1979
Ph.D. Montana State University, 1985
J.D., Hastings College of Law, 1996

Todd Schultz (1996)
Assistant Professor of Psychology
B.A. Lewis and Clark College, 1985
M.A. University of California, Davis, 1987
Ph.D. University of California, Davis (1993)

Jeffrey G. Seward (1990)
Associate Professor of Politics and Government
B.A., University of Texas at Austin, 1969
M.A., University of Washington, 1981
Ph.D., Stanford University, 1994

Judith Sherman (1969)
Professor of Exercise Science
B.S., Oregon State University, 1964
M.Ed., Oregon State University, 1967

Jan Shield (1971)
Professor of Art
B.A., Whitworth College, 1967
M.F.A., University of Oregon, 1969

Murry Sidlin (1994)
Professor of Music
James DePreist Professorship in Music
B.M., Peabody Conservatory of Music, 1962
M.M., Peabody Conservatory of Music, 1968

Seth Singleton (1984)
Professor of Politics and Government
A.B., Harvard College, 1962
M.A., Yale University, 1963
Ph.D., Yale University, 1968
Johnny Snyder
Assistant Professor of Mathematical Sciences
B.A., Fort Lewis, 1988
M.A., University of New Mexico, 1991

Michael R. Steele (1975)
Distinguished University Professor of English,
Director of the Humanitarian Center
B.A., University of Notre Dame, 1967
M.A., Michigan State University, 1971
Ph.D., Michigan State University, 1975

Byron D. Steiger (1974)
Professor of Sociology
B.S., University of Oregon, 1966
M.S., University of Oregon, 1972
Ph.D., University of Oregon, 1976

Sara Steinert Borella (1993)
Assistant Professor of French
B.A., Bates College, 1988
Ph.D., Brandeis University, 1993

Timothy Stephens (1993)
Assistant Professor of Music
B.M., University of New Mexico, 1975
M.M., University of New Mexico, 1977
D.M.A., University of Colorado-Boulder, 1984

Robert E. Stockhouse II (1976)
Professor of Biology
B.S., Colorado State University, 1969
Ph.D., Colorado State University, 1973

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

David F. Stout (1988)
Associate Dean of Arts and Sciences
Associate Professor of German
B.A., University of Rochester, 1974
Ph.D. Cornell University, 1979

Allen Taylor (1998)
Assistant Professor of Mathematical Sciences
B.S., University of Illinois, 1967
M.S., San Diego State University, 1970

Tim Thompson (1994)
Assistant Professor of English
B.A. University of South Florida, 1985
M.A. University of South Florida, 1988
Ph.D. Emory University, 1996

Scott Tuomi (1989)
Assistant Professor of Music
B.M., University of Southern California, 1981
M.S.T., Portland State University, 1993

Robert Van Dyk (1994)
Assistant Professor of Politics and Government
B.A., Duke University, 1986
M.A., University of Washington, 1989
Ph.D., University of Washington, 1995

Doyle W. Walls (1989)
Associate Professor of English
B.A., Wayland University, 1975
M.A., Baylor University, 1979

Marcus Welsh (1998)
Instructor of Spanish
B.A., Pacific University, 1997

Jordan West (1998)
Assistant Professor of Biology
B.S., University of Iowa, 1986
Ph.D., Cornell University, 1995

Richard V. Whiteley Jr. (1986)
Professor of Chemistry
A.A., Santa Ana College, 1972
B.S., California State University at Long Beach, 1974
Ph.D., University of Nebraska, 1978

Richard J. Wiener (1995)
Assistant Professor of Physics
B.A. University of California, Berkeley, 1978
M.S. University of Oregon, 1988
Ph.D. University of Oregon, 1991

Diane Young (1987)
Associate Professor of English
Instructor of Bassoon
B.A., Northwestern University, 1983
M.A., University of Michigan, 1986
Ph.D., University of Michigan, 1987

Lidia Yukman (1996)
Assistant Professor of English
B.A. University of Oregon, 1989
M.A. University of Oregon, 1992
Ph.D. University of Oregon 1996

College of Arts and Sciences Adjunct Faculty

Brad Maxfield (1984)
Director, English Language Institute
Instructor in English

Richard Rutt (1993)
Associate Professor of Physical Therapy

Christopher Wilkes (1996)
Professor of Sociology

College of Arts and Sciences
Part-time Faculty

Greta Christensen (1992)
Instructor of Costume & Makeup

Devin Crowe (1997)
Instructor of English

James Flory (1991)
Instructor of Photography

John Gardner (1988)
Instructor of Dance

Sandra Garcia (1987)
Instructor of Spanish
Mike Geraci (1997)  
Instructor of Media Arts

Joan Gunness (1988)  
Instructor of Dance

Cheryl Harris (1997)  
Instructor of Accounting

Shaun Hearn (1996)  
Instructor of Theater

Linda McIntosh (1988)  
Instructor of Sports Medicine

Lynetta Richardson (1986)  
Instructor of French

Jean Rix (1987)  
Instructor of Health Education

Ken Schumann (1985)  
Instructor of Human Performance

Steve Smith (1997)  
Instructor of English

Ann Wetherell (1987)  
Assistant Professor of Art History

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**SCHOOL OF EDUCATION FACULTY**

Elizabeth C. Arch (1993)  
Assistant Professor of Education  
A.B., Stanford University, 1964  
M.A.T., University of Chicago, 1966  
Ph.D., University of Southern California, 1976

Mark Bailey (1995)  
Assistant Professor of Education  
A.B., Grinnell College, 1979  
M.S., University of Wisconsin, 1992  
Ph.D., University of Wisconsin, 1994

Assistant Professor of Education  
A.B., University of California, Berkeley  
B.S., University of Oregon, 1983  
M.A., University of Oregon, 1986  
Ph.D., University of Oregon, 1991

Bob Bumsted (1998)  
Assistant Professor of Education  
B.A., University of Oregon, 1963  
M.A., University of Oregon, 1965  
M.A., University of Oregon, 1978

Daniel Duarte (1997)  
Instructor  
B.A., Idaho State University, 1974  
ED.M., Oregon State University, 1979

Tracy Faulconer (1995)  
Assistant Professor of Education  
B.A., U.S. International University, 1965  
M.A., University of Oregon, 1976  
Ph.D., University of Oregon, 1992

Jeffrey Frykholm (1998)  
Assistant Professor of Education  
B.A., Whitworth College, 1989  
M.A., Whitworth College, 1992  
Ph.D., University of Wisconsin, 1996

Rose Mary Gray (1993)  
Assistant Professor of Education  
B.A., Avila College, 1962  
M.A., University of Missouri, 1971  
Ph.D., University of Oregon, 1991

Willard M. Kniep (1996)  
Dean, School of Education  
B.S., Concordia Teachers College, 1964  
M.A., University of Minnesota, 1972  
Ph.D., University of Minnesota, 1974

Anita McClain (1984)  
Professor of Education  
B.S., University of Oregon, 1964  
M.Ed., University of Nevada, 1968  
Ed.D., Portland State University/University of Oregon, 1983

Nancy Meltzoff (1994)  
Assistant Professor of Education  
B.A., Simmons College, 1974  
M.A., University of Redlands, 1977  
Ph.D., University of Oregon, 1990

Vivien Moen (1998)  
Assistant Dean, Lane County  
B.S., Springfield College, 1964  
B. ED., York University, 1977  
M. ED., University of Toronto, 1995

Karen Nelson (1994)  
Assistant Professor of Education  
B.S., Eastern Oregon State University, 1966  
M.A.T., Lewis and Clark College, 1987

Camille L. Wainwright (1992)  
Associate Professor of Education  
B.A., Concordia College, 1967  
M.S., Purdue University, 1977  
Ph.D., University of Minnesota, 1984

Nancy Watt (1991)  
Assistant Dean  
B.A., Willamette University, 1968  
M.E.D., Western University, 1971

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**Adjunct and Part-time Faculty**

Sherly Aydelott  
Camille Cammack  
Elaine Coughlin  
Daniel Duarte  
Michael DuBrowa  
Dave Garcia  
David Gault  
Richard Goldner  
James Hagler  
Jack Huhtala  
Frank James  
Elaina Jamieson  
Annie Kelsey  
Sarah Lichtenwalner
Arbrella Luvert
Barb McEwan
Debra Noel
Al Phillips
Jeanne Ruiz
Carol Sadler
Jill Schwimmer
Dewayne Smith
Jackie Waggoner
Merril Watrous

LIBRARIANS

Laurel Gregory (1979)
Associate Professor / Associate Librarian
B.A., University of Washington, 1972
M.L.S., University of Washington, 1973

Sue Kopp (1994)
Assistant Professor / Assistant Librarian
B.A., University of Oregon, 1975
M.S. in Library Science, Columbia University, 1986

Lynda Larremore (1996)
Assistant Professor / Assistant Librarian
B.B.A., Boise State University, 1983
M.L.I.S., Brigham Young University, 1990

Alex R. Toth (1977)
Associate Professor / Associate Librarian
B.A., Portland State University, 1973
M.L.S., University of Oregon, 1975

SCHOOL OF OCCUPATIONAL THERAPY FACULTY

Karen Atler, MS, OTR/L
Assistant Professor
B.S., Colorado State University, 1980
M.S., Colorado State University, 1986

Steven J. Cool, Ph.D. (1979)*
Professor of Physiological Optics, Pacific (1987)
B.A., Trinity College, 1962
M.A., University of Illinois, 1965
Ph.D., University of Illinois, 1966

Karen Foley, (1987)*
Instructor
B.A., Marion College, 1974
B.S., Indiana University Medical Center, 1976

Sherry Hoff (1996)
Assistant Professor
B.S., University of Washington, 1983
M.P.H., University of Washington, 1994

Molly McEwen (1986)
Associate Professor and Director
B.S., Western Michigan University, 1973
M.H.S., University of Florida, 1977

Steve Park (1991)
Assistant Professor
B.S., University of Puget Sound, 1984
M.S., University of Illinois, 1992

Lisa Sessions (1989)*
Instructor
A.A., Mount Hood Community College, 1984

John A. White, Jr. (1992)
Assistant Professor
B.S., Wofford College, 1974
B.S., Medical University of South Carolina, 1978
M.A., University of Southern California, 1992

Sylvia Wilson, (1998)
Assistant Professor
Dip. O.T., University of Alberta, 1972
B.S., University of Alberta, 1980
M.S., University of Alberta, 1972

Instructor / Fieldwork Coordinator
B.S., University of North Dakota, 1976

COLLEGE OF OPTOMETRY FACULTY

Part-time Associate Professor of Optometry
B.A., University of California, San Diego, 1981
B.S., University of California, Berkeley, 1987
O.D., University of California, Berkeley, 1989

Willard B. Bleything (1974)
Distinguished University Professor of Public Health and Optometry
Director of Graduate and International Programs
B.S., Pacific University, 1951
O.D., Pacific University, 1952
M.S., Pacific University, 1954

Craig E. Bowen (1989)
Part-time Assistant Professor of Optometry
B.S., Alma College, 1978
B.S., Pacific University, 1983
O.D., Pacific University, 1986

Patrick Caroline (1996)
Assistant Professor of Ophthalmology
C.O.T., University of Minnesota, 1978

Leland W. Carr, III (1993)
Dean, College of Optometry
Clinical Professor of Optometry
B.S., Michigan State University, 1976
O.D., Ferris State University, 1981

Linda Casser (1997)
Associate Dean for Academic Programs
Clinical Professor of Optometry
B.S., Indiana University, 1976
O.D., Indiana University School of Optometry, 1978
Residency in Primary Care Optometry, SUNY College of Optometry, 1980
Karl Citek (1994)
Assistant Professor of Optometry
B.A., Columbia University, 1984
M.S., State University of New York, 1990
O.D., State University of New York, 1993
Ph.D., State University of New York, 1994

Bradley Coffey (1982)
Professor of Optometry
B.S., Pacific University, 1979
O.D., Pacific University, 1981

Steven J. Cool (1979)
Professor of Developmental Neurobiology
B.A., Trinity College, 1962
M.A., University of Illinois, 1965
Ph.D., University of Illinois, 1966

Scott C. Cooper (1993)
Assistant Professor of Optometry
B.S., South Dakota State University, 1986
O.D., Pacific University, 1990
M.Ed., Pacific University, 1993

Associate Professor of Optometry
B.S., Carroll College, 1980
O.D., Pacific University, 1984

W. Thomas Griffith (1967)
Distinguished University Professor Physics
B.A., Johns Hopkins University, 1962
M.S., University of New Mexico, 1964
Ph.D., University of New Mexico, 1967

William T. Jordan (1976)
Professor of Chemistry
B.A. Portland State University, 1964
M.A. Portland State University, 1968
Ph.D., University of Pittsburgh, 1972

Paul Kohl (1981)
Professor of Optometry
B.A., State University of New York (Binghamton), 1973
O.D., Pacific University, 1980

Hannu R. V. Laukkonen (1986)
Associate Clinical Professor of Optometry
B.S., University of Oregon, 1974
B.S., Pacific University, 1983
O.D., Pacific University, 1984
M.Ed., Pacific University, 1994

Nira Levine (1969)
Director of Student Services, College of Optometry
Professor of Counseling
B.S., Hunter College, 1953
M.Ed., University of Virginia, 1964
Ed.D., University of Virginia, 1969

Diane Robbins-Luce (1994)
Part-time Assistant Professor of Optometry
B.A., Sacramento State University, 1985
O.D., Pacific University, 1990

John R. Roggenkamp (1976)
Assistant to the Dean for Special Projects
Associate Professor of Optometry
B.S., Illinois College of Optometry, 1961
O.D., Illinois College of Optometry, 1962

Robert P. Rosenow (1990)
Associate Professor of Optometry
B.A., University of the Pacific, 1973
Pharm. D., University of the Pacific, 1976
O.D., Pacific University, 1988
Anna Sasaki (1998)
Part-time Associate Professor of Optometry
B.A., University of Delaware, 1970
M.D., Thomas Jefferson University, 1974
Ph.D., University of Delaware, 1982

Donald O. Schuman (1978)
Professor of Optometry
O.D., Illinois College of Optometry, 1948

Suzanne D. Scott (1995)
Assistant Professor of Optometry
B.S., University of Oregon, 1990
O.D., Pacific University, 1994
Residency in Vision Therapy, SUNY College of Optometry, 1995

Dennis L. Smith (1991)
Associate Professor of Optometry
B.S., Towson State University, 1976
O.D., Southern College of Optometry, 1981
M.S., Pacific University, 1987

John Smith (1988)
Associate Clinical Professor of Optometry
B.S., Pacific University, 1978
O.D., Pacific University, 1980

Jennifer Smythe (1994)
Assistant Clinical Professor of Optometry
B.S., Pacific University, 1990
O.D., Pacific University, 1993
Residency in Contact Lenses, Pacific University, 1994

Carole A. Timpone (1983)
Clinical Professor of Optometry
B.A., Cornell University, 1974
O.D., State University of New York, 1981

Richard Wiener (1995)
Assistant Professor of Physics
B.A., University of California, Berkeley, 1978
M.S., University of Oregon, 1988
Ph.D., University of Oregon, 1991

Salisa K. Williams (1990)
Associate Professor of Optometry
B.S., Northeastern State University, 1985
O.D., Northeastern State University, 1986

Diane P. Yolton (1979)
Professor of Optometry
B.S., University of Wisconsin, 1966
M.S., University of Texas, 1969
Ph.D., University of Texas, 1974
O.D., Pacific University, 1986

Robert L. Yolton (1975)
Professor of Psychophysics
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

A. J. Zelada (1997)
Part-time Assistant Professor of Optometry
O.D., Pacific University, 1985

College of Optometry Adjunct Faculty

Wallace A. Askew (1995)
Adjunct Professor of Optometry
B.S., University of Southern California, 1959
M.D., University of Southern California, 1966

Marisa A. Atria (1994)
Adjunct Assistant Professor of Optometry
B.S., Indiana University, 1985
O.D., Pacific University, 1989
Residency, Internal Medicine, 1978-80

Larry J. Alexander (1997)
Adjunct Professor of Optometry
B.S., Indiana University, 1969
O.D., Indiana University, 1971

Cindy J. Baker (1997)
Adjunct Assistant Professor of Optometry
B.S., University of Wyoming, 1984
O.D., Pacific University, 1994
Residency, Veteran’s Administration Medical Center, 1995

Howard S. Barnebey (1993)
Adjunct Associate Professor of Ophthalmology
B.A., College of Wooster, 1974
M.D., Ohio State University, 1977

Paul Barney (1994)
Adjunct Professor of Optometry
B.S., North Dakota State University, 1980
O.D., University of Southern California, 1984

Brett G. Bence (1993)
Adjunct Assistant Professor of Optometry
B.S., University of Houston, 1978
O.D., University of Houston, 1979

Gerard A. Bentley (1995)
Adjunct Professor of Optometry
O.D., Southern California College of Optometry, 1966
MHA, Chapman University, 1988

Steve R. Bird (1995)
Adjunct Assistant Professor of Optometry
B.A., Albion College, 1990
O.D., Indiana University, 1994

Jeffrey H. Blunden (1998)
Adjunct Assistant Professor of Optometry
B.S., Olivet College, 1986
O.D., Ohio State University, 1990

James A. Boucher (1995)
Adjunct Professor of Optometry
B.S., Ohio Wesleyan University, 1961
M.S., Indiana University, 1966

Craig E. Bowen (1989)
Adjunct Assistant Professor of Optometry
B.S., Alma College, 1978
B.S., Pacific University, 1983
O.D., Pacific University, 1986

John M. Boyer (1996)
Adjunct Professor of Optometry
B.S., University of Illinois, 1967
O.D., Pacific University, 1975
Adjunct Professor of Optometry
B.S., Pacific University, 1967
O.D., Pacific University, 1968

LTC Holger Brencher (1994)
Adjunct Professor of Optometry
B.A., Hofstra University, 1971
O.D., Ohio State University, 1976
M.S., Pacific University, 1990

Tricia Brenner (1995)
Adjunct Associate Professor of Optometry
B.S., Colorado State University, 1979
O.D., Pacific University, 1983

Claude A. Brist (1997)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1972
O.D., Pacific University, 1974

E. Britt Brockman (1995)
Adjunct Associate Professor of Ophthalmology
M.D., University of Louisville, 1986

Patrick GW Britton (1995)
Adjunct Assistant Professor of Optometry
B.S., Arizona State University, 1988
O.D., Pacific University, 1992

Wesley W. Charlton (1994)
Adjunct Associate Professor of Optometry
B.S., College of Great Falls, 1975
O.D., Pacific University, 1980

Royal L. Christensen (1994)
Adjunct Professor of Optometry
B.S., Pacific University, 1964
O.D., Pacific University, 1965

Sean R. Clafin (1997)
B.A., University of Northern Colorado, 1988
O.D., Southern California College of Optometry, 1992
Residency, Northeastern State University College

Terrence T. Clark (1994)
Adjunct Professor of Optometry
B.S., University of Washington, 1971
M.A., University of Washington, 1973
O.D., Pacific University, 1978

Adjunct Professor of Optometry
B.A., Brooklyn College, 1968
B.S., Illinois College of Optometry, 1972
O.D., Illinois College of Optometry, 1972

Joseph M. Constable (1998)
Adjunct Assistant Professor of Optometry
B.S., Texan A & M University, 1991
O.D., New England College of Optometry, 1997

Bernard P. Conway (1992)
Adjunct Associate Professor of Optometry
B.S., College of St. Thomas, 1984
O.D., Pacific University, 1990
Residency, Vision Therapy, 1991

Rust D. Corey, 1996
Adjunct Associate Professor of Optometry
B.A., Indiana University, 1979
O.D., Southern College of Optometry, 1983

LCDR Lee L. Cornforth (1996)
Adjunct Associate Professor of Optometry
B.S., Oregon State University, 1996
O.D., Pacific University, 1986
M.B.A., Webster University, 1996

Carson C. Cox III (1995)
Adjunct Associate Professor of Optometry
O.D., Pennsylvania College of Optometry

John Patrick Cummings (1994)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1974
O.D., Pacific University, 1977

Adjunct Professor of Optometry
B.S., Jamestown College, 1953
O.D., Pacific University, 1960

Dane F. Dansie (1995)
Adjunct Associate Professor of Optometry
B.S., Southern California College of Optometry, 1982
O.D., Southern California College of Optometry, 1984

Damien R. Delzer (1994)
Adjunct Assistant Professor of Optometry
B.S., Oral Roberts University, 1989
O.D., Ohio State University, 1993

Adjunct Associate Professor of Optometry
B.S., University of Nevada, 1976
O.D., Pacific University, 1989

Guy A. Dietels (1996)
Adjunct Assistant Professor
B.A., University of South Florida, 1982
O.D., University of Houston, 1986

Barbara Jeanne Dirks (1994)
Adjunct Associate Professor of Optometry
B.S., University of California, 1984
O.D., New England College of Optometry, 1989

Richard W. Ehlen (1997)
Adjunct Assistant Professor of Optometry
B.S., Moorhead State University, 1988
O.D., Pacific University, 1992

Donna M. Ellinger (1994)
Adjunct Assistant Professor of Optometry
B.S., University of California, 1989
B.S., University of California at Berkeley, 1991
O.D., University of California at Berkeley, 1993
COL Ronald D. Fancher (1998)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1971
O.D., Pacific University, 1975

Steven G. Ferrucci (1998)
Adjunct Assistant Professor of Optometry
B.A., Brandeis University, 1990
O.D., New England College of Optometry, 1994

Winona J. Firth (1997)
Adjunct Assistant Professor of Optometry
B.S., Southern California College of Optometry, 1988
O.D., Southern California College of Optometry, 1990

Mary V. Fisher (1996)
Adjunct Assistant Professor of Optometry
B.S., St. Mary’s College of Notre Dame, 1987
O.D., Southern California College of Optometry, 1991
Residency, 1992

Darrin P. Fleming (1997)
Adjunct Assistant Professor of Optometry
B.S., University of California at Berkeley, 1985
O.D., University of California at Berkeley, 1987

LCDR Michael B. Fogarty (1994)
Adjunct Associate Professor of Optometry
O.D., Ohio State University, 1984

Robert O. Ford (1987)
Adjunct Associate Professor of Ophthalmology
B.S., Pacific Union College, 1971
M.D., Loma Linda University, 1974

Howard Lee Freedman (1995)
Adjunct Professor of Ophthalmology
B.A., Harvard College, 1969
M.D., Harvard Medical School, 1973

Frank L. Galiza (1966)
Adjunct Assistant Professor of Optometry
O.D., Pennsylvania College of Optometry, 1986

CMDR John M. Garber (1994)
Adjunct Professor of Optometry
B.S., University of Tennessee, 1972
O.D., Southern College of Optometry, 1976

Raymond Glauser (1994)
Adjunct Assistant Professor of Optometry
B.S., Florida International University, 1980
O.D., Pacific University, 1984

Daniel D. Gottlieb (1997)
Adjunct Assistant Professor of Optometry
B.S., Pennsylvania College of Optometry, 1971
O.D., Pennsylvania College of Optometry, 1974

Randy A. Grover (1996)
Adjunct Assistant Professor of Optometry
B.A., Colby College, 1990
O.D., New England College of Optometry, 1994

MAJ Kent K. Hall (1996)
Adjunct Associate Professor of Optometry
B.A., West Virginia University, 1980
B.S., Southern College of Optometry, 1985
O.D., Southern College of Optometry, 1985

Kenji Hamada (1993)
Adjunct Professor of Optometry
B.S., University of California, 1968
O.D., Pacific University, 1972

Candace Dee Hamel (1978)
Adjunct Associate Professor of Optometry
B.A., Fresno State University, 1970
O.D., University of California at Berkeley, 1977

COL Lawrence Dale Hampton (1994)
Adjunct Professor of Optometry
B.S., University of Houston, 1968
O.D., University of Houston, 1970
M.S., Pacific University, 1990

Kenneth E. Hamrick (1993)
Adjunct Assistant Professor of Optometry
B.S., Auburn University, 1977
O.D., University of Alabama, 1987
Residency, Veteran’s Administration, 1987-88

Helgi Heidar (1987)
Adjunct Associate Professor of Ophthalmology
B.A., Columbia Union College, 1962
M.A., Andrews University, 1963
M.D., Loma Linda University, 1967

Lynn Fishman Hellerstein (1995)
Adjunct Professor of Optometry
B.S., Pacific University, 1974
O.D., Pacific University, 1977

Barbara J. Hetrick (1993)
Adjunct Assistant Professor of Optometry
B.S., Muskingum College, 1977
O.D., Ohio State University, 1981

Jeffrey A. Hiett (1984)
Adjunct Associate Professor of Optometry
B.S., University of California at Berkeley, 1976
O.D., University of California at Berkeley, 1978
M.S., University of Alabama, 1982
Residency, Family Practice, 1979

CAPT Anette Hikida (1994)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1986
O.D., Pacific University, 1989

Paul W. Hiss (1994)
Adjunct Associate Professor of Ophthalmology
B.S., University of California, 1979
M.D., University of California, 1983
Residency, Ophthalmology, 1987

CPT Todd H. Hnatko (1997)
Adjunct Assistant Professor of Optometry
B.S., University of North Dakota, 1991
O.D., Pacific University, 1995

Robert D. Houdek (1997)
Adjunct Associate Professor of Optometry
B.S., North Texas State University, 1978
O.D., University of Houston, 1985
CMDR W. James Hughes (1994)
Adjunct Professor of Optometry
B.A., Oklahoma Baptist University, 1966
B.S., University of Houston, 1973
O.D., University of Houston, 1976
M.P.H., University of Texas, 1977

Jimmy Jackson (1993)
Adjunct Associate Professor of Optometry
B.S., Athens College, 1975
M.S., University of Alabama, 1981
O.D., University of Alabama, 1982

Donald K. James (1993)
Adjunct Assistant Professor of Optometry
B.S., University of Montana, 1968
O.D., Pacific University, 1970

Clark J. Jensen (1997)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1974
O.D., Pacific University, 1976

Scott A. Jensen (1997)
Adjunct Assistant Professor of Optometry
B.S., Simpson College, 1973
O.D., Illinois College of Optometry, 1977

Maurice E. John (1995)
Adjunct Professor of Ophthalmology
B.A., Drake University, 1965
M.D., University of Iowa, 1969
Residency, Ophthalmology, 1974

Carol H. Larner Johnson (1994)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1984
O.D., Pacific University, 1987

MAJ Michael Johnson (1994)
Adjunct Assistant Professor of Optometry
O.D., Ferris State University, 1983
B.S., Ferris State University, 1991

Allan W. Jones (1998)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1980
O.D., Pacific University, 1982

William L. Jones (1993)
Adjunct Associate Professor of Optometry
B.A., University of New Mexico, 1969
O.D., University of Houston, 1976
Residency, Veteran’s Administration, 1977

Gregory G. Kautz (1993)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1979
O.D., Pacific University, 1981

Thomas J. Kavadias (1996)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1992
O.D., Pacific University, 1994

Rose Kaw (1996)
Adjunct Assistant Professor of Optometry
B.S., San Francisco State University, 1987
O.D., Southern California College of Optometry, 1992

LCDR Greg Alan Ketcher (1994)
Adjunct Assistant Professor of Optometry
B.S., Northeastern State University, 1987
O.D., Northeastern State University, 1988

Beth A. Kneib (1993)
Adjunct Assistant Professor of Optometry
B.S., Southern California College of Optometry, 1984
O.D., Southern California College of Optometry, 1986
Residency, Hospital Based Optometry, 1987

Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1981 and 1983
O.D., Pacific University, 1985

Julia D. Lampo (1994)
Adjunct Assistant Professor
B.A., University of Colorado, 1986
B.S., University of California at Berkeley, 1988
O.D., University of California at Berkeley, 1990

Janet L. Leisher de Herrero (1997)
Adjunct Associate Professor of Optometry
B.S., Pacific University, 1983
O.D., Pacific University, 1986

Jeanette Lee (1995)
Adjunct Assistant Professor of Optometry
B.S., University of California, at Berkeley, 1992
O.D., University of California at Berkeley, 1994

Randolph D. Lee (1998)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1974
O.D., Pacific University, 1978

Deanna Leong (1995)
Adjunct Assistant Professor of Optometry
B.S., University of California, at Berkeley, 1990
O.D., University of Waterloo, 1994

Pak-Ho Leong (1994)
Adjunct Associate Professor of Optometry
B.S., Oregon State University, 1981
B.S., University of California at Berkeley, 1981
O.D., Pacific University, 1983

Christopher W. Lievens (1997)
Adjunct Assistant Professor of Optometry
B.S., Tulane University, 1991
B.S., Illinois College of Optometry, 1992
O.D., Illinois College of Optometry, 1995

Susan F. Littlefield (1997)
Adjunct Assistant Professor of Optometry
B.S., North Dakota University, 1990
O.D., Pacific University, 1994

Anthony B. Litwak (1993)
Adjunct Professor of Optometry
B.S., University of Delaware, 1981
O.D., Pennsylvania College of Optometry, 1985

William R. Losie (1997)
Adjunct Assistant Professor of Optometry
B.A., University of Oregon, 1978
B.S., Southern California College of Optometry, 1982
O.D., Southern California College of Optometry, 1984
Sue E. Lowe (1995)
Adjunct Professor of Optometry
B.A., University of Wyoming, 1976
O.D., Pacific University, 1980

Lance Lubach (1995)
Adjunct Professor of Optometry
B.S., Pacific University, 1974
O.D., Pacific University, 1977

D. Gregory Luce (1993)
Adjunct Assistant Professor of Optometry
B.S., California State University, 1986
O.D., Pacific University, 1990

MAJ Nicholas G. Luthman (1995)
Adjunct Associate Professor of Optometry
B.S., Ohio State University, 1985
O.D., Ohio State University, 1986

Shari L. Mace (1996)
Adjunct Assistant Professor
B.S., Pacific University, 1984
O.D., Pacific University, 1987

Brian C. MacMillan (1996)
Adjunct Associate Professor of Optometry
B.S., Pacific University
O.D., Pacific University, 1985

Jeffrey S. Maebori (1998)
Adjunct Assistant Professor of Optometry
B.S., University of California at Irvine, 1992
B.S., University of California at Berkeley, 1995
O.D., University of California at Berkeley, 1997

Daryl F. Mann (1995)
Adjunct Professor of Optometry
B.S., Indiana University, 1978
O.D., Illinois College of Optometry
Residency, Optometric Medicine

Jeffrey F. Martin (1996)
Adjunct Assistant Professor of Optometry
B.S., Southern California College of Optometry, 1989
O.D., Southern California College of Optometry, 1991

Carol Marusich (1997)
Adjunct Assistant Professor of Optometry
B.A., Marist College, 1975
M.S., Northwestern University, 1976
O.D., Illinois College of Optometry
Fellow Certification

Ronald R. Mathisen (1994)
Adjunct Assistant Professor of Optometry
B.S., Bemidji State University, 1982
B.S., Pacific University, 1984
O.D., Pacific University, 1987

Adjunct Professor of Optometry
B.S., Montana State University, 1968
O.D., Pacific University, 1972

Anita McClain (1990)
Adjunct Associate Professor of Optometry
B.S., University of Oregon, 1964
M.Ed., University of Nevada, 1968
Ed.D., Portland State University/University of Oregon, 1983

LCDR Ronn E. McDaniel (1995)
Adjunct Assistant Professor
B.S., Pacific University, 1990
O.D., Pacific University, 1991

CAPT Scott M. McKim (1996)
Adjunct Assistant Professor of Optometry
O.D., University of Missouri-St. Louis, 1995

LT Michael John Mee (1994)
Adjunct Assistant Professor of Optometry
B.S., Carroll College, 1986
O.D., Southern California College of Optometry, 1990

Gerald G. Melore (1985)
Adjunct Assistant Professor of Optometry
B.S., Massachusetts College of Optometry, 1968
O.D., Massachusetts College of Optometry, 1968
M.P.H., University of North Carolina, 1976

Ron Melton (1993)
Adjunct Associate Professor of Optometry
B.S., Greensboro College, 1977
B.S., Pennsylvania College of Optometry, 1979
O.D., Pennsylvania College of Optometry, 1981

Silvia Mende (1995)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1987
O.D., Pacific University, 1989
Residency, Geriatric Optometry and Low Vision

Robert Carl Messner (1994)
Adjunct Associate Professor of Optometry
B.S., Pennsylvania State University, 1971
M.S., Miami University, 1976
O.D., Pennsylvania College of Optometry, 1980

Michelle M. Miller (1993)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1990
O.D., Pacific University, 1992
Residency, Co-Management of Medical and Surgical Eyecare, 1992

Annie Moreau (1996)
Adjunct Assistant Professor of Optometry
General Health Science, College Lafleche, 1990
O.D., University of Montreal, 1994

Jeffrey A. Morey (1997)
Adjunct Assistant Professor of Optometry
B.S., Oregon State University, 1973
O.D., Pacific University, 1979

CDR Robert L. Morgan (1994)
Adjunct Associate Professor of Optometry
B.S., Southern College of Optometry, 1981
O.D., Southern College of Optometry, 1981

Kathy Mulier (1997)
Adjunct Assistant Professor of Optometry
B.S., University of Minnesota, 1991
O.D., Pacific University, 1995
Cynthia A. Murrill (1986)
Adjunct Associate Professor of Optometry
B.S., Kansas State University, 1975
O.D., University of Houston, 1979
M.P.H., University of Washington, 1984

James S. Newacheck (1996)
Adjunct Associate Professor of Optometry
B.S., University of California at Berkeley, 1979
O.D., University of California at Berkeley, 1981
M.S., University of California at Berkeley, 1988

CAPT Mary C. Nguyen (1994)
Adjunct Assistant Professor of Optometry
B.S., University of Houston, 1989
O.D., University of Houston, 1991

CAPT Teresa K. Nguyen-Vu (1995)
Adjunct Assistant Professor of Optometry
B.S., University of California, 1989
B.S., Southern California College of Optometry, 1990
O.D., Southern California College of Optometry, 1990

Lawrence N. Nicastro (1997)
Adjunct Assistant Professor of Optometry
B.S., University of Alabama, 1992
O.D., University of Alabama at Birmingham, 1996
Residency, OMNI Eye Specialties of Colorado, 1996-1997

Adjunct Associate Professor of Optometry
B.A., Indiana University, 1983
O.D., Indiana University, 1986

Richard F. Noyes (1993)
Adjunct Assistant Professor of Optometry
B.S., University of Iowa, 1975
B.S., Illinois College of Optometry, 1976
O.D., Illinois College of Optometry, 1978

Jared S. Nuffer (1994)
Adjunct Professor of Optometry
B.S., Brigham Young University, 1979
B.S., Pacific University, 1980
O.D., Pacific University, 1982

Dennis J. O’Connell (1997)
Adjunct Assistant Professor of Optometry
D.O., Oklahoma State University, 1988
Residency, Metropolitan Hospital, 1993
Fellowship, Center for Sight, 1995

Adjunct Assistant Professor of Optometry
B.A., St. Thomas University, 1977
O.D., Ferris State University, 1982

Harald E. Olafsson (1994)
Adjunct Assistant Professor of Optometry
B.S., Brigham Young University, 1973
B.S., Southern California College of Optometry, 1975
O.D., Southern California College of Optometry, 1977

Bruce Onofrey (1993)
Adjunct Associate Professor of Optometry
B.S., Brigham Young University, 1973
B.S., Southern California College of Optometry, 1975
O.D., Southern California College of Optometry, 1977
Residency, Veteran’s Administration Medical Center, 1982-83

Scott H. Overton (1987)
Adjunct Assistant Professor of Optometry
B.A., University of Puget Sound, 1982
O.D., Pacific University, 1986
Residency, Family Practice Optometry, 1987

George J. Pardos (1997)
Adjunct Assistant Professor of Optometry
B.A., Queens College of the City University of New York, 1971
M.D., Yale University School of Medicine, 1975
Residency, Washington University School of Medicine, 1979
Fellowship, University of Iowa, 1980

Bruce W. Parker (1995)
Adjunct Professor of Optometry
B.S., Portland State University, 1974
O.D., Pacific University, 1978

Dorothy M. Parrott (1994)
Adjunct Professor of Optometry
B.A., Illinois College of Optometry, 1958
O.D., Illinois College of Optometry, 1959

Donald Peterson (1993)
Adjunct Associate Professor of Optometry
B.S., University of Santa Clara, 1966
O.D., Pacific University, 1975

Scott Pike (1995)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1968
O.D., Pacific University, 1970

Maynard L. Pohl (1993)
Adjunct Assistant Professor of Optometry
B.S., Indiana University, 1980
O.D., Indiana University, 1984

CAPT Gary Lynn Poland (1994)
Adjunct Assistant Professor of Optometry
B.S., Frostburg State University, 1981
O.D., Illinois College of Optometry, 1985

LTC Joel T. Postma (1998)
Adjunct Assistant Professor
B.S., Pacific University, 1978
O.D., Pacific University, 1980

Deborah L. Prince (1994)
Adjunct Assistant Professor of Optometry
O.D., Pennsylvania College of Optometry, 1992

Peter Pritchett (1994)
Adjunct Associate Professor of Ophthalmology
B.S., Georgia State University, 1976
M.D., Medical College of Georgia, 1985
Residency, Ophthalmology, 1986-89

Robert E. Prouty (1994)
Adjunct Associate Professor of Optometry
B.S., San Diego State University, 1980
B.S., Pacific University, 1981
O.D., Pacific University, 1984
Residency, Hospital Based Optometry, 1985

Daniel P. Putnam (1993)
Adjunct Assistant Professor of Ophthalmology
B.A., Rice University, 1985
M.D., University of Texas, Southwestern Medical School, 1989
Residency, Ophthalmology, 1993
CDR John W. Randall (1994)
Adjunct Associate Professor of Optometry
B.S., Pacific University, 1978
O.D., Pacific University, 1980

John Reslock (1993)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1967
O.D., Pacific University, 1970

Larry E. Richardson (1994)
Adjunct Assistant Professor of Optometry
O.D., University of Missouri-St. Louis, 1991
Residency, Clinical Contact Lenses, 1992

Diane Robbins-Luce (1994)
Adjunct Assistant Professor of Optometry
B.A., Sacramento State University, 1985
O.D., Pacific University, 1990

Paul F. Roline (1997)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1976
O.D., Pacific University, 1983

Cosmo Salibello (1998)
Adjunct Assistant Professor of Optometry
Bachelor of Management Engineering, Rensselaer Polytechnic Institute, 1965
B.A., Central Washington University, 1979
B.S., Pacific University, 1981
O.D., Pacific University, 1983

Diane Santesson (1998)
Adjunct Assistant Professor of Optometry
B.S., University of Oregon, 1992
O.D., Pacific University, 1996

Jeffrey Allan Sayler (1994)
Adjunct Assistant Professor of Optometry
B.S., University of South Dakota, 1986
O.D., Pacific University, 1990

Cristina Schnider (1996)
Adjunct Professor of Optometry
B.S., Oregon State University, 1979
O.D., Pacific University, 1982
M.Sc., University of South Wales, 1996

Robert D. Schouten (1994)
Adjunct Professor of Optometry
B.S., Pacific University, 1963
O.D., Pacific University, 1964

MAJ Steven M. Shaffer (1994)
Adjunct Associate Professor of Optometry
B.S., California State Polytechnic University, 1975
O.D., Pacific University, 1979

Adjunct Assistant Professor of Optometry
B.S., Buena Vista College, 1974
O.D., Illinois College of Optometry, 1977

CDR John W. Randall (1994)
Adjunct Associate Professor of Optometry
B.S., The Military College of South Carolina, 1988
O.D., Pennsylvania College of Optometry, 1992

CPT Kenneth S. Shaw (1994)
Adjunct Assistant Professor of Optometry
B.S., The Military College of South Carolina, 1988
O.D., Pennsylvania College of Optometry, 1992

CDR Gary L. Slater (1994)
Adjunct Professor of Optometry
B.S., University of California at Davis, 1970
O.D., University of California at Berkeley, 1974
M.S., Pacific University, 1986

Douglas G. Smith (1996)
Adjunct Assistant Professor of Optometry
B.A., Colby College, 1970
O.D., Pacific University, 1979

Anna H. Stalcup (1996)
Adjunct Assistant Professor of Optometry
B.S., University of Houston, 1986
O.D., University of Houston, 1989
M.B.A., National University, 1995

David L. Stanfield (1987)
Adjunct Assistant Professor of Optometry
B.A., University of North Carolina, 1976
B.S., University of Alabama at Birmingham, 1979
O.D., University of Alabama at Birmingham, 1981
Residency, Hospital Based Optometry, 1982

Charles M. Statton (1989)
Adjunct Assistant Professor of Optometry
B.S., University of North Carolina, 1976
B.S., Pacific University, 1980
O.D., Pacific University, 1980

Adjunct Assistant Professor of Optometry
B.A., University of South Florida, 1991
O.D., Nova Southeastern University, 1995

Phil B. Stockstad (1997)
Adjunct Assistant Professor of Optometry
B.S., University of California Riverside, 1974
O.D., Southern California College of Optometry, 1978

Ben M. Stoebner (1996)
Adjunct Assistant Professor of Optometry
B.A., University of San Diego, 1987
O.D., Pacific University, 1993
Residency, San Francisco VA Medical Center, 1994
Fellowship, Pacific Cataract and Laser Institute, 1997

Adjunct Assistant Professor of Optometry
B.A., University of Chicago, 1987
M.S., State University of New York, 1991
O.D., State University of New York, 1991

Michael W. Stoner (1998)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1990
O.D., Pacific University, 1992

Adjunct Assistant Professor of Ophthalmology
B.S., Oregon State University, 1974
M.D., Oregon Health Sciences University, 1978
Residency, Ophthalmology, 1984
Roger L. Tabb (1997)
Adjunct Assistant Professor of Optometry
B.S., Pacific University, 1966
O.D., Pacific University, 1966

Rodney L. Tahran (1993)
Adjunct Associate Professor of Optometry
B.S., North Dakota State University, 1976
O.D., Southern California College of Optometry, 1980
Residency, 1983

LT Jay Crittenton Taylor, II (1995)
Adjunct Assistant Professor of Optometry
B.S., James Madison University, 1990
O.D., Pennsylvania College of Optometry, 1994

Adjunct Professor of Ophthalmology
B.A., San Francisco State University, 1972
M.D., Hahnemann University, 1977

J. James Thimons (1993)
Adjunct Professor of Optometry
B.S., Miami University, 1973
O.D., Ohio State University, 1978
Residency, Hospital Based Optometry, 1979

Adjunct Professor of Optometry
B.S., University of Wyoming, 1972
O.D., Pacific University, 1976
Residency, Neuro Ophthalmology, 1977

Randall K. Thomas (1993)
Adjunct Associate Professor of Optometry
B.S., Appalachian State University, 1973
M.P.H., University of North Carolina, 1976
O.D., Pennsylvania College of Optometry, 1981

LT COL Philip F. Thornton (1994)
Adjunct Professor of Optometry
B.S., Texas A & M University, 1974
O.D., University of Houston, 1977

Oli I. Traustason (1989)
Adjunct Associate Professor of Ophthalmology
B.A., Southern Missionary College, 1968
M.S.P.H., Loma Linda University, 1969
M.D., Loma Linda University, 1974
Residency, Neuro-Ophthalmology, 1982

Steven F. Tronnes (1997)
Adjunct Assistant Professor of Optometry
B.S., Montana State University, 1971
O.D., Pacific University College of Optometry, 1975

Jeffrey R. Uarness (1986)
Adjunct Assistant Professor of Optometry
B.S., Portland State University, 1981
B.S., Pacific University, 1982
O.D., Pacific University, 1985
Residency, Hospital Based Optometry, 1988

Claude Valenti (1994)
Adjunct Assistant Professor of Optometry
B.S., Rutgers University, 1976
O.D., Pennsylvania College of Optometry, 1981

Michael D. VanBrocklin (1986)
Adjunct Assistant Professor of Optometry
B.A., University of Washington, 1975
B.S., University of Washington, 1975
O.D., Pacific University, 1979

Steven L. VanHee (1994)
Adjunct Professor of Optometry
B.A., University of Minnesota, 1965
O.D., Pacific University, 1968

CAPT John Edward Voss (1994)
Adjunct Assistant Professor of Optometry
B.S., University of Houston, 1975
O.D., University of Houston, 1977

Eva D. Walker (1997)
Adjunct Assistant Professor of Optometry
B.S., University of Central Florida, 1988
O.D., Pacific University College of Optometry, 1992

Scott M. Walters (1995)
Adjunct Assistant Professor of Optometry
B.S., Oregon State University, 1984
O.D., Pacific University, 1988

Marga Wastalu (1994)
Adjunct Assistant Professor of Optometry
B.A., Augustana College, 1986
O.D., University of Alabama at Birmingham
Residency, Primary Care, 1992

Robert A. Weiland (1997)
Adjunct Assistant Professor of Optometry
O.D., Illinois College of Optometry, 1975

CPT John C. Weisel (1994)
Adjunct Assistant Professor of Optometry
B.S., Linfield College, 1988
O.D., Pacific University, 1992

Izak Frederick Wessels (1995)
Adjunct Professor of Optometry
B.Sc., University Witwatersrand, 1970
M.B., B.Ch, University Witwatersrand, 1973
M.Med., University Witwatersrand, 1979

Mark A. Williams (1988)
Adjunct Assistant Professor of Optometry
B.S., Indiana University, 1985
O.D., Indiana University, 1987
Residency, Hospital Based Optometry, 1988

Katherine C. Williams (1998)
Adjunct Assistant Professor of Optometry
O.D., University of Waterloo, 1994
Residency, Cornea and Contact Lens, Northeastern State
University College of Optometry, 1996

Robert Steven Wolff (1997)
Adjunct Associate Professor of Ophthalmology
B.A., Amherst College, 1984
M.D., Vanderbilt University School of Medicine, 1991
Residency, University of Minnesota Department of Ophthal-
moscopy, 1995

Ben H. Wong (1998)
Adjunct Assistant Professor of Optometry
B.S., Oregon State University, 1986
O.D., Pacific University, 1990
Irene Lee Yang (1997)
Adjunct Assistant Professor of Optometry
B.S., University of Washington, 1989
O.D., Southern California College of Optometry, 1993
Residency, Geriatric Optometry, American Lake VA Medical Center, 1994

MAJ Michael E. Young (1995)
Adjunct Professor of Optometry
B.S., Colorado State University, 1979
B.S., Pacific University, 1982
O.D., Pacific University, 1983

Lori A.Z. Youngman (1997)
Adjunct Assistant Professor of Optometry
B.S., University of Oregon, 1990
O.D., Pacific University College of Optometry, 1995
Residency, American Lake VA Medical Center, 1994
Clinical Fellowship, Pacific Cataract and Laser Institute, 1996

L.T. Lawrence M. Zubel (1997)
Adjunct Assistant Professor of Optometry
B.S., Indiana University of Pennsylvania, 1990
B.S., Pennsylvania College of Optometry, 1991
O.D., Pennsylvania College of Optometry, 1993

SCHOOL OF PHYSICAL THERAPY

FACULTY

Lori Avedisian (1988)
Associate Professor of Physical Therapy
B.S., Northeastern University, 1982
M.S., Northeastern University, 1987
Ph.D., Oregon State University, 1995

Daiva A. Banaitis (1981)
Distinguished University Professor
Director, School of Physical Therapy
B.S., New York University, 1962
M.S., Northwestern University, 1966
Ph.D., Southern Illinois University, 1975

Kenneth W. Bush (1991)
Associate Professor of Physical Therapy
M.P.T., Baylor University - U.S. Army, 1975
Ph.D., University of Virginia, 1987

Nancy Cicirello (1989)
Assistant Professor of Physical Therapy
B.S., Ohio State University, 1971
M.P.H., University of North Carolina, 1985

Laurie Lundy-Ekman (1979)
Associate Professor of Physical Therapy
B.S., University of Washington, 1974
M.A., University of Washington, 1978
Ph.D., University of Oregon, 1989

John M. Medeiros (1988)
Professor of Physical Therapy
B.S., Northwestern University, 1968
M.A., University of Iowa, 1974
Ph.D., University of Iowa, 1978

Richard A. Rutt (1993)
Assistant Professor of Physical Therapy
B.S., Morningside College, 1972
M.S., Texas Women's University, 1982
Ph.D., University of Virginia, 1988

Jay M. Salzman (1989)
Assistant Professor of Physical Therapy
B.S., Pacific University, 1982
B.S., Pacific University, 1985

Jane Starbird (1995)*
Assistant Professor of Physical Therapy
B.A., University of the Pacific, 1966
M.A., Santa Clara University, 1978
Ph.D., Fielding Institute, 1993

Marc Marenco (1988)*
Associate Professor of Philosophy
B.A., California State University - Chico, 1975
M.Div., Yale University, 1982
D.Phil., University of Oxford, 1992

Verna Ourada (1994)*
Instructor
B.S., University of Maryland at Baltimore, 1987
B.S., Oregon State University, 1983

SCHOOL OF PHYSICIAN ASSISTANT STUDIES FACULTY

Christine Legler PA-C (1996)
Director, School of Physician Assistant Studies / Assistant Professor
M.S., University of Pittsburgh, 1981
B.S., Hahnemann University, 1976

Paul Cahn MD (1997)
Medical Director, School of Physician Assistant Studies / Assistant Professor
M.D., UHS/Chicago Medical School, 1989
M.Sc., UHS/Chicago Medical School, 1986
B.S., Loma Linda University, 1982

Richard Gicking MD (1997)
Associate Medical Director, School of Physician Assistant Studies / Assistant Professor
M.D., George Washington University School of Medicine, 1992
B.S., George Washington University Physician Assistant Program, 1981
B.S., George Mason University, 1979

Charles Bentz, M.D. (1998)
Associate Medical Director, School of Physician Assistant Studies / Assistant Professor
M.D., Medical College of Wisconsin, 1988
B.A., University of Steubenville, 1984

Associate Medical Director, School of Physician Assistant Studies / Assistant Professor
D.O., Southeastern University, 1990
B.S., Florida International University, 1976
Randy Randolph PA-C (1997)
Clinical Coordinator / Associate Director
B.S., Baylor College of Medicine, 1977
B.S., San Diego State University, 1969

Judy Ortiz PA-C (1998)
Academic Coordinator / Assistant Professor
M.H.S., Duke University, 1993
M.S., Wake Forest University, 1991
B.S., Ball State University, 1989

*Roderick Hooker PA-C (1997)
Clinical Project Coordinator / Associate Professor
M.B.A., City University, 1985
B.A., University of Missouri, 1972

*Dana Gray PA-C (1997)
Instructor
B.S., Case Western Reserve University, 1976

*Larry Moore, Ph.D. (1997)
Course Instructor, Psychosocial Dynamics
Ph.D., Fuller Graduate School of Psychology

*Sheryl Sanders
Instructor, Anatomy
Ph.D., University of Kentucky, 1989

Marc Marenco, D.Phil. (1998)
College of Arts and Sciences / Associate Professor
Instructor, Ethics, School of Physician Assistant Studies

*Indicates part-time.

School of Physician Assistant Studies Associate Faculty

Robert Rosenow, Pharm.D., OD (1997)
College of Optometry / Associate Professor
Pharmacology Instructor - PA Program

Richard Rutt PT, Ph.D., (1997)
School of Physical Therapy / Associate Professor
Physiology Instructor - PA Program

SCHOOL OF PROFESSIONAL PSYCHOLOGY FACULTY

Core Faculty

Maryka Biaggio (1987)
Professor
B.S., Northern Michigan University, 1973
M.S., Utah State University, 1975
Ph.D., Utah State University, 1977

Sheila R. Bob (1991)
Associate Professor
B.A., State University of New York at Buffalo, 1963
Ph.D., State University of New York at Buffalo, 1968

Donald K. Fromme (1992)
Professor and Director, Psychological Service Center
B.M., Boston University, 1961
Ph.D., University of Iowa, 1966

Michel Hersen (1997)
Professor and Dean of the School of Professional Psychology
B.A. Queens College, 1961
M.A. Hofstra University, 1963
Ph.D. State University of New York at Buffalo, 1966
Diplomate in Clinical Psychology, American Board of Professional Psychology

Sandra Y. Jenkins (1989)
Assistant Professor
B.A., University of North Carolina, 1970
Ph.D., University of Minnesota, 1974

Daniel S. McKitrick (1984)
Professor
B.S., University of Illinois, 1969
M.A., University of Maryland, 1975
Ph.D., University of Maryland, 1978

Linda Krug Porzelius (1996)
Assistant Professor
B.S., Whitworth College, 1980
Ph.D., Indiana University, 1988

Robin L. Shallcross (1992)
Assistant Professor
B.A., Eckerd College, 1975
M.S., University of Florida, 1979
Ph.D., University of Tennessee, 1985
Diplomate in Clinical Psychology, American Board of Professional Psychology

Jay C. Thomas (1993)
Associate Professor
B.S., Portland State University, 1974
M.A., University of Akron, 1976
Ph.D., University Akron, 1981
Diplomate in Industrial Organizational Psychology, American Board of Professional Psychology

Part-Time Faculty

Gary R. Blair (1996)
Assistant Professor
B.A., University of Arizona, 1976
M.A., University of Arizona, 1981
Ph.D., University of Arizona, 1990

Steven J. Cool (1989)
Professor
B.A., Trinity College, 1962
M.A., University of Illinois, 1965
Ph.D., University of Illinois, 1966

Lee H. Doppelt (1986)
Associate Professor
B.S., Lewis and Clark College, 1976
M.S., University of Oregon, 1978
Ph.D., University of Oregon, 1984

Faculty and Administration  ❖  221
Assistant Professor
B.A., Kalamazoo College, 1974
Ph.D., University of Tennessee, 1982

Jon E. Frew (1990)
Associate Professor
B.S., Gannon University, 1970
M.A., Gannon University, 1973
M.Ed., Gannon University, 1975
Ph.D., Kent State University, 1982

Miller A. Garrison (1982)
Associate Professor
B.A., University of Washington, 1972
M.A., California School of Professional Psychology, Los Angeles, 1976
Ph.D., California School of Professional Psychology, Los Angeles, 1989

Esther Gwinnell (1991)
Assistant Professor
B.A., Reed College, 1975
M.D., University of Washington, 1979

Joan P. Kelley (1983)
Professor
A.B., Reed College, 1950
M.A., University of Portland, 1963
Ph.D., University of Portland, 1974

David S. Nichols (1982)
Professor
B.A., Sonoma State College, 1965
M.A., San Diego State College, 1970
Ph.D., University of Portland, 1974

Ruth F. Satyanarayan (1995)
Assistant Professor
B.S., Ithaca College, 1966
M.S., New York University, 1975
Psy.D., Pacific University, 1987

Mark D. Tilson (1996)
Assistant Professor
B.S., University of Oregon, 1976
M.S., University of Oregon, 1978
Ph.D., University of Oregon, 1987

Paula Truax (1998)
Assistant Professor
B.A. University of Washington, 1985
M.S. University of Washington, 1989
Ph.D., University of Washington, 1996

Ricks L. Warren (1983)
Professor
B.A., University of North Carolina, 1970,
M.A., University of Oregon, 1975
Ph.D., University of Oregon, 1978
Diplomate in Behavioral Psychology, American Board of Professional Psychology

Candace D. Young (1996)
Assistant Professor
B.A., Wellesley College, 1969
Ph.D., Washington University, 1976

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

FACULTY EMERITI

Charles J. Bafaro
Associate Professor of Physical Education
Head Baseball Coach
B.S., Linfield College, 1952
M.S., Linfield College, 1956

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

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

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

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

Florence S. Chino
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