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Accreditation & Memberships

ACCREDITATIONS

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

**Optometry**
- Council on Optometric Education of the American Optometric Association

**Music**
- National Association of Schools of Music

**Physical Therapy**
- Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association

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

**Professional Psychology**
- Committee on Accreditation of the American Psychological Association

**Education**
- Teacher Standards and Practices Commission of the State of Oregon

**Physician Assistant Studies**
- Commission on Accreditation of Allied Health Education Programs

MEMBERSHIPS

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

MISSION OF PACIFIC UNIVERSITY

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.

PACIFIC: AN OVERVIEW

Pacific University, founded in 1849, is an independent, comprehensive university recognized nationally for its exemplary programs and as one of the best values in higher education west of the Mississippi. With an enrollment of almost 2,000, Pacific is pioneering new developments in the delivery of higher education. We are creating a dynamic, new learning community that will explicitly prepare our students for competitive and compassionate professional lives.

Pacific’s curriculum is a distinct model of education that links theory with practice. Our undergraduate liberal arts programs connect classroom education with professional preparation through internships, practica and research programs. Our graduate programs in education and the health professions emphasize the principles of liberal learning. Pacific’s history is richly steeped in a tradition of community service. To build upon our legacy, we have identified the above mission and values as those we fully embrace in all of our programs and initiatives.

Pacific University offers exceptional academic value. Independent analyses of the university’s educational quality, cost and the ready availability of financial aid have determined that Pacific is among the best educational values in the nation. Emphasizing quality, keeping costs in check and offering additional opportunities for financial assistance are top priorities.

Pacific provides a caring community where friendships are a priority and faculty are committed to helping students succeed. The university is small enough that opportunities abound for students to get involved, but big enough that students working together can have a meaningful impact.

A History of Pacific University

Pacific University was established by the Legislative Assembly of the Territory of Oregon in 1849, but traces its beginnings to an orphan school established in 1842 by the Reverend and Mrs. Harvey Clarke, Congregational missionaries who came to the Northwest from Chester, Vermont. With the help of Alvin T. Smith, they built a log cabin for a school on a the corner of what are now 15th and Elm Streets in Forest Grove, Oregon.

In 1847, Mrs. Tabitha Moffett Brown reached Oregon by wagon train and visited the Clarkes. She became interested in their work and assisted in teaching the children. Inspired by her assistance, Rev. Clarke and Mr. Smith made arrangements for the children to be taught in a log church that they built on what is now
Pacific University. In 1848, Mrs. Brown became “house-mother” for the young students.

In the summer of 1848, Reverend George H. Atkinson arrived in Oregon. Reverend Atkinson was commissioned by the Home Missionary Society of Boston to “found an academy that shall grow into a college.” Reverend Clarke and several others drew up plans for the new institution.

On September 26, 1849, the Territorial Legislature granted a charter establishing Tuality Academy, and in 1854, a new charter was issued granting full privileges to “Tualatin Academy and Pacific University.” Thirty acres of land were donated as a building site by Reverend Clarke and Elkanah Walker. Dr. Atkinson secured The Reverend Sidney Harper Marsh of Union Theological Seminary of New York to serve as the first president of the new school. Mr. Marsh was the son of the president of the University of Vermont, and grandson of the first president of Dartmouth College. Sidney Harper Marsh served as president from 1853 to 1879.

Pacific University has evolved into a comprehensive, independent University that provides both undergraduate and professional graduate programs. At the heart of the University is the College of Arts and Sciences, offering a broad curriculum in the liberal arts and sciences. Surrounding the College are the School of Education and a select cluster of graduate schools in the health professions, including Occupational Therapy, Optometry, Physical Therapy, Physician Assistant Studies, and Professional Psychology.

ACADEMIC ORGANIZATION

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. This College is the largest unit and the core of the University. As such, it provides a broad spectrum of opportunities to match individual interests and career plans.

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

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

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

The College offers a Bachelor of Arts and a Bachelor of Science degree. In addition to the regular program, the College offers three intensive four week summer terms. A variety of summer classes are available which apply to undergraduate degree requirements. Summer term provides an affordable option for earning additional credits or accelerating degree completion. The Summer Session catalog is available in mid-March and may be obtained from the Registrar’s Office.

School of Education

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

**School of Occupational Therapy**

The School of Occupational Therapy at Pacific University offers a 29-month entry level masters degree in Occupational Therapy. The School creates an environment for educating and preparing future occupational therapists for the next century. Consistent with the philosophy of Pacific University, the School of Occupational Therapy seeks to promote values of leadership, quality and service. Occupational Therapy focuses on day-to-day activities. Through successful engagement in meaningful and valued daily occupations, an individual experiences a sense of competency, self-fulfillment and subsequent health and well-being.

The School of Occupational Therapy at Pacific holds firmly to the founding philosophy of the profession. The roots of occupational therapy are in occupation — a powerful tool that every human possesses. The curriculum emphasizes dynamic interactions among faculty, students, and the community. Direct clinical experiences are integrated throughout the curriculum and involve excellent community/clinical facilities. Fieldwork experiences provide students the opportunity to study and engage in a variety of settings where people of all ages maintain, promote or regain health.

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

**College of Optometry**

The College of Optometry offers a four year Doctor of Optometry degree, and a Master of Science in Clinical Optometry degree. Pacific offers many distinctive features to the professional optometry student, including additional specialized academic programs, all of which form a special kind of university environment.

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

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

Residency programs leading to a certificate in Primary Care Optometry, Geriatric Optometry, Ocular Disease/Refractive and Ocular Surgery, or Cornea and Contact Lenses are available at the College of Optometry. The Cornea Contact Lens residency is provided directly by Pacific University College of Optometry. The Ocular Disease/Refractive and Ocular Surgery residency is provided through a joint program with Eye Care Associates of Nevada. All others are provided through joint programs with the Veterans Administration Medical Centers in both Oregon and Washington.

**School of Physical Therapy**

The School of Physical Therapy offers a three year Master of Science degree. Pacific University’s location in Forest Grove Pregon offers physical therapy students the values associated with a small town environment, as well as some of the excitement of a larger 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 which results 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 a Masters of Science in Health Sciences degree for practicing physical therapists as well as several continuing education programs for the professional community annually. These programs are staffed by the School’s faculty and by other authorities in the field.

School of Physician Assistant Studies

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

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

The program is proud to acknowledge the active participation of the medical community in all aspects of the development and implementation of the program. Community providers are involved in the advisory and admissions committees and serve as lecturers and preceptors. The program is actively establishing affiliations with hospitals, managed care organizations, medical groups, community clinics, nursing homes and private practice physicians throughout Oregon and surrounding states. The Physician Assistant (PA) is a respected member of the health care team who works with his or her supervising physician to provide diagnostic and therapeutic patient care in a variety of medical settings. The physician assistant is ranked as one of the top careers in growth potential by the U.S. Department of Labor. Positions are available in both primary and specialty care at a variety of practice settings such as community clinics, private practice, medical groups, hospitals, managed care organizations, prisons and other government agencies. In addition to clinical practice, physician assistants may advance into positions in research, academics, public health and health care administration.

School of Professional Psychology

The School of Professional Psychology provides a comprehensive and integrated educational experience. This experience 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 which contributes to an understanding of human nature, to research that informs the clinical endeavor, and to services to a variety of populations.

In addition, the School recognizes that the person and values of the practitioner are central to effective and socially responsible practice. It 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 works to maintain a close connection with the community which it serves.

The School’s curriculum provides students with a solid foundation for both professional practice and continuing professional growth. Doctoral graduates of the School possess the knowledge and skills to provide psychological services to individuals, groups and the community in a variety of contexts, including the traditional areas of professional psychology: psychological assessment, psychotherapy, and applied research. They are encour-
aged 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.

OTHER ACADEMIC PROGRAMS AND RESOURCES

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.

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.

Harvey W. Scott Memorial Library

The Library at Pacific offers a welcoming atmosphere and a variety of information and research resources. Library faculty and staff work regularly with students and faculty to assist them in locating, evaluating and using today’s world of information—both traditional and electronic. The Library’s collections include books, periodicals, and databases as well as government documents, videos, and sound recordings. The Library is also the home of the Margaret McChesney Scott Music Library and the University archives.

While the Library strives to build strong, core collections, it also participates in area library consortia to meet the considerable research needs of our students and faculty. Through courier services and interlibrary loans, students and faculty can efficiently tap the substantial research resources of our region and beyond. For additional information about the Library and its services, please visit the University’s web site at www.pacificu.edu.
Entering the University

ADMISSION TO PACIFIC UNIVERSITY GRADUATE AND PROFESSIONAL PROGRAMS

We seek to admit students who demonstrate the necessary skills to be successful in a rigorous academic environment. In selecting students for the graduate and professional programs, Pacific gives primary consideration to academic preparation and potential for successful study at the graduate level. Preparation is assessed by evaluating college transcript(s), prerequisite course work, professional recommendations, written essays, an interview and other information submitted by the applicant.

Applications may be obtained through the Office of Graduate and Professional Admissions by calling 503-359-2218 or 1-800-677-6712. Applications are also available on-line at www.pacificu.edu or www.pacificu.edu/admissions/onlineapps.html

Application deadlines and notification of admittance will vary depending on the professional program. Refer to the appropriate section elsewhere in this catalog.

ADMISSION CRITERIA

Enrollment in the graduate and professional programs is limited and admission is highly selective. In making admission decisions, Admission Committees review each application and consider many factors including:

- strength and breadth of academic record
- evidence of work (volunteer or paid) under the supervision of one or more professionals preferably in a variety of settings and including a broad diversity of therapeutic interventions
- strength of letters of evaluation
- essay responses
- content of application forms and the care with which they have been prepared
- extracurricular and community activities

Based on the criteria listed above, selected applicants are invited for an on-campus personal interview. The interview is required and is a contributing factor in the admission decision. It allows the selection committee to assess essential skills and traits, which may not be reflected in the application. In the interview, consideration is given to knowledge of the profession, motivation toward a career in the professional field, ability to think clearly and logically, poise, self-confidence, warmth and verbal expression of ideas.

Program specific admission requirements and application procedures are detailed within the individual program sections of this catalog.

ADMISSION AS A TRANSFER STUDENT

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

APPLICATION PROCEDURES FOR TRANSFER STUDENTS

1. Forward completed application form and the nonrefundable $30 application fee to the Admissions Office.
2. Give recommendation form to counselor or appropriate faculty member to be completed and returned to Pacific University Admissions Office.
3. Request that official transcripts for all academic work be forwarded to the Admissions Office. Transfer students with less than 30 semester or 45 quarter hours of transferable credits should submit their final high school transcript, standardized test scores and all college transcripts.
4. Submit SAT I or ACT scores. Transfer students are waived from this requirement if 30 semester hours or 45 quarter hours have been completed by the time of application.

INTERNATIONAL STUDENTS

Pacific University welcomes international students. Admission is based on academic preparation and proficiency in English. International students must submit:
1. An Application Form, available from the Admissions Office.
2. The application fee of $30.
3. Complete official academic records (with official English translation) covering all work taken at the secondary and university level (such as secondary school records, certificates of education, final government examinations, college, university, and technical school records)
4. Certification of Finances Form stating that sufficient financial resources exist to pay for all educational and personal expenses. (e.g., letter from bank, etc.)

5. An official score report of the Test of English as a Foreign Language (TOEFL) for those students for whom English is a second language. Results must come directly from the Educational Testing Service. No student copies will be accepted.

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

DEPOSIT POLICY

All degree seeking students who are admitted by the Admissions Office are required to post a $200 deposit to secure their place in the incoming class on a space-available basis. The deposit will be credited to the student’s tuition payment charges for the first semester. New students may receive a refund of the $200 deposit if requested before May 1. It is not refundable after that date.

CAMPUS VISITS

Most graduate professions programs will require an interview prior to offering admission. This provides an opportunity for the prospective candidate to learn about Pacific. The Admissions office can also arrange for other visits.

READMISSION

To apply for readmission after an absence of one semester or more, a student must complete a brief Application for Readmission form, and submit official transcripts from all colleges attended during a student’s absence from Pacific to the Dean or Director of the applicable College or School.
SCHEDULE OF FEES AND COSTS FOR ACADEMIC YEAR 2000/2001

TUITION

SCHOOL OF EDUCATION
Forest Grove Fifth-year MAT
(Students entering summer 2000)
Annual ......................................... $15,900
Semester ....................................... $5,300
Eugene Fifth-year MAT
(Students entering spring 2001)
Annual ......................................... $15,900
Semester ....................................... $5,300
Alternative Pathways to Teaching
(Students entering summer 2000)
Program ........................................ $11,200
All other Graduate Programs
in the School of Education
Per credit hour ................................ $360

SCHOOL OF OCCUPATIONAL THERAPY
Annual ......................................... $16,740
Semester ....................................... $8,370
Part time, per semester hour ........ $560
Audit, per semester hour ............... $310

COLLEGE OF OPTOMETRY
Students who enter
(or re-enter following leave)
Optometry in 2000-01 academic year
Annual ......................................... $21,300
Semester ....................................... $10,650
Students who entered
Optometry in 1999-00
Annual ......................................... $20,900
Semester ....................................... $10,450

Students who entered
Optometry in 1998-99 academic year
Annual ......................................... $19,962
Semester ....................................... $6,654
(Fall, Spring, & Summer)
Students who entered
Optometry in 1997-98
Annual ......................................... $19,584
Semester ....................................... $6,528
(Fall, Spring, & Summer)
Per Credit Tuition
Part time, per semester hour (one hour
courses and overloads) ...................... $690
Audit, per semester hour ................. $310
Full time tuition covers the core curricu-

lum leading to the O.D. degree, and eleven
elective hours per academic year. The
eleven elective hours may be applied to
the MEd/VFL program. Summer session
courses outside the College of Optometry
require an additional fee at summer
session rates.

SCHOOL OF PHYSICAL THERAPY
Full time (two 14-week terms)
Tuition for students who enter
PT in the 2000-01 academic year
Annual ......................................... $17,486
Semester ....................................... $8,743
Tuition for students who entered
prior to 2000
Annual ......................................... $16,740
Semester ....................................... $8,370
Per Credit Tuition
Part time, per semester hour .......... $560
Audit, per semester hour ............... $310
Post Masters per credit hour rate .. $300
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.
SCHOOL OF PHYSICIAN ASSISTANT STUDIES

Annual ......................................... $17,430  
Semester ....................................... $5,810  
Part time, per semester hour .......... $440

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

SCHOOL OF PROFESSIONAL PSYCHOLOGY

Tuition for students who enter SPP in 2000-01 academic year

Annual ......................................... $16,935  
Semester ....................................... $5,645

Tuition for students who entered SPP in 1999-00 academic year

Annual ......................................... $16,815  
Semester ....................................... $5,605

Tuition for students who entered the PsyD program prior to 1999

Annual ......................................... $16,605  
Semester ....................................... $5,535

Tuition for students who entered the MS program prior to 1999

Annual ......................................... $15,360  
Semester ....................................... $5,120

Tuition for students who enter the Masters in Counseling program in 2000-2001

Annual ......................................... $12,600  
Semester ....................................... $4,200

Tuition for students who entered the Masters in Counseling program in 1999-2000

Annual ......................................... $12,480  
Semester ....................................... $4,160

Per Credit Tuition

Part-time, per semester hour

Tuition for students who enter SPP in 2000-2001 ........................................ $495
Tuition for students who entered 1999-2000 ........................................... $485
Tuition for students who entered 1996-1999 ........................................... $435
Tuition for transitional degree students who entered SPP in the 95-96 academic year ........................................ $455
Tuition for old curriculum students who entered SPP in the 95-96 academic year ........................................ $385
Tuition for students who enter the Masters in Counseling program in 2000-2001 ........................................... $465
Tuition for students who entered the Masters in Counseling program in 1999-2000 ........................................... $460
Audit, per credit hour ....................... $310

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

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

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

Medical Insurance
Mandatory for all full-time students unless student provides evidence of other health insurance coverage and signs a waiver by the stated due date.
August 23, 2000 to August 22, 2001
(U.S. citizen) $425
August 23, 2000 to August 22, 2001
(International) $576

OTHER ANNUAL FEES

School of Education
Fingerprinting Fee $60

School of Occupational Therapy
Laboratory Fee $40
Criminal Check (one time fee) $60

College of Optometry
AOSA/SoA Fee $28

School of Physical Therapy
Laboratory deposit $100

School of Physician Assistant Studies
Key deposit $20
Laboratory deposit $57

School of Professional Psychology
Clinical Competency Examination Fee (one-time fee) $75
Dissertation Fee(one-time fee) $75
Course Waiver Examination (if applicable) $85

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

2000/2001 ROOM/BOARD

ROOM RATES

Double, Triple or Quad
Annual $2,360
Semester $1,180

Single
Annual $2,690
Semester $1,345

Double Suite/Triple Suite
Annual $2,800
Semester $1,400

Double/Single
(Double Room—one occupant)
or Quad w/2 persons
Annual $3,010
Semester $1,505

Single Suite
Annual $3,110
Semester $1,555

Vandervelden Studio
Annual $3,260
Semester $1,630

Vandervelden Suite
Annual $3,800
Semester $1,900

BOARD RATES

LEVEL A LEVEL B LEVEL C LEVEL D
Semester $1,007 $1,141 $1,273 $1,403
Winter Term $206 $237 $268 $299
Annual $2,220 $2,519 $2,814 $3,105

The meal plan is a combination of a traditional board plan and “dining dollars.” The traditional board plan includes all dinners and the weekend brunches (nine meals per week) in an all-you-can-eat style. “Dining Dollars” can then be utilized for weekday breakfasts and lunches with an a la carte pricing. This allows students to pay for only what they want for the breakfasts and lunches.

Level A
$250 dining dollars per semester;
$40 dining dollars for Winter term
Level B
$375 dining dollars per semester; 
$70 dining dollars for Winter term

Level C
$500 dining dollars per semester; 
$100 dining dollars for Winter term

Level D
$625 dining dollars per semester; 
$130 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.

TUITION AND FEE PAYMENT OPTION

Semester Plan
This plan allows you to pay “in full” before the beginning of each semester. Due dates for the 2000-2001 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, 2000</td>
</tr>
<tr>
<td>Winter</td>
<td>January 5, 2001*</td>
</tr>
<tr>
<td>(for students entering Winter Term)</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>January 15, 2001</td>
</tr>
<tr>
<td>Summer</td>
<td>May 15, 2001</td>
</tr>
</tbody>
</table>

*Students entering the University during the Winter Term will pay the tuition and fees prior to registration. If the student is enrolled full-time during the Spring Semester, the spring invoice will reflect a credit in the amount of the Winter Term tuition and fees. If you do not make the payment according to schedule, a late fee of $50 will be assessed to your account for each month that the payment is past due. The University will assess a return check charge in the amount of $25 for checks returned to the University for non-payment.

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, 2000 with additional payments due the 15th of each month. For spring term, payments begin on December 15, 2000; for summer term, April 15, 2001. There is an annual set-up fee of $55 for choosing this option. If you sign up for this payment option after the first payment due date, it will be necessary to make up the payments from the previous months in order to become current on the payment plan. If you do not make the payment according to schedule, a late fee of $50 will be assessed to your account for each month that the payment is past due. The University will assess a charge of $25 for checks returned to the University for non-payment.

Note: (the following information is applicable to both the Semester Payment Plan and the Monthly Payment Plan)

Disbursement of Federal 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 in order to avoid late fees.
BUSINESS POLICIES ON TUITION AND FEES

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

The Board of Trustees reserves the right to adjust costs after giving students due notice. The University reserves the right to modify or terminate the academic program in which the student is enrolled. Students should make the necessary arrangements for the payment of all fees and charges in accordance with one of the University’s payment options. All payments must be made in United States funds.

Admissions Expenses

When a student applies for admission to the University, an “application fee” as determined by the College must accompany the application.

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

Business Office Policies

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

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

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

Student Information Worksheet

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

Insurance

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

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

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

Past due Accounts

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

Withdrawal and Refund Policy

Students who completely withdraw from all classes may be eligible for a refund of all or a portion of their University charges. Students must contact the Dean of Students’ Office to formally withdraw from the University.

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

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

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

Change in Credit Hours

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

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

Short-term Loans

Short-term loans are available to full-time students of the University who are in temporary need of financial assistance. In order to qualify for this loan, students cannot be delinquent or be in default on their Business Office account, and must be able to demonstrate a means of repaying the loan within 120 days. Loans are available for up to $500. Interest is charged at an annual rate of 5%, beginning 30 days after the issue date.

Students may borrow more than one loan, but may not have more than $500 outstanding at any time. Failure to repay the loan on the agreed upon repayment schedule will cancel the student’s privilege to borrow further from the Short-Term Loan or Emergency Loan programs for the remainder of the academic year.

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

Applications for the loan can be made through the Business Office. The loan application fee is $10.
Financial Aid

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

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

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

All students should apply for financial assistance to attend Pacific. Admission will be granted without regard to financial status. A prospective student does not have to be admitted to apply for financial aid; however, the student must be accepted for admission to receive a financial aid offer.

Financial aid offers are made through an award letter, with the amount of the award (except work-study funds) credited to the student’s account at the beginning of each semester. Information regarding payment of fees may be obtained from the Business Office.

The University encourages all financial aid applicants to seek assistance from other sources — such as community, state, and church — in order to supplement their total aid package. Students may also wish to search for scholarships on the World Wide Web. Since all resources must be taken into account in determining financial need, outside scholarship and grant awards must be reported to the Financial Aid Office and may result in a revision of the student’s award.

APPLICATION PROCEDURES

1. All students applying for financial aid should submit the Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1, listing Pacific University (Federal School Code 003212) as one of the schools that can receive the information. The FAFSA may be obtained from Pacific’s Financial Aid Office or from any secondary or post-secondary school. The FAFSA or renewal application can also be submitted electronically at www.fafsa.ed.gov.

2. Apply for Admission. Admission requires a separate application from Pacific’s Admissions Office.

3. Students continuing their education at Pacific must complete the FAFSA each year as soon after January 1 as possible.
GENERAL REQUIREMENTS

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

Satisfactory Academic Progress
Students receiving financial assistance at Pacific are expected to meet the satisfactory academic requirements as outlined in the Academic Policies section of this catalog and the individual professional program descriptions. Students who are suspended on the basis of their academic performance will have their aid eligibility terminated.

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

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

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

SOURCES AND KINDS OF FINANCIAL AID

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

Grants and Awards
Federal and State Grants — See the College of Arts and Science Catalog for a listing of undergraduate grants and awards.
Pacific Grants — University funds awarded to undergraduates on the basis of need. This award is renewable as long as the student continues to demonstrate sufficient need and remains in good academic standing.

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

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

**Graduate and Undergraduate Endowed Scholarships**

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

- The Alumni Legacy Scholarship (*Direct descendants of Pacific alumni*)
- Lucien P. Arant Scholarship (*Journalism*)
- Claire Argow Scholarship (*Career goal of social service/law enforcement*)
- Charles Kay Bishop Scholarship (*Music*)
- Tabitha Moffatt Brown Scholarship
- Louis P. Busch Memorial Scholarship (*MAT*)
- Kathrin Cawein Scholarship (*Visual and performing arts*)
- Frances B. Clapp Scholarship (*Music*)
- Maud E. Collier Scholarship (*Entering student from Columbia County, Oregon*)
- Herbert and Frances Cooper Scholarship
- T. Bruce Denny Memorial Scholarship (*Optometry*)
- Dr. James Dundas Scholarship (*Canadian optometry student*)

William K. Eaton Scholarship (*MAT minority student*)
Robert A. Edwards Scholarship (*Optometry*)
Esther B. Evans Memorial Scholarship (*English*)
Lester L. Fordham Sr. Scholarship (*Business with accounting preference*)
Forest Grove Women’s Club Scholarship (*Forest Grove High School graduate*)
Friends of Music Schwedja/Trombley Scholarship (*Music*)
Jane Brown Haskell Scholarship (*Ministry as career goal*)
Hap Hingston Scholarship (*Debate*)
Thomas J. Holce Scholarship
Lawrence and Bertha Lommasson Scholarship
Eugene A. and Alyce L. LaMont Scholarship
Loren Leach-Linda Leach Scholarship (*Hood River County or Tillamook County, Oregon*)
Martynse Hanapepe Hawaii Christian Church Scholarship (*Hawaiian student*)
Viola McCready Scholarship
McGill Scholarship (*Careers in the health sciences*)
Meredith “Mac” McVicker Scholarship
Harold and Ann Meyer Scholarship
Tom Miles Scholarship (*Theater backstage*)
Drusilla Montgomery Scholarship (*Mathematical sciences*)
Maybel Moore Scholarship
Harry W. Olson Memorial Scholarship (*Physical therapy*)
Parents Club Scholarship
Ruby Peregrine Scholarship
Carol Pratt Scholarship (*Optometry*)
Henry F. Price Memorial Scholarship
Richard Frost Reath Scholarship (*Political science*)
Walter Reif Scholarship (*Philosophy*)
Ernest A. Rueter Scholarship
Annie Roberts Scholarship
Eric Ross Scholarship (*Business with marketing preference*)
Patrick Maloney Scholarship (*Pre-medicine*)
Dr. Fred Scheller Scholarship (*Debate/Forensics*)

www.pacificu.edu
Miles Shishido Scholarship (Hawaiian student)
Barbara F. Sowers Scholarship
Edith Clare Steele Scholarship (Minority student)
Barbara Story Scholarship (Theatre)
Irving Story Memorial Scholarship (English)
Elbridge and Mary Stuart Scholarship
Hermon and Jean Swartz Endowed Scholarship (Biology, Biological Chemistry)
Wiberta Teeter (“Help from Mrs. T”) Scholarship (Optometry)
Thomas Thompson Scholarship
Joseph B. Vandervelden Scholarship
William Robertson Warren Memorial Scholarship
Wellington Wallace Washburn Memorial Scholarship Narcissa Jewett and Carl G. Washburne Scholarship
Hazel Jones Wolf Endowed Memorial Scholarship
Beatrice Young Memorial Scholarship (Foreign languages)
Glenn Zurcher Scholarship

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

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

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

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

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

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

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

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

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.

HISTORY OF THE SCHOOL

The education of teachers has been an integral part of Pacific University’s mission and offerings for almost ninety 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 approval from the Teacher Standards and Practices Commission 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.

Teacher education programs had been located within the College of Arts and Sciences for many years. However, as an increasing number of teacher education students opted for programs at the masters level, it became clear that the opportunities and demands associated with teacher education extended substantially beyond the mission of the undergraduate College of Arts and Sciences. In 1994 the School of Education was founded and provided with the autonomy to implement policies and procedures necessary to support both graduate and undergraduate teacher education programs.

GENERAL INFORMATION

The School of Education was founded on the mission cited above. The founding faculty was also very clear about the values that they espouse and hope to actualize in the offerings of the School of Education. These values include:

- education as a lifelong process for learners of all ages and backgrounds;
- educational environments that provide opportunities for developing and sharpening intellectual, analytical, and reflective abilities;
- a commitment by professional educators to respect, appreciate, and celebrate humanity in its ethnic, linguistic, and cultural diversity;
- participation of teacher educators as agents of change in the education profession within and beyond the University;
- modeling of ethical behavior by professional educators in their classrooms and in their communities;
- professional educators as keen observers of learners and of the environment;
- modeling by professional educators of an inquisitive attitude and enjoyment of intellectual pursuits;
- promotion by professional educators of intellectual independence and active, responsible learning; and
- professional educators who, as reflective practitioners, continually strive to improve the effectiveness of their teaching.

Willard M. Kniep, Ph.D., Dean
Today’s programs, which have recently been redesigned to meet the demands of school reform in Oregon and the nation, have been structured around the faculty’s vision of the characteristics and competencies to be attained by graduates of the School of Education. This vision, translated into the following goal statements, guides our thinking about how to assess both our students’ performance and the effectiveness of our program.

I. Teachers who graduate from Pacific University Education programs will model and promote personal awareness and intellectual rigor. They will:
   - Maintain high ethical and professional standards
   - Reflect critically on their own practices
   - Continually evaluate and question educational theory and practice
   - Understand the value of research in informing practice
   - Maintain openness to new ideas
   - Develop a healthy skepticism
   - Demonstrate flexibility and creativity
   - Continue to develop a personal teaching style

II. Teachers who graduate from Pacific University teacher education programs will possess relational and instructional skills that emerge from a commitment to effective communication, collaboration, and the celebration of diversity. They will:
   - Develop and utilize a comprehensive repertoire of instructional strategies
   - Design curricula that appropriately integrates disciplines
   - Create student-centered environments that promote inquiry
   - Promote the active construction of student understandings
   - Accept and nurture a broad range of learning styles and intelligences
   - Design activities appropriate for students’ developmental levels
   - Recognize the impact of language and culture on student learning
   - Continue to expand their receptive and expressive communications skills

III. Teachers who graduate from Pacific University teacher education programs will possess the knowledge, attitudes, and competencies to model and promote active participation in the community. They will:
   - Provide leadership and service within the profession and education organizations
   - Demonstrate respect for local and global environments and communities
   - Develop and support democratic learning communities
   - Recognize and value the interdependence of communities
   - Think systemically about the contexts surrounding the learner
   - Consider the school in its socio-political context
   - Understand and participate in both conservation and change

Campus Locations

Programs of the School of Education are offered at two sites, Forest Grove and Eugene. On the main campus, in Forest Grove, the School of Education offers three pre-service education programs: an undergraduate teacher education program offered in conjunction with the College of Arts and Sciences, a fifth-year program for those holding a bachelor’s degree, and a post-baccalaureate program for part-time students which may also lead to a masters degree. The School also offers the Masters of Arts (MAT) Standard License program for in-service teachers holding a basic license.

The second site is in Eugene. This site was established in 1992 to serve Lane County and the surrounding area. Here the School offers two pre-service programs, the MAT Fifth-year program and a post-baccalaureate program. The MAT Fifth-year program in Eugene operates on a January to December calendar rather than the traditional academic calendar followed in Forest Grove. The MAT Standard License program for teachers with a basic license is also offered in Eugene.
Programs of Study

The School of Education offers two types of programs: those which lead to an initial or standard teaching license from the State of Oregon and those which lead to an advanced degree in education but do not lead to a teaching license.

Operating under new licensure rules established in January 1999, the School of Education offers three programs which lead to Oregon’s Initial Teaching License. These programs prepare teachers for the Initial Teaching License at any of four levels of authorization: Early Childhood Education (valid for teaching children from age 3 to grade 4); Elementary School (valid for teaching in grades 3-8 in an elementary school); Middle School (valid for teaching in grades 5-10 in a middle or junior high school); and High School (valid for teaching in integrated subjects and departmental assignments in grades 7-12 in a mid-high or high school).

There are three routes for obtaining the Initial Teaching License:

- Undergraduate program in Teacher Education
- Post-Baccalaureate Program
- Master of Arts in Teaching Fifth-year Program

For those holding the Oregon Basic Teaching License, issued under prior rules, the School of Education will continue to offer a Master of Arts in Teaching leading to the Standard Teaching License.

Advanced degree programs, which do not lead to licensure, include:

- Master of Arts in Education/Curriculum Studies
- Master of Education, Visual Function in Learning for optometry students or practicing optometrists

Application Information

For application information and forms, contact the Education Admissions Office at 503-359-2958 or toll-free at 1-800-635-0561, extension 2958. Office hours are Monday-Friday, 8:00 am - 4:30 pm. Contact may also be made through e-mail at ed.admissions@pacificu.edu.

Financial Aid

Several types of loans and some scholarships are available for graduate students. Refer to the Financial Aid Section of this catalog. Additional information is available from the Financial Aid Office at (503) 359-2222 or toll-free at 1-800-635-0561, Ext. 2232.

UNDERGRADUATE STUDY IN EDUCATION

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

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

Admission to Undergraduate Study in Education

An undergraduate student may apply for admission to the School of Education during the sophomore year. Applications for admission of undergraduates to Teacher Education are accepted throughout the year. Enrollment in methods courses requires admission to the School of Education. Transfer students, who have already satisfied Pacific University’s core requirements and are applying for admission to the College of Arts and Sciences, may simultaneously apply to the
undergraduate Teacher Education Program. Separate applications must be completed for each and acceptance into the College of Arts and Sciences does not guarantee admission to the Teacher Education program.

Requirements for admission include:

1. 2.75 minimum GPA (cumulative and endorsement)
2. 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)
3. Academic and pre-professional recommendations
4. Personal interview and writing sample to be completed at time of interview

Education and Learning Major

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

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

Required courses for Education and Learning Major

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 101</td>
<td>Knowledge and Reality</td>
<td>3</td>
</tr>
<tr>
<td>Psy 150</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Social Foundations: one of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anth 101</td>
<td>Introduction to Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Soc 102</td>
<td>Social Problems</td>
<td></td>
</tr>
<tr>
<td>PolS 101</td>
<td>Power and Community</td>
<td></td>
</tr>
</tbody>
</table>

Development: one of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 180</td>
<td>Lifespan Human Development</td>
<td>3</td>
</tr>
<tr>
<td>Psy 318</td>
<td>Applied Human Development</td>
<td></td>
</tr>
</tbody>
</table>

Cognition: one of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 225</td>
<td>Human Learning and Motivation</td>
<td></td>
</tr>
<tr>
<td>Psy 248</td>
<td>Mind, Theory and Method</td>
<td></td>
</tr>
<tr>
<td>Psy 315</td>
<td>Cognitive Neuroscience</td>
<td></td>
</tr>
<tr>
<td>Psy 352</td>
<td>Physiological Psychology</td>
<td></td>
</tr>
<tr>
<td>Educ 260</td>
<td>Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>Educ 300</td>
<td>Introduction to Early Childhood Education</td>
<td></td>
</tr>
<tr>
<td>Educ 305</td>
<td>Learning Communities</td>
<td></td>
</tr>
<tr>
<td>Educ 361</td>
<td>Foundations of Human Development and Psychology</td>
<td></td>
</tr>
<tr>
<td>Educ 370</td>
<td>School and Society</td>
<td></td>
</tr>
<tr>
<td>Educ 397</td>
<td>Field Experience</td>
<td></td>
</tr>
<tr>
<td>Educ 420</td>
<td>Normal Language Development</td>
<td></td>
</tr>
<tr>
<td>Educ 427</td>
<td>Psychology of Reading Instruction</td>
<td></td>
</tr>
</tbody>
</table>

Required capstone experience: one of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 490</td>
<td>Integrating Seminar</td>
<td>6</td>
</tr>
<tr>
<td>Educ 475</td>
<td>Student Teaching</td>
<td>12</td>
</tr>
</tbody>
</table>

Required Professional Courses for Early Childhood and Elementary School Authorizations

The following courses are required to qualify for the Oregon Initial Teaching License with authorizations for Early Childhood Education or Elementary
Middle School and High School Authorizations

Students who plan to complete the requirements for the Middle School and High School authorizations should major in the content area in which they wish to teach, complete the required coursework in professional education, and successfully meet the requirements of student teaching.

Students will have the opportunity to qualify for both Middle School and High School authorizations. While qualification for both is not required, students will be encouraged to do so. Those preparing to be teachers of art, music, and physical education will be required to qualify for two levels of authorization consistent with OARs 584-060-0030. To obtain the initial Oregon teaching license as an undergraduate, a student must apply for admission to the School of Education. This is typically done at the end of the sophomore year.

Programs are available to enable students to meet the requirements for the following subject area teaching endorsements: Art, Foreign Languages (French, German, Japanese, and Spanish), Language Arts, Mathematics (Middle School 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, Japanese, or Spanish. Successful completion of Methods of Teaching Foreign
Languages.

**Integrated Science:** Students who are interested in this endorsement will complete a major from the Natural Science Division and work with their advisor in education to develop a program that includes broad basic coursework in Biology, Chemistry, and Physics as well as Geology, Astronomy, and Meteorology.

**Language Arts:** A major in Literature or Creative Writing including a Shakespeare course, a course on the theory of literature, a course in Linguistics, and two courses in Oral Expression.

**Mathematics, Middle School:** 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.

**Mathematics, Advanced:** A major in Mathematics including courses in Probability, Higher Geometry, and Abstract Algebra.

**Music:** (Must meet the requirements for two levels of authorization.) A major in Music Education.

**Physical Education:** (Must meet the requirements for two levels of authorization.) A major in Exercise Science with an emphasis in Human Performance.

**Physics:** A major in Physics including courses in Thermodynamics and Geometric Optics.

**Social Studies:** A major in a social science, including history. Students interested in this endorsement area will work with their education advisor to develop a program that provides the breadth of knowledge necessary to teach social studies at the secondary level. This would include at least 3 courses of non-U.S. history, political science, sociology, psychology or anthropology; 3 courses in U.S. History; 2 courses in Politics and Government; 2 courses in Economics; Cultural Geography; and one course in contemporary issues.

### Required Professional Courses for Middle School and High School Authorizations

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 305</td>
<td>Learning Communities: Personal Awareness and Diversity</td>
</tr>
<tr>
<td>Educ 370</td>
<td>School and Society</td>
</tr>
<tr>
<td>Educ 361</td>
<td>Foundations of Human Development and Psychology</td>
</tr>
<tr>
<td>Educ 436</td>
<td>Technology across the Curriculum</td>
</tr>
<tr>
<td>Educ 327</td>
<td>Teaching and Assessment in the Middle School</td>
</tr>
<tr>
<td>Educ 326</td>
<td>Teaching and Assessment in the High School</td>
</tr>
<tr>
<td>Educ 314</td>
<td>Reading and Writing Across the Curriculum</td>
</tr>
</tbody>
</table>

**Special Methods (in appropriate content area)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 302</td>
<td>Teaching Art in the Middle and High School</td>
</tr>
<tr>
<td>Educ 303</td>
<td>Teaching Music in the Middle and High School</td>
</tr>
<tr>
<td>Educ 338</td>
<td>Teaching Science in the Middle and High School</td>
</tr>
<tr>
<td>Educ 339</td>
<td>Teaching PE in the Middle and High School</td>
</tr>
<tr>
<td>Educ 349</td>
<td>Teaching Math in the Middle and High School</td>
</tr>
<tr>
<td>Educ 447</td>
<td>Teaching Foreign Language in the Middle and High School</td>
</tr>
<tr>
<td>Educ 451</td>
<td>Teaching Social Studies in the Middle and High School</td>
</tr>
<tr>
<td>Educ 452</td>
<td>Teaching Language Arts in the Middle and High School</td>
</tr>
<tr>
<td>Educ 397</td>
<td>Field Experience</td>
</tr>
<tr>
<td>Educ 459</td>
<td>Preparing the Work Sample</td>
</tr>
<tr>
<td>Educ 477</td>
<td>Minor Authorization Placement</td>
</tr>
<tr>
<td>Educ 476</td>
<td>Learning Communities III: Reflection and Practice</td>
</tr>
</tbody>
</table>

30  ❖  PACIFIC UNIVERSITY ❖  Graduate Professions Catalog 2000-2001
Minor in Spanish for Elementary Teachers

Prerequisite: Proficiency level of Spanish 202

ED/Sp 465 Spanish in the Elementary School .......................... 4
ED/Sp 456 Mexico: A Cultural Mosaic ................................. 4
Hum 306 Latino Fiction ........................................... 3
Hum 325 Hispanics in the United States ....................... 3
ED/Sp 467 Practicum in Tapalpa, Mexico ...................... 3

State Requirements for Licensure

Upon completion of coursework and student teaching, students may submit an application to the Oregon Teacher Standards and Practices Commission (TSPC) to obtain a teaching license. TSPC requires passing scores on a basic skills test (CBEST, PPST, or CBT), NTE or PRAXIS Subject Matter Assessment Test, and NTE Professional Knowledge Test prior to licensure. The application must include documentation of passing scores on all required examinations.

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.

GRADUATE STUDY IN EDUCATION

Pacific University offers five masters degree programs in education. Two programs, the MAT Fifth-year and the MAT/Flex, are initial licensure programs. The MAT/CL is designed for practicing teachers seeking a Continuing License and the MAE/CS is a non-licensure program. The MED/VFL, a non-licensure program, is designed to enable optometrists to specialize in visual problems as they relate to reading and learning. The School of Education also offers programs for teachers to add authorization or endorsement to current licenses.

MASTER OF ARTS IN TEACHING FIFTH-YEAR PROGRAM

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, Elementary, 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 Fifth-year program provides the opportunity for students to qualify for the initial teaching license with Early Childhood, 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. 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 to the MAT Fifth-year Program

Applications are accepted from December through February 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 Fifth-year program are the same for both campuses, although they operate on different schedules. The admissions process is competitive.

Requirements for admission include:
1. A baccalaureate degree from an accredited college or university
2. A 2.75 minimum GPA in undergraduate work or 3.00 minimum GPA in at least 8 semester hours of graduate study

3. Basic skills test. All candidates must submit a passing score on one of the following: California Basic Educational Skills Test (CBEST), PRAXIS Pre-Professional Skills Test (PPST), or PRAXIS Computer-Based Academic Skills Assessment (CBT).

4. Three recommendations, including one from each of the following:
   a. An immediate supervisor in an educational or social agency who can attest to the applicant’s competence to work with school-aged children or youth in volunteer or paid work experiences
   b. A university or college professor with direct knowledge of applicant’s academic abilities
   c. An employer

5. Completed application

6. Demonstrated ability to write clearly and cogently as demonstrated by a brief essay which analyzes and discusses a current educational issue

7. Completed checklist of TSPC character questions

The subject area assessment test is not required for admission, but preference is given to those candidates who submit passing scores on the appropriate subject area test at the time of application. The required test for candidates in Early Childhood and Elementary Education is the Multiple Subjects Assessment for Teachers (MSAT). The MSAT is also required of those seeking the Middle School Authorization. Candidates in High School Education should consult the PRAXIS registration bulletin for specific subject tests required in Oregon.

**Selection Process**

In selecting candidates for the Early Childhood and Elementary School strands, preference will be given to those who have taken a broad range of courses as part of their undergraduate experience. Preferred courses include literature, writing, science (preferably biology), American history, cross-cultural courses, the mathematics sequence for elementary teachers, and the expressive arts.

In the selection process the applicant pool is screened by a faculty selection committee. Initial selection is based on the published minimum requirements for admission and the following criteria: depth and breadth of undergraduate preparation; strength of recommendations; written communication skills as assessed in essay; and critical thinking skills as assessed in essay.

Selected applicants are invited for a personal interview and, at that time, asked to complete a timed writing sample. The selection committee makes recommendations for acceptance into the program to the School of Education faculty. Applicants will be notified of their status by mail.

**MAT Fifth-year Curriculum**

**The Foundations Block - all authorizations**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 504</td>
<td>Learning Communities I: Personal Awareness</td>
<td>2</td>
</tr>
<tr>
<td>Educ 570</td>
<td>School and Society</td>
<td>2</td>
</tr>
<tr>
<td>Educ 515</td>
<td>Foundations of Human Development and Psychology (ECE/Elem)</td>
<td>4</td>
</tr>
</tbody>
</table>

or

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 516</td>
<td>Foundations of Human Development and Psychology (MS/HS)</td>
<td>4</td>
</tr>
<tr>
<td>Educ 537</td>
<td>Technology Across the Curriculum</td>
<td>1</td>
</tr>
<tr>
<td>Educ 601</td>
<td>Teachers as Consumers of Research</td>
<td>2</td>
</tr>
</tbody>
</table>

**The Methods Block - Early Childhood Education authorization**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 505</td>
<td>Learning Communities II: About Diversity</td>
<td>2</td>
</tr>
<tr>
<td>Educ 533</td>
<td>Integrated Methods I: General Methods</td>
<td>3</td>
</tr>
<tr>
<td>Educ 508</td>
<td>Integrated Methods II: Reading and Language Arts in ECE</td>
<td>4</td>
</tr>
<tr>
<td>Educ 509</td>
<td>Integrated Methods IIIa: Math in Early Childhood Education</td>
<td>2</td>
</tr>
<tr>
<td>Educ 528</td>
<td>Integrated Methods IIIb: Science and Health in ECE</td>
<td>2</td>
</tr>
<tr>
<td>Educ 510</td>
<td>Integrated Methods IV:</td>
<td></td>
</tr>
</tbody>
</table>
Expressive Arts in ECE ...... 2
Educ 540  Technology II ................. 1
Educ 573  Practicum ..................... 2

The Methods Block - Elementary School authorization
Educ 505  Learning Communities 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 IIIa: Math in Elementary Education .................. 2
Educ 529  Integrated Methods IIIb: Science and Health in Elementary Education ...... 2
Educ 545  Integrated Methods IV: Thematic Teaching through SS and the Arts .......... 2
Educ 540  Technology II .................. 2
Educ 573  Practicum ..................... 2

The Methods Block - Middle School and High School authorizations
Educ 505  Learning Communities II: About Diversity ......................... 2
Educ 527  Teaching and Assessment in the Middle School .................. 4
or
Educ 526  Teaching and Assessment in the High School .................. 4
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
Educ 503  Teaching Music in the Middle and High School
Educ 536  Teaching Health in the Middle and High School
Educ 538  Teaching Science in the Middle and High School
Educ 539  Teaching PE in the Middle and High School
Educ 546  Teaching Business in the High School

Educ 547  Teaching Foreign Language in the Middle and High School
Educ 549  Teaching Mathematics in the Middle and High School
Educ 551  Teaching Social Studies in the Middle and High School
Educ 552  Teaching Language Arts in the Middle and High School
Educ 553  Teaching Drama in the Middle and High School
Educ 568  Curriculum Design: Middle School ........................ 2
or
Educ 567  Curriculum Design: High School ........................ 2
Educ 540  Technology II ................. 1
Educ 573  Practicum ..................... 2

The Applications Block - all authorizations
Educ 576  Learning Communities III: Reflection and Practice .............. 2
Educ 575  Student Teaching ................ 15

Continuation in Program
In addition to the above course requirements, students must maintain a 3.0 GPA and receive a Pass for all P/NP course work. All grades must be "C" or above to be credited toward a graduate degree; "C-" is not acceptable. Progress toward meeting program requirements will be assessed at the end of each semester. Students must meet academic and professional program requirements in order to continue in the program. We recommend that students should not be employed or coach during the full-time internship; if either of these interfere with satisfactory progress, such responsibilities must be dropped before continuing in the program.

State Requirements for Licensure
Upon completion of coursework and student teaching, students may submit an application to the Oregon Teacher Standards and Practices Commission (TSPC) to obtain a teaching license. TSPC requires passing scores on a basic skills test, the appropriate subject matter assessment test and NTE Professional Knowledge Test
prior to licensure. The application must include documentation of passing scores on all required exams.

**MASTER OF ARTS IN TEACHING/ FLEXIBLE SCHEDULE (MAT/FLEX)**

Students holding a baccalaureate degree may apply for admission to the MAT/Flex program, a program designed to accommodate both part-time and full-time students. Courses meet in the late afternoon, early evening or on the weekend. The MAT/Flex program fulfills the requirements for an initial teaching license with authorizations for Early Childhood Education (ages 3 to grade 4), Elementary Education (grades 3-8), Middle School (grades 5-10) and High School (grades 7-12). Upon completion of the program, students qualify for an Oregon Initial Teaching License and a Master of Arts in teaching degree. 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.

**Admission to the MAT/Flex Program**

Applications are accepted throughout the year. Admission is selective. Transcripts are assessed on an individual basis. Professional education courses must be completed within six years of date of admission.

Requirements for admission include:

1. Official transcripts documenting coursework from each college or university attended
2. 2.75 minimum GPA
3. Three recommendations, including one from each of the following:
   a. An individual with direct knowledge of applicant’s academic capabilities
   b. An individual knowledgeable about applicant’s potential to work with students
   c. An employer
4. Basic skills test. All candidates must submit passing scores on one of the following: California Basic Educational Skills Test (CBEST), PRAXIS Pre-Professional Skills Test (PPST), or PRAXIS Computer-Based Academic Skills Assessment (CBT).
5. Completed application
6. Demonstrated ability to write clearly and cogently as demonstrated by a brief essay which analyzes and discusses a current educational issue
7. Checklist of TSPC character questions

The subject area assessment test is not required for admission, but preference is given to those candidates who submit passing scores on the appropriate subject area test at the time of application. The required test for candidates in Early Childhood and Elementary Education is the Multiple Subjects Assessment for Teachers (MSAT). The MSAT is also required of those seeking the Middle School authorization. Candidates in High School Education should consult the PRAXIS registration bulletin for specific subject tests required in Oregon.

**Selection Process**

1. The selection committee uses the following criteria to screen the applicant pool:
   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 an essay
2. Selected applicants are invited for a personal interview and, at that time, asked to provide a timed writing sample.
3. The selection committee makes recommendations for acceptance into
the program to the faculty of the School of Education.

4. Applicants will be notified of their status by mail.

Required Professional Courses for Early Childhood and Elementary Authorizations

The following courses are required to qualify for the Oregon Initial Teaching License with authorizations for Early Childhood and Elementary Education.

- Educ 305G Learning Communities: Personal Awareness and Diversity ................................3
- Educ 570 School and Society ................. 2
- Educ 361G Foundations of Human Development and Psychology .......................... 3
- Educ 436G Technology across the Curriculum ........................................ 2
- Educ 431G Integrated Methods I: General Methods ....................................... 2
- Educ 508 Integrated Methods II: Reading and Language Arts in ECE ................. 4
  or
- Educ 544 Integrated Methods II: Reading and Language Arts in Elem. Ed. .......... 4
- Educ 509 Integrated Methods IIIa: Math in Early Childhood Education ............. 2
  or
- Educ 543 Integrated Methods IIIa: Math in Elementary Education ..................... 2
- Educ 528 Integrated Methods IIIb: Science and Health in ECE ......................... 2
  or
- Educ 529 Integrated Methods IIIb: Science and Health in Elementary Education ...... 2
- Educ 510 Integrated Methods IV: Expressive Arts in ECE ................................ 2
  or
- Educ 545 Integrated Methods IV: Thematic Teaching through SS and the Arts .......... 2
- Educ 397G Field Experience ...................... 1
- Educ 459G Preparing the Work Sample ................. 2
- Educ 601 Teachers as Consumers of Research ........................................ 2
- Educ 477G Minor Authorization Practicum ........................................ 3
- Educ 576 Learning Communities III: Reflection and Practice .................. 2
- Educ 575 Student Teaching ...................... 12

Middle School and High School Authorizations

Programs are available for the following endorsements: Art, Business Education (High School only), Drama, Foreign Languages (French, German, Japanese, and Spanish), Health, Language Arts, Mathematics (Middle School and Advanced), Music, Physical Education, Science (Biology, Chemistry, Integrated Science, and Physics), and Social Studies. It is expected that students seeking specific endorsements will have completed an undergraduate major that enables passing the appropriate PRAXIS subject test.

Required Professional Courses for Middle School and High School Authorizations

- Educ 305G Learning Communities: Personal Awareness and Diversity .................... 3
- Educ 570 School and Society ................. 2
- Educ 361G Foundations of Human Development and Psychology .......................... 3
- Educ 436G Technology across the Curriculum ........................................ 2
- Educ 327G Teaching and Assessment in the Middle School ...................... 2
  or
- Educ 326G Teaching and Assessment in the High School .......................... 2
- Educ 541 Reading and Writing Across the Curriculum .................................. 2
- Educ 568 Curriculum Design: Middle School ...................................... 2
  or
- Educ 567 Curriculum Design: High School ......................................... 2
- Special Methods (in appropriate content area) .................................. 3
- Educ 502 Teaching Art in the Middle and High School
Educ 503  Teaching Music in the Middle and High School
Educ 536  Teaching Health in the Middle and High School
Educ 538  Teaching Science in the Middle and High School
Educ 539  Teaching PE in the Middle and High School
Educ 546  Teaching Business in the High School
Educ 547  Teaching Foreign Language in the Middle and High School
Educ 549  Teaching Mathematics in the Middle and High School
Educ 551  Teaching Social Studies in the Middle and High School
Educ 552  Teaching Language Arts in the Middle and High School
Educ 553  Teaching Drama in the Middle and High School

Continuation in Program
Students must meet academic and professional program requirements in order to student teach. Students must attain a 2.75 minimum GPA in all required professional education and endorsement area courses with no grade lower than "C"; "C-" is not acceptable.

State Requirements for Licensure
Upon completion of coursework and student teaching, students may submit an application to the Oregon Teacher Standards and Practices Commission (TSPC) to obtain a teaching license. TSPC requires passing scores on a basic skills test, the appropriate subject matter assessment test and NTE Professional Knowledge Test prior to licensure. The application must include documentation of passing scores on all required examinations.

MASTER OF ARTS IN TEACHING / CONTINUING LICENSE (MAT/CL)

The MAT/Continuing License program is designed to enable practicing teachers to develop and document advanced competence in meeting the education needs of individual students within a collaborative learning community. The program is available to experienced teachers who have completed bachelor's and/or master's degrees and hold Oregon Basic or Initial Teaching Licenses. Candidates develop, with a university advisor, a planned program which enables the candidate to develop and document advanced teaching competencies.

Programs are completed within 6 years and support the following authorizations and endorsement areas:

Authorizations
- Early Childhood Education
- Elementary Education
- Middle School Education
- High School Education

Endorsements
- Art
- Business Education
- Drama
- Foreign Languages (French, German, Japanese, Spanish)
- Health
- Language Arts
- Mathematics, Advanced
- Mathematics, Middle School
- Music
- Physical Education
- Reading
- Science (Biology, Chemistry, Integrated Science, Physics)
- Social Studies

Admission for MAT/CL
Applications are accepted until November 1 for spring admission and until April 1 for summer and fall admissions. Admission is selective.
Requirements for admission include:

1. Official transcripts from each college or university attended.
2. 2.75 minimum GPA in undergraduate work or 3.00 minimum GPA in at least 8 semester hours of graduate study
3. Three recommendations from school administrators, evaluators, supervisors, or peer teachers addressing the applicant's professional teaching abilities, relationships with students and staff, and attitudes about improvement of teaching
4. Completed application
5. Essay addressing an aspect of teaching on which the applicant wishes to concentrate in a professional development program
   Copy of Oregon Basic or Initial Teaching License

Selection Process

1. The selection committee screens the applicant pool. Selection is based on the published minimum requirements for admission and the following criteria:
   a. Depth and breadth of undergraduate preparation
   b. Strength of recommendations
   c. Written communication skills as assessed in essay
   d. Critical thinking skills as assessed in essay
2. The selection committee makes recommendations for acceptance into the program to the faculty of the School of Education.
3. Applicants will be notified of their status by mail.

Curriculum

The continuing license program is designed to meet the needs of two populations of teachers: those who fulfilled the requirements for an initial teaching license in an undergraduate program and those who fulfilled the requirements for an initial teaching license in a MAT Fifth-year program. The curriculum varies for each of those populations.

For candidates holding an Initial License and Bachelor's degree (30 credits)

1. Advanced Classroom Competencies
   - Educ 615 Curriculum Foundations and Design (ECE/Elem) .... 2
   - or
   - Educ 568 Curriculum Design: Middle School .................... 2
   - or
   - Educ 567 Curriculum Design: High School ....................... 2
   - Educ 460G Advanced Teaching Strategies / Work Sample ... 2
   - Educ 611 Meeting Special Needs in the Classroom ............ 3
   - Content Classes .............................. 6

2. Teachers as Researchers
   - Educ 601 Teachers as Consumers of Research .................... 2
   - Educ 595 Teachers as Researchers .... 2
   - Educ 596 Action Research Project .... 2

3. Continuing Professional Development
   - Educ 625 Portfolio Development ...... 2
   - Electives ................................. 9

For candidates holding an Initial License and Master's degree from Fifth-year Program (10 credits)

1. Advanced Classroom Competencies
   - Educ 460G Advanced Teaching Strategies / Work Sample ...... 2
   - Educ 611 Meeting Special Needs in the Classroom ............ 3

2. Teachers as Researchers
   - Educ 595 Teachers as Researchers .... 2
   - Educ 596 Action Research Project .... 2

3. Continuing Professional Development
   - Educ 625 Portfolio Development ...... 1

Professional Portfolio

The capstone experience for graduate students obtaining the MAT/Continuing License is the development of the Professional Portfolio. The Professional Portfolio will provide candidates for the continuing license the opportunity to document the required advanced competencies. It will also serve as the basis for determining whether or not the candidate will be recommended to TSPC for the continuing license.
The Professional Portfolio will include both required components and optional ones chosen by the candidate. The required components will include the Advanced Work Sample and the Action Research Project. The candidate will select the optional components of the Portfolio as exemplars of their best professional work.

**Academic Procedures**

Upon admission to the program, a Professional Development Team will be formed to assist the candidate in designing the planned program of study. The team will be consist of a peer teacher, an administrator or supervisor, a university advisor, and the program coordinator or designee. The Professional Development Team will consult with the candidate in the development of a planned program and will evaluate both the research project and the professional portfolio.

Each candidate will, in cooperation with an assigned university advisor, file a planned program statement. The university advisor and the dean or his designee will monitor completion of course work.

All work for the Continuing Teaching License (including transferred credits and research project) must be completed within six calendar years.

No single course can meet program requirements for both the Initial and Continuing License.

A cumulative GPA of 3.00 is required for all course work. Grades must be "C" or above to be credited in the program; "C-" is not acceptable.

All coursework must be at the graduate level. Transfer credit may be accepted. 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.

With the exceptions of EDUC 596 Education Research Project and EDUC 625 Portfolio Development, students must receive letter grades in all courses.

To obtain the Continuing Teaching License, applicants must be able to provide verification of three years of successful teaching experience in Oregon schools while holding a Basic or Initial Teaching License.

Students must submit degree applications to the Registrar by December 15 in order to receive degrees at May commencement. (For December diploma, submit application by September 1; for August diploma, submit by June 1.)

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.

All MAT/Continuing License courses are available through Pacific University’s summer, evening, and weekend classes. Special classes and workshops are also available. For more information, contact the School of Education office.

**ADDING AUTHORIZATIONS, ENDORSEMENTS, OR SPECIALTIES**

A. **ADDING CONTIGUOUS AUTHORIZATIONS TO A CURRENT LICENSE**

Contiguous authorizations may be added to current Initial or Continuing Licenses. Authorizations may be added by a combination of coursework and supervised practica.

Admission for adding contiguous authorizations to a current license

Applications are accepted at any time. The application packet should be directed to the Admissions Coordinator, Pacific University School of Education, 2043 College Way, Forest Grove, OR 97116

**Requirements for admission include:**

1. Letter indicating authorization sought, current employment, and professional employment goals
2. Copy of current license
3. Recommendation from an administrator/supervisor addressing applicant’s professional teaching abilities
4. Resume, including professional teaching history
5. Transcripts from each college or university attended. Unofficial transcripts are acceptable.
Adding an Early Childhood Authorization

Educ 605  Human Development and Psychology for ECE and Elementary Ed ................. 2
Educ 431G Integrated Methods I: General Methods ..................... 2
Educ 628 Teaching Reading in Early Childhood Education .......... 2
Educ 655 Supervised Practicum ........ 2

Adding an Elementary Authorization

Educ 605  Human Development and Psychology for ECE and Elementary Ed ................. 2
Educ 431G Integrated Methods I: General Methods ..................... 2
Educ 629 Teaching Reading in Elementary Education .......... 2
Educ 655 Supervised Practicum ........ 2

Adding a Middle School Authorization

Educ 608  Human Development and Psychology for Middle and High School .... 2
Educ  Appropriate special methods course for subject area .......... 3
Educ 655 Supervised Practicum ........ 2

Adding a High School Authorization

Educ 608  Human Development and Psychology for Middle and High School ................. 2
Educ  Appropriate special methods course for subject area .......... 3
Educ 655 Supervised Practicum ........ 2

Academic Procedures

1. Candidates must submit a passing score the appropriate PRAXIS test. Both sections of the MSAT are required for early childhood, elementary and middle school authorizations. The appropriate subject area test is required for high school and strongly recommended for middle school.

2. Candidates may not register for the practicum requirement until testing and coursework requirements are fulfilled. In some circumstances, misassignments or previous licensed work experience may replace the practicum requirement. Permission of advisor is required to waive the practicum.

3. As a part of practicum requirement, the candidate will prepare and teach one work sample. The University advisor will supervise the preparation and implementation of the work sample.

4. Candidates must complete a practicum for each authorization added.

B. ADDING SUBJECT AREA ENDORSEMENTS TO A CURRENT LICENSE

Subject area endorsements may be added to current Initial or Continuing Licenses. Endorsements may be added by a combination of coursework and supervised practica. Endorsements may be added in the following subject areas: Art, Business, Drama, Foreign Language (French, German, Japanese, and Spanish), Health, Language Arts, Mathematics (Middle School and Advanced), Music, Physical Education, Science (Biology, Chemistry, Integrated science, and Physics), and Social Studies. The following is required for each subject area endorsement added:

Educ Special methods course appropriate to endorsement ................. 3
Educ 655 Supervised Practicum ........ 2

Admission

Applications are accepted at any time. The application packet should be directed to the Admissions Coordinator, Pacific University School of Education, 2043 College Way, Forest Grove, OR 97116

Requirements for admission include:

1. Letter indicating endorsement sought, current employment and professional employment goals
2. Copy of current license
3. Recommendation from an administrator/supervisor addressing applicant’s professional teaching abilities
4. Resume, including professional teaching history

Transcripts from each college or university attended. Unofficial transcripts are acceptable.
Academic Procedures

1. Candidates must submit a passing score for the PRAXIS test appropriate to the endorsement area.
2. Candidates may not register for the practicum requirement until testing and coursework requirements are fulfilled. In some circumstances, misassignments or previous licensed work experience may replace the practicum requirement. Permission of advisor is required to waive the practicum.

C. ADDING READING ENDORSEMENT TO A CURRENT LICENSE

In order to qualify for the reading endorsement, students must satisfy requirements for two authorization levels: Early Childhood/Elementary Education or Middle School/High School Education. The core courses are required for all authorization levels. Coursework in language development is either a prerequisite or a corequisite.

Admission

Applications are accepted at any time. The application packet should be directed to the Admissions Coordinator, Pacific University School of Education, 2043 College Way, Forest Grove, OR 97116

Requirements for admission include:

1. Letter indicating endorsement sought, current employment and professional employment goals
2. Copy of current license
3. Recommendation from an administrator/supervisor addressing applicant’s professional teaching abilities
4. Resume, including professional teaching history
5. Transcripts from each college or university attended. Unofficial transcripts are acceptable.

Core Reading Endorsement Requirements

Educ 630 Assessment and Evaluation of Reading and Related Practicum ..................3
Educ 632 Current Issues in Literacy .2

Early Childhood / Elementary Education Reading Endorsement Requirements

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

Educ 635 Language Development and Literacy: Seminar and Related Practicum ..........1
Educ 637 Advanced Teaching of Prescriptive Reading Techniques, Grades K-8 ....3
Educ 639 Children’s Literature and Media Literacy .................................1
Educ 641 Comprehending Expository Text, Grades K-8 .........................2

Middle School/High School Reading Endorsement Requirements

Prerequisites: coursework in psychological foundations and basic reading methodology appropriate for middle school and high school education.

Educ 645 Advanced Teaching of Prescriptive Reading Tech. and Practicum Grades 5-12 3
Educ 647 Reading, Writing and Study Skills Techniques in the Content Areas .................2
Educ 649 Young Adult Literature and Media Literacy, Grades 5-12 .................2

D. SPECIALTY — SPANISH FOR ELEMENTARY TEACHERS

This program is available for students in any graduate education program. Students in the Fifth-year MAT program may use the practicum in Mexico for three of the 18 week student teaching requirement.

Required Courses

Prerequisite: Proficiency level of Spanish 202

ED/Sp 465G Spanish in the Elementary School ..........4
ED/SP 456G Mexico: A Cultural Mosaic ...........................................4
Hum 306G Latino Fiction ..........................3
or
Hum 325G Hispanics in the
United States .......................... 3
ED/Sp 467G Practicum in
Tapalpa, Mexico .......................... 3

MASTER OF ARTS IN EDUCATION/
CURRICULUM STUDIES (MAE/CS)

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 to MAE/CS Program

Applications are accepted until November 1 for the spring semester and until April 1 for the fall semester. Admission is limited and selective.

Requirements include:
1. Transcripts from each college or university attended
2. 2.75 minimum GPA in undergraduate work or 3.00 minimum GPA in at least 8 semester hours of graduate study
3. Three recommendations, including one from each of the following:
   a. an individual with direct knowledge of your academic capabilities
   b. an individual knowledgeable about your interest in schools and educational issues
   c. an employer
4. Completed application
5. Statement of purpose explaining why the applicant is seeking this interdisciplinary degree.
6. Writing sample

In addition, international students who wish to enroll in the program must complete the TOEFL examination with a minimum score of 575. Students with undergraduate degrees from foreign countries will be expected to spend at least one semester in the English Language Institute prior to their acceptance into the School of Education.

Selection Process

1. The selection committee screens the applicant pool. Selection is based on the published minimum requirements for admission and the following criteria:
   a. Depth and breadth of undergraduate preparation
   b. Strength of recommendations
   c. Written communication skills as assessed in essay
   d. Critical thinking skills as assessed in essay
2. Selected applicants are invited for a personal interview and, at that time, asked to complete a timed writing sample.
3. The selection committee makes recommendations for acceptance into the program 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:
1. 13-15 semester hours in Professional Education
2. 12 semester hours in the Liberal Arts
3. EDUC 595: Teachers As Researchers (3 hours), EDUC 596: Education Research Project (2 hours)

Research Project

The capstone experience is a research project through which candidates have an opportunity to synthesize professional education, scholarly activities, and creative endeavors. Guided by University faculty mentors, students complete the project and give oral presentations.

Academic Procedures

1. Upon admission into the graduate program, the student will be assigned a faculty advisor to assist in designing the planned program of study. This planned program must be approved by
the advisor and the Dean of the School of Education before the end of the first semester following admission.

2. Meetings should be scheduled with advisors at least once a year.

3. Students must submit degree applications to the Registrar by December 15 in order to receive degrees at May commencement. (For December diploma, submit application by September 1; for August diploma, submit by June 1.)

4. All students receiving degrees are encouraged to participate in the University’s hooding and commencement ceremonies. Students who are within 4 hours of completing their program may participate in the May commencement ceremony.

Many MAE courses are available through Pacific University’s summer, evening, and weekend classes. Special classes and workshops are also available. Candidates may also enroll in upper-division courses offered during the regular school year if instructors agree to offer the courses for graduate credit. All grades must be "C" or above to be credited to a graduate degree; "C-" is not acceptable.

**MASTER OF EDUCATION/ VISUAL FUNCTION IN LEARNING (MED/VFL)**

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, diagnosis, therapy, and case management within a multidisciplinary setting.

**Admission to MED/VFL Program**

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. Doctor of Optometry degree or current status as an optometry student
4. Two letters of recommendation from optometry faculty
5. Completed application
6. Written essay explaining why the applicant is seeking this degree
7. Personal interview

**Selection Process**

1. The selection committee screens the applicant pool. Selection is based on the published minimum requirements for admission and the following criteria:
   a. Depth and breadth of undergraduate preparation
   b. Strength of recommendations
   c. Written communication skills as assessed in essay
   d. Critical thinking skills as assessed in essay
2. The selection committee makes recommendations for acceptance into the program 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 individual planned programs, which...
include the following:
1. 20 semester hours in the School of Education
2. 4 semester hours in the College of Optometry
3. 6 semester hours of electives

Requirements:
Area I: Education
Educ 565 Seminar: Educational and Optometric Connections .... 1
Additional courses taken from the Reading Endorsement course curriculum ................................................. 13

Area II: Optometry
VED/Opt 744 Visual Problems That Relate to Learning Difficulties with lab ...... 3
VED/Opt 765 Seminar in Multidisciplinary Service ......................... 1

Area III: Research and Thesis (minimum 6 hours)
Educ 596 Education Research Project ...... 6

Area IV: Electives
Elective Courses .......................................... 6
(Approved courses from Arts and Sciences, Optometry, School of Education, or other graduate programs. The following may be used: Opt 531, 532, 535, 602, 661).

In addition to fulfilling the requirements stated above, the candidate is encouraged to take course offerings in other areas to strengthen and to provide further exploration into a particular area of interest. The MEd/VFL Coordinator must approve electives. 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. A cumulative GPA of 3.00 is required for all coursework. Grades must be “C” or above to be credited toward the graduate degree; "C-" is not acceptable.

5. Students who are within six hours of completing their program may participate in the May Commencement ceremony.

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 and alcohol use on campus.

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
(1) The ethical educator, in fulfilling obligations to the student, will:
   (a) Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and family; and
   (b) Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues.

(2) The ethical educator, in fulfilling obligations to the district, will:
   (a) Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;
   (b) Conduct professional business, including grievances, through established lawful and reasonable procedures;
   (c) Strive for continued improvement and professional growth;
   (d) Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
   (e) Not use the district’s or school’s name, property, or resources for noneducational benefit without approval of the educator’s supervisor or the appointing authority.

(3) The ethical educator, in fulfilling obligations to the profession, will:
   (a) Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
   (b) Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; and
   (c) Respond to requests for evaluation of colleagues and keep such information confidential as appropriate.

Statute Authority: ORS Ch. 342.175 to 342.190

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
Introduces the foundations of American education and schooling. Examines schooling and the teaching profession from an interdisciplinary approach that includes a variety of perspectives. 2 hours.

EDUC 300(G) Introduction to Early Childhood Education
Introduces the field of early childhood education. Examines the history and foundation of programs; mission and ethics; legislation and public policy; educational reform; appropriate goals for normative and special developmental needs within varied social and cultural contexts; and observational methodology. Requires 2 hours of weekly field experience and observations of children. Utilizes problem-based learning. Prerequisite: EDUC 260, Psy 150 Introduction to Psychology, and sophomore standing. 4 hours.

EDUC 302(G) Special Methods: Teaching Art in the Middle and High School
Introduces the basic methods of art instruction for the middle and high school classroom. Discusses creativity, developmental levels, discipline-based art education, and state and national standards. Includes hands on experiences with art media and lesson plans. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. 3 hours.
EDUC 303(G)  Special Methods: Teaching Music in the Middle and High School

Surveys 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. 3 hours.

EDUC 305(G)  Learning Communities: Personal Awareness and Diversity

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Discusses learning communities, personal history and culture, communication skills, creativity, diversity, special needs students, and classroom management. 3 hours.

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. Develops and expands knowledge of the nature and scope of middle school and high school reading and writing, and of the application of methods, materials, assessments, remedial strategies and motivation for reading, writing, and study skills. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. 2 hours.

EDUC 317(G)  Special Methods: Teaching Art in the Elementary School

Introduces the basic methods of art instruction for the elementary school classroom. Discusses creativity, developmental levels, discipline-based art education, and state and national standards. Includes hands on experiences with art media and lesson plans. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. 3 hours.

EDUC 318(G)  Special Methods: Teaching Music in the Elementary School

Examines 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. 3 hours.

EDUC 319(G)  Special Methods: Teaching Physical Education in Elementary Schools

Prepares preservice teachers to teach early childhood/elementary school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. 3 hours.

EDUC 326(G)  Teaching and Assessment 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. Includes a variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. 2 hours.

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. Includes a variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. 2 hours.

EDUC 328(G)  Integrated Methods IIIa: Teaching Science and Health in Early Childhood Education

Introduces early childhood educators to the theories, strategies, resources, and technology applications appropriate to science and health methodology. Emphasizes 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. 2 hours.
EDUC 329(G)  Integrated Methods
IIIb: Teaching Science and Health in Elementary Education
Introduces elementary educators to the theories, strategies, resources, and technology applications appropriate to science and health methodology. Emphasizes 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. 2 hours.

EDUC 336(G)  Special Methods:
Teaching Health in the Middle 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 into Teacher Education or permission of instructor. Corequisite: EDUC 397. 3 hours.

EDUC 338(G)  Special Methods:
Teaching Science in the Middle and High School
Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to science curriculum and instruction at the middle and high school level. Emphasizes 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. 3 hours.

EDUC 339(G)  Special Methods:
Teaching Physical Education in the Middle and High School
Prepares preservice teachers to teach middle school/high school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. 3 hours.

EDUC 340(G)  Curriculum: Early Childhood Education
Examines the development, implementation, and evaluation of appropriate curriculum for children of diverse cultures from birth to age eight. Discusses assessment of children’s diverse individual developmental, family, and group/community needs and values; creation, implementation and evaluation of teaching materials and learning experiences in the areas of language, mathematics, science, social studies, health, safety, nutrition, art, music, drama, and movement; the psychology of literacy and reading instruction; young children’s literature; management of the classroom. Requires 2 hours of weekly field experience and observations of children. Prerequisites: Ed 300/300G or consent of the instructor. 4 hours.

EDUC 343(G)  Integrated Methods
IIIa: Teaching Mathematics in Elementary Education
Introduces elementary educators to the theories, strategies, resources, and technology applications appropriate to mathematics methodology. Emphasizes 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. 2 hours.

EDUC 349(G)  Special Methods:
Teaching Mathematics in the Middle and High School
Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to mathematics curriculum and instruction at the middle and high school level. Emphasizes 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. 3 hours.

EDUC 361(G)  Foundations of Human Development and Psychology
Introduces future teachers to developmental issues of students in their classrooms: behavioral, physical, personal, social, and cognitive. Relates psychology to teaching and learning including the role of the teacher, learning theory, motivation and reinforcement,
individual differences, classroom management, teaching goals and objectives, and evaluation. Overviews the available resources and practices intended to support students with special needs in the regular school setting. Corequisite: EDUC 397. 3 hours.

EDUC 370(G) School and Society
Explores the relationship between schools and society. Develops in aspiring teachers an understanding of the philosophical, historical, socio-cultural, and legal foundations of education. 2 hours.

EDUC 397(G) Field Experience
Offers participation in a professional experience in public schools. Prerequisite: Admission into Teacher Education or permission of instructor. 1 hour.

EDUC 408(G) Integrated Methods II: Reading and Language Arts in Early Childhood Education
Introduces preservice educators to the survey and implementation of specific curricular methods for early childhood educators. Helps educators understand specific content, survey and critically analyze current issues and trends; and apply methods and their integration and assessment across the following areas: language arts, reading, literature, and drama. Fosters integration and synthesis of all previous and concurrent course work. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. 4 hours.

EDUC 409(G) Integrated Methods IIIa: Teaching Mathematics in Early Childhood Education
Introduces early childhood educators to the theories, strategies, resources, and technology applications appropriate to mathematics methodology. Emphasis 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. 2 hours.

EDUC 410 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 movement, and become skillful in integrating art, music, and physical movement activities into the curriculum. Examines models of teaching and methods that are specific to each of the three areas, as well as models for appropriately integrating these expressive arts throughout the curriculum. Prerequisite: Admission into Teacher Education or permission of instructor. 2 hours.

EDUC 420(G) Normal Language Development in Children
Examines the nature of language as a system of human communication; language development as a basis for understanding the reading process; and language readiness for reading. Prerequisite: Admission to Teacher Education or permission of instructor. 2 hours.

EDUC 427(G) Psychology of Reading Instruction
Examines 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; the learner with reading difficulties. Prerequisite: Junior standing or permission of instructor. 2 hours.

EDUC 431(G) Integrated Methods I: General Methods
Guides aspiring teachers of early childhood and elementary age learners in developing skills in designing and organizing lessons and units that involve students in appropriate learning activities, require thinking at a range of levels, and use a variety of assessment methods. Examines curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management systems. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. 2 hours.

EDUC 436(G) Technology Across the Curriculum
Introduces educators to some of the applications for technology in education, and familiarizes them with issues associated with technology use. Develops and expands students’ skills and knowledge of educational technology through a series of readings, presentations, lab work, small group work, projects and independent exploration. 2 hours.
EDUC 444(G) **Integrated Methods II: Reading and Language Arts in the Elementary School**

Introduces preservice educators to the survey and implementation of specific curricular methods for elementary educators. Helps educators to understand specific content, survey and critically analyze current issues and trends; and apply methods and their integration and assessment across the following areas: language arts, reading, literature, and drama. Fosters integration and synthesis of all previous and concurrent coursework. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. 4 hours.

EDUC 445(G) **Integrated Methods IV: Thematic Teaching through Social Studies and the Arts**

Assists students in developing thematic curricula which is based on broad concepts drawn from social studies. Integrates the arts, sciences, humanities, and social sciences. Emphasizes identifying appropriate social studies themes, relating curriculum to national and state content standards, and finding and analyzing resources. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. 2 hours.

EDUC 447(G) **Special Methods: Teaching a Foreign**

Develops a wide range of teaching tools designed to enhance proficiency oriented teaching in the five skills of speaking, writing, listening, reading, and culture. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. 3 hours.

EDUC 451(G) **Special Methods: Teaching Social Studies in the Middle and High School**

Introduces students to theories, strategies, resources, technologies, and state standards related to social studies curriculum and instruction at the middle and high school level. Reviews the development of social studies. Examines the planning, presenting, and assessing of social studies units and lessons. Includes interactive instructional activities and debates on current issues in the field. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: EDUC 397. 3 hours.

EDUC 452(G) **Special Methods: Teaching Language Arts in the Middle and High School**

Acquaints middle and high school educators with a wide range of skills and concepts specifically helpful in teaching language arts. Expands students’ knowledge of methods, materials, assessment strategies, remediation techniques, and motivational tools that will enrich their ability to teach language arts. Helps students identify and design lessons, 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. 2 hours.

EDUC 455(G) **Practicum**

Offers variable credit student teaching while participating 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. Variable credit. P/NP

EDUC 456 (G) **Mexico: A Cultural Mosaic**

Focuses on Mexican history, folklore, culture, music, and visual arts as it related to an elementary classroom. Taught bilingually and includes the historical and cultural basis for the Mexican aesthetic. Provides opportunities for participation in musical experiences and art projects suitable for the elementary classroom. Includes design and implementation of a Festival day that will include community participation. Includes observation in bilingual classroom. Prerequisite: Spanish 202 or equivalent. 4 hours.

EDUC 459(G) **Preparing the Work Sample**

Assists students in designing and preparing a work sample to be taught during student teaching. Includes field experience. Required the semester prior to student teaching. Prerequisite: Admission into Teacher Education or permission of instructor. 2 hours.
EDUC 460(G)  Advanced Teaching Strategies
Supports teachers in their understanding of the current practices associated with managing learning within a successful classroom. Focuses on a variety of instructional skills, strategies, and education practices for designing, implementing and assessing instruction. Participants will complete a work sample which includes an authentic performance based task as part of the assessment plan. 2 hours.

EDUC 465 (G)  Spanish in the Elementary School
Introduces the principles of second language acquisition as they apply to bilingual education and second-language instruction in elementary schools. Acquaints students with dual language materials, bicultural perspectives, and strategies for achieving biliteracy. Includes an observation component in a bilingual classroom. Prerequisite: Spanish 202 or equivalent. Taught in English and Spanish. 4 hours.

EDUC 467 (G)  Practicum in Tapalpa, Mexico
Offers a teaching practicum in an elementary/middle school in Tapalpa, Mexico. Includes a weekly seminar and weekend cultural excursions. Prerequisite: Educ 465 or consent of instructors. 3 hours.

EDUC 471 (G)  Global Issues in Education
Helps students to develop curricula which brings a global perspective to their teaching practice. Includes researching a topic of interest, reviewing a variety of resources, and investigating current issues in global education. 3 hours. P/NP

EDUC 475(G)  Student Teaching
Offers full-time participation in a school setting under guidance of a classroom teacher and a university supervisor. Prerequisite: Completion of professional sequence and admission into student teaching program. Corequisite: EDUC 476. 12 hours. P/NP.

EDUC 476(G)  Learning Communities: Reflection and Practice
Serves as both a support and knowledge base for student teachers. Corequisite: EDUC 475 or EDUC 455. 2 hours. P/NP.

EDUC 477(G)  Minor Authorization Practicum
Offers full-time participation in a school setting under the guidance of a classroom teacher and a university supervisor. Satisfies TSPC requirement for a second authorization level. 3 hours. P/NP.

EDUC 490  Integrating Seminar
Synthesizes the learnings from major course work in education, psychology, and subject area content for a fuller understanding of the education and learning process. Includes completion and presentation of a senior research project focused on a specific aspect of schooling or the learning process. Prerequisite: Senior standing. 6 hours.

EDUC 502  Special Methods: Teaching Art in the Middle and High School
Introduces the basic methods of art instruction for the middle and high school classroom. Examines creativity, developmental levels, discipline-based art education, and state and national standards. Includes hands on experiences with art media and lesson plans. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 3 hours.

EDUC 503  Special Methods: Teaching Music in the Middle and High School
Examines the fundamental principles, techniques, and procedures for teaching music in the middle and high school classroom. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 3 hours.

EDUC 504  Learning Communities I: Personal Awareness
Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Includes learning communities, personal history and culture, communication skills, creativity, and classroom management. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 2 hours.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>EDUC 505</td>
<td>Learning Communities II: Diversity</td>
<td>Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Includes communication skills, diversity, special needs students, and classroom management. Prerequisite: Admission to Fifth-year program or consent of instructor. 2 hours.</td>
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<tr>
<td>EDUC 508</td>
<td>Integrated Methods II: Reading and Language Arts in Early Childhood Education</td>
<td>Introduces preservice educators to the survey and implementation of specific curricular methods for early childhood educators. Helps educators understand specific content, survey and critically analyze current issues and trends; and apply methods and their integration and assessment across the following areas: language arts, reading, literature, and drama. Fosters integration and synthesis of all previous and concurrent course work. Prerequisite: Admission to Fifth-year MAT or consent of instructor. 4 hours.</td>
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<td>EDUC 509</td>
<td>Integrated Methods IIIa: Teaching Mathematics in Early Childhood Education</td>
<td>Introduces early childhood educators to the theories, strategies, resources, and technology applications appropriate to mathematics methodology. Emphasizes linkage to state and national standards, integrated curriculum design, and developmentally appropriate pedagogy. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 2 hours.</td>
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<tr>
<td>EDUC 510</td>
<td>Integrated Methods IV: The Expressive Arts in Early Childhood Education</td>
<td>Assists aspiring early childhood teachers to become knowledgeable about methods for teaching art, music, and physical movement, and become skillful in integrating art, music, and physical movement activities into the curriculum. Includes an examination of models of teaching and methods that are specific to each of the three disciplines, as well as models for appropriately integrating these expressive arts throughout the curriculum. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 2 hours.</td>
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<tr>
<td>EDUC 515</td>
<td>Foundations of Human Development and Psychology: Early Childhood and Elementary</td>
<td>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 Fifth-year MAT program or consent of instructor. 4 hours.</td>
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<tr>
<td>EDUC 516</td>
<td>Foundations of Human Development and Psychology: Middle and High School</td>
<td>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 Fifth-year MAT program or consent of instructor. 4 hours.</td>
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<tr>
<td>EDUC 517</td>
<td>Special Methods: Teaching Art in the Elementary School</td>
<td>Introduces the basic methods of art instruction for the elementary school classroom. Examines creativity, developmental levels, discipline-based art education, and state and national standards. Includes hands on experiences with art media and lesson plans. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 3 hours.</td>
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<tr>
<td>EDUC 518</td>
<td>Special Methods: Teaching Music in the Elementary School</td>
<td>Examines the fundamental principles, techniques, and procedures for teaching music in the elementary school. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 3 hours.</td>
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<tr>
<td>EDUC 519</td>
<td>Special Methods: Teaching Physical Education in Elementary Schools</td>
<td>Prepares preservice teachers to teach early childhood/elementary school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 3 hours.</td>
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</tr>
</tbody>
</table>
EDUC 526  Teaching and Assessment in the High School
Develops skills in designing and organizing lessons and units for high schools that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Includes a variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 4 hours.

EDUC 527  Teaching and Assessment in the Middle School
Develops skills in designing and organizing lessons and units for middle schools that involve students in appropriate learning activities, require higher level thinking skills, and use a variety of assessment methods. Includes a variety of instructional skills and strategies, assessment, current trends in education, and classroom management as well as adolescent characteristics and development. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 4 hours.

EDUC 528  Integrated Methods IIIa: Teaching Science and Health in Early Childhood Education
Introduces early childhood educators to the theories, strategies, resources, and technology applications appropriate to science and health methodology. Emphasizes the linkage to state and national standards, integrated curriculum design, and developmentally appropriate pedagogy. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 2 hours.

EDUC 529  Integrated Methods IIIb: Teaching Science and Health in the Elementary School
Introduces elementary educators to the theories, strategies, resources, and technology applications appropriate to science and health methodology. Emphasizes the linkage to state and national standards, integrated curriculum design, and developmentally appropriate pedagogy. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 2 hours.

EDUC 533  Integrated Methods I: General Methods
Guides aspiring teachers of early childhood and elementary age learners in developing skills in designing and organizing lessons and units that involve students in appropriate learning activities, require thinking at a range of levels, and use a variety of assessment methods. Examines curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management systems. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 3 hours.

EDUC 536  Special Methods: Teaching Health in the Middle School and High School
Guides students in the investigation of the three faces of a comprehensive school health program: school health services, school environment, and health instruction. Emphasizes the content of a health curriculum, developmental levels, teaching strategies, assessment, and class management. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 3 hours.

EDUC 537  Technology across the Curriculum
Introduces educators to some of the applications for technology in education, and familiarizes them with issues associated with technology use. Develops and expands students’ skills and knowledge of educational technology by using a series of reading, presentations, lab work, small group work, and independent exploration. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 1 hour.

EDUC 538  Special Methods: Teaching Science in the Middle and High School
Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to science curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods as well as an in-depth analysis of national and state science standards. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 3 hours.
EDUC 539  Special Methods: Teaching Physical Education in the Middle and High School
Prepares preservice teachers to teach middle school/high school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 3 hours.

EDUC 540  Technology II
Expands the learnings initiated in Educ 537. Further explores the applications for technology in education. Prerequisite: Admission to Fifth-year MAT program. 1 hour.

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. Develops and expands knowledge of the nature and scope of middle school and high school reading and writing, and of the application of methods, materials, assessments, remedial strategies, and motivation for reading, writing, and study skills. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 2 hours.

EDUC 543  Integrated Methods IIIa: Teaching Mathematics in the Elementary School
Introduces elementary educators to the theories, strategies, resources, and technology applications appropriate to mathematics methodology. Emphasizes the linkage to state and national standards, integrated curriculum design, and developmentally appropriate pedagogy. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 2 hours.

EDUC 544  Integrated Methods II: Reading and Language Arts in the Elementary School
Introduces preservice educators to the survey and implementation of specific curricular methods for early childhood educators. Helps educators understand specific content, survey and critically analyze current issues and trends; and apply methods and their integration and assessment across the following areas: language arts, reading, literature, and drama. Fosters integration and synthesis of all previous and concurrent course work. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 4 hours.

EDUC 545  Integrated Methods IV: Thematic Teaching through Social Studies and the Arts
Assists students in developing thematic curricula which is based on broad concepts drawn from social studies. Integrates the arts, sciences, humanities, and social sciences. Emphasizes identifying appropriate social studies themes, relating curriculum to national and state content standards, and finding and analyzing resources. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 2 hours.

EDUC 546  Special Methods: Teaching Business in the High School
Explores materials and methods for teaching business education in the high school. Emphasizes current teaching strategies and evaluations, recent curriculum developments, and utilization of equipment. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 3 hours.

EDUC 547  Special Methods: Teaching a Foreign Language in the Middle and High School
Develops a wide range of teaching tools designed to enhance proficiency oriented teaching in the five skills of speaking, writing, listening, reading, and culture. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 3 hours.

EDUC 549  Special Methods: Teaching Mathematics in the Middle and High School
Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to mathematics curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods as well as an in-depth analysis of national and state mathematics standards. Prerequisite: Admission to Fifth-year MAT program or consent of instructor. 3 hours.

EDUC 551  Special Methods: Teaching Social Studies in the Middle and High School
Introduces students to theories, strategies, resources, technologies, and state standards related to social studies curriculum and instruction at the middle and high school level. Reviews the development of social studies. Examines the planning, presenting, and assessing of social studies units and lessons. Includes interactive instructional activities...
and debates on current issues in the field.
Prerequisite: Admission to Fifth-year MAT
program or consent of instructor. 3 hours.

EDUC 552  Special Methods: Teaching
Language Arts in the
Middle and High School
Acquaints middle and high school educators
with a wide range of skills and concepts
specifically helpful in teaching language arts.
Expands students’ knowledge of methods,
materials, assessment strategies, remediation
techniques, and motivational tools that will
enrich their ability to teach language arts.
Helps students identify and design lessons,
which develop Oregon’s Standard and
Benchmark abilities for middle and high school
students. Prerequisite: Admission to Fifth-year
MAT program or consent of instructor. 3 hours.

EDUC 553  Special Methods: Teaching
Drama in the Middle and
High School
Acquaints middle and high school educators
with a wide range of skills and concepts
specifically helpful in teaching drama
including acting, directing, and technical
theater. Prerequisite: Admission to Fifth-year
MAT program or consent of instructor. 3 hours.

EDUC 565  Seminar: Educational and
Optometric Connection
Explores the connection between public school
procedures and optometric procedures
regarding vision function and learning,
specifically reading. Reviews the literature
regarding the overlap of the procedures.
Includes field experience. Prerequisite: Consent
of instructor. 1 hour. P/NP.

EDUC 567  Curriculum Design: High
School
Assists students in understanding the process
of curriculum development and encourages
reflection on the nature of one subject and its
potential for integration with other subject
areas. Reviews and reflects on previous
learning in the MAT program and uses the
resources, skills, readings, and concepts
acquired or studied, to design a year-long
course in one content area. Integrates
individual course plans with subjects across
the curriculum and allows time to research and
gather a variety of resources. Prerequisite:
Admission to Fifth-year MAT program or
consent of instructor. 2 hours.

EDUC 568  Curriculum Design:
Middle School
Assists students in understanding the process
of curriculum development in a middle school
setting. Applies previous learning in the MAT
program to the design of a semester or yearlong
course, which is highly integrated across the
curriculum. Emphasizes the team planning
process and appropriate selection and blending
of resources. Prerequisite: Admission to Fifth-year
MAT program or consent of instructor. 2 hours.

EDUC 570  School and Society
Explores the relationship between schools and
society. Helps aspiring teachers develop an
understanding of the philosophical, historical,
socio-cultural, and legal foundations of
education. Prerequisite: Admission to Fifth-year
MAT program or consent of instructor. 2 hours.

EDUC 573  Practicum
Provides an opportunity for students to
observe and apply principles of education
pedagogy and methodology in a school setting
in their major authorization area. Fulfills the
prerequisite for full-time student teaching.
Continues for 15 or 18 weeks. Prerequisite:
Admission to Fifth-year MAT program or
consent of instructor. 2 hours. P/NP.

EDUC 575  Student Teaching
Provides a classroom setting for preservice
teachers to apply principles of education
pedagogy and methodology. Prerequisite:
Admission to Fifth-year MAT program or
consent of instructor. 15 hours. P/NP.

EDUC 576  Learning Communities III
Explores the personal, relational, and commu-
nity aspects of communication, collaboration,
congruency, cooperation, and competition.
Helps aspiring teachers develop a rich
understanding of how to meet the needs of all
students by participating in a democratic,
inclusive, reflective learning community.
Prerequisite: Admission to Fifth-year MAT
program or consent of instructor. 2 hours. P/NP.

EDUC 585  Teachers as Researchers
Enables students to design and carry out their
own research studies. Emphasis will be on
applying qualitative research tools to classroom
action research. 2 hours.
EDUC 595  Teachers as Researchers
Introduces 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. 3 hours.

EDUC 596  Education Research Project
Students execute research project designed in Educ 585 or Educ 595 (excluding MEd./VFL students). Includes a student reflection on how the research project impacts school improvement. Students are encouraged to undertake a collaborative project supporting school improvement objectives. Prerequisite: EDUC 585 or EDUC 595(excluding MEd./VFL students). 2-6 hours. P/NP.

EDUC 601  Teachers as Consumers of Research
Enables students to critically read a broad range of educational research and apply it to their own professional development and teaching. 2 hours.

EDUC 605  Human Development and Psychology for ECE and Elementary Education
Examines developmental issues of students in early childhood and elementary classrooms. Includes behavioral, physical, personal, social, and cognitive issues. Relates psychology to teaching and learning including the role of teacher, learning theory, motivation and reinforcement, individual differences, classroom management, teaching goals and objectives, and evaluation. Does not satisfy any requirement for an Oregon Initial Teaching License. 2 hours.

EDUC 611  Meeting Special Needs in the Classroom
Prepares teachers to recognize and understand the broad range of diversity in classrooms including: handicapping conditions, cultural, ethnic and racial diversity, gender and the gifted learner. Assists teachers in adapting curriculum, instruction, management, and assessment in order to meet the needs of all learners. 3 hours.

EDUC 615  Curriculum Foundation and Design (ECE/Elem)
Prepares teachers to review curriculum and analyze the material in terms of curriculum foundations and models. Assists teachers in building on current curriculum designs, reflecting on curriculum applications, and implementing promising frameworks. Emphasis in on collaborative analysis and teaching teams focused on improving student achievement. 2 hours.

EDUC 625  Portfolio Development
Supports practicing teachers in designing, organizing and presenting a professional teaching portfolio. Emphasis is on designing, preparing, and selecting materials that describe and illustrate the desirable degree of exemplary performance in the classroom.

EDUC 628  Teaching Reading in Early Childhood Education
Surveys current reading methodology appropriate to an early childhood classroom. Provides an understanding of specific content, current issues and trends and applies integrative methods to the following areas: reading, language arts, literature, and drama. Does not satisfy any requirement for an Oregon Initial Teaching License. 2 hours.

EDUC 629  Teaching Reading in Elementary Education
Surveys current reading methodology appropriate to an elementary classroom. Provides an understanding of specific content, current issues and trends and applies integrative methods to the following areas: reading, language arts, literature, and drama. Does not satisfy any requirement for an Oregon Initial Teaching License. 2 hours.
EDUC 630  Assessment and Evaluation of Reading and Related Practicum
Surveys formal and informal reading instruments. Examines evaluation of student reading scores for prescriptive purposes. Includes fifteen hours of supervised practicum. 3 hours.

EDUC 632  Current Issues in Literacy
Surveys current literacy issues such as politics, research, reading and literacy philosophies, assessment philosophies, literacy methodologies, Oregon and National Standards and, related material and resources. 2 hours

EDUC 635  Language Development and Literacy
Surveys current trends and issues in language development and literacy. 1 hour.

EDUC 637  Advanced Teaching of Reading Techniques and Related Practicum, Grades K-8
Surveys prescriptive reading techniques for grades K-8. Related practicum 2 hours.

EDUC 639  Children’s Literature and Media Literacy
Surveys illustrators and specific book titles for children through analysis of literary elements. Provides an overview of medial literacy for children including environmental reading, newspapers, magazines, television, and software. 1 hour.

EDUC 641  Comprehending Expository Text through Reading and Writing, Grades K-8.
Explores strategies to help teachers prepare students to meet Oregon grades 3 and 5 benchmarks regarding the comprehension of expository text. 2 hours.

EDUC 645  Advanced Teaching of Reading Techniques and Related Practicum, Grades 5-12
Surveys prescriptive reading techniques for grades 5-12. Includes 15 hours of supervised practicum experience at grades 5-12. 3 hours.

EDUC 647  Advanced Reading, Writing and Study Skills Techniques in the Content Areas
Explores specialized practical literacy strategies to enhance comprehension in specific content areas designed to help students prepare for the Oregon grades 8, 10, and 12 benchmarks regarding expository text. 2 hours.

EDUC 649  Young Adult Literature and Media Literacy, Grades 5-12
Surveys illustrators and specific book titles for young adults through analysis of literary elements. Provides an overview of medial literacy for young adults including environmental reading, newspapers, magazines, television, and software. 2 hours.

EDUC 655  Supervised Practicum
Offers practicum credit while participating in a school setting under the guidance of a classroom and university supervisor. 2 hours.
School of Education
Academic Calendar
2000-01

2000 SUMMER

June

June 19  MAT Fifth Year classes begin (Forest Grove)

August

August 18  MAT Fifth Year summer classes end (Forest Grove)

2000 FALL

August

August 18  MAT Fifth Year summer classes end (Forest Grove)

August 28  Classes begin
UG & MAT/Flex (Forest Grove)

August 28  MAT Fifth Year Internship begins (Eugene)

September

September 4  Labor Day
No classes

September 6  MAT Fifth Year Fall classes begin (Forest Grove)

October

October 13  No classes-Prof.
Inservice Day
MAT Fifth Year (Forest Grove)

November

November 22, 23, 24  Thanksgiving

December

December 5  Last day of classes
UG & MAT/Flex (Forest Grove)

December 6  Reading day
UG & MAT/Flex (Forest Grove)

December 15  Last day of classes
MAT Fifth Year (Forest Grove)

December 15  Full-time internship ends - MAT Fifth Year (Eugene)

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December 5  Last day of classes
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December 6  Reading day
UG & MAT/Flex (Forest Grove)

December 15  Last day of classes
MAT Fifth Year (Forest Grove)

December 15  Full-time internship ends - MAT Fifth Year (Eugene)
## 2001 WINTER III

### January

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>January 3</td>
<td>Classes begin MAT Fifth Year (Eugene)</td>
</tr>
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<tr>
<td>January 19</td>
<td>Classes end MAT Fifth Year (Forest Grove)</td>
</tr>
</tbody>
</table>

### 2001 SPRING

#### January

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>January 29</td>
<td>Classes begin UG &amp; MAT/Flex (Forest Grove)</td>
</tr>
<tr>
<td>January 29</td>
<td>MAT Fifth Year Internship begins (Forest Grove)</td>
</tr>
</tbody>
</table>

#### March

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>March 26-30</td>
<td>Spring Break</td>
</tr>
</tbody>
</table>
School of Occupational Therapy

MISSION OF THE OCCUPATIONAL THERAPY PROGRAM

The mission of the School of Occupational Therapy is to produce practitioners who, through use of creative problem solving based on sound clinical reasoning, will become active and effective agents of change, well grounded in the ethics and values necessary to serve society and to achieve fulfillment in an ever-changing environment.

The primary focus of occupational therapy is the development of a person's adaptive skills and performance capacity. Its concern is with a person's ability to function in meaningful daily life activities or occupation, the factors that promote, influence or enhance such function, as well as those factors that serve as barriers or impediments. Mindful of this concern, the School of Occupational Therapy is committed to establishing an optimal learning environment, which involves full participation of faculty, students and community in a dynamic interchange of ideas, concepts and actions.

The mission, therefore, is dependent upon the collaboration of faculty, students and the community in facilitating optimal learning. The faculty, aspiring to excellence in teaching, provides a quality education in the fundamentals of occupational therapy. The students, always questioning and reaching for new insights into truth, provide active inquisitive minds. The community, committed to the enhancement of health care through education, provides a laboratory of real life within which the students and practicing professionals test ideas and concepts formulated in the classroom.

Consistent with the philosophy of Pacific University, the School of Occupational Therapy seeks to promote values of leadership, quality and service. The mission of the School of Occupational Therapy is consistent with the University’s mission as summarized by Sidney Harper Marsh, first president of Pacific University (1853-1879): "It is intended that the study and instruction here given shall cultivate the power of right thinking and ground the student in the principles of right action."

Further, the School of Occupational Therapy strives to provide students, faculty and community with the understanding that, "Life requires more than knowledge....Life demands right action if knowledge is to come alive." (D. Millman, 1980).

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 maintains health and well-being. Thus, occupational therapy does not focus on the diagnosis and treatment of individual symptoms or disease, but rather seeks to evaluate 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, the Pacific University School of Occupational Therapy is the first and only professional occupational therapy school in the state of Oregon. The program was originally accredited in 1986 and has continually grown and developed. One of the most recent changes has been a shift to a 29-month master’s entry-level curriculum. The first Master entry-level class of students graduated in May, 2000. Successful accreditation of this new graduate entry-level curriculum was attained in April 2000.

CAREER OPPORTUNITIES

Occupational Therapy provides a good career choice for individuals who value a wholistic/humanistic approach to health care. According to the Bureau of Labor Statistics, occupational therapy is expected to be one of the ten fastest growing occupations and offers outstanding employment opportunities. Occupational therapists can choose to practice in a variety of settings and roles: practitioner, administrator, educator and researcher. Employment opportunities for occupational therapists are numerous and varied throughout the United States and in foreign countries.

Most occupational therapy graduates enter into a practice that entails working directly with people individually or in groups, helping them maintain, enhance or regain productive meaningful lives through engaging in activities, "occupations" within the context of family, work and community life. Practitioners may work with infants and children, adolescents, adults or the elderly promoting health and or facilitating prevention, maintenance or restoration of health related to various conditions such as physical, social or environmental. Career opportunities exist nationwide and in many different settings—hospitals, public and private schools, rehabilitation centers, community health centers, nursing homes, home health programs, and community based settings such as business, industry, and/or daycare. Increasing numbers of practitioners are in private practice.

Some occupational therapists serve in the role of an administrator, which would require them to coordinate the activities of an occupational therapy department or a program in a community setting. Responsibilities range from program planning and management, policy development and budget preparation, to staff and patient education, and personnel coordination. The occupational therapist may have an opportunity to assume the role of an educator in a position such as program director, professor, or instructor. In such a role, the therapist will design courses, teach and advise students. Most teaching requires an advanced degree, as well as experience in occupational therapy clinical practice.

As a researcher, the occupational therapist defines problems for investigation and designs research programs. The research occupational therapist collects and analyzes data, evaluating and publishing the results of his or her research. Active research is critical to any health profession and offers challenges to the professional.
An occupational therapist may, of course, combine research with other work in the field, and many therapists do, in fact, explore many of these roles in the course of their careers.

**PROGRAM OF STUDY**

The School of Occupational Therapy at Pacific University offers a 29 month entry-level Master's degree program, resulting in a Masters of Occupational Therapy (MOT degree). This curriculum requires full-time attendance and consists of academic and laboratory experiences integrated with both part-time and full-time professional fieldwork. Entrance to the program is in the fall semester only; all courses and fieldwork are taken sequentially and completed prior to graduation. Upon successful completion of all program requirements and resultant graduation, the student is eligible to take the National Board of Certification in Occupational Therapy (NBCOT) examination. NBCOT is an external examination organization created to assure professional competence and skills of occupational therapists in the nation. Candidates who pass this examination become nationally registered occupational therapists, certified for practice and eligible for state licensure. Although the NBCOT certification success rate of Pacific graduates is impressively high (99.26), Pacific University is not responsible for its graduates performance on this examination.

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, which enables 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. As the student advances through the curriculum, progressively higher levels of performance and responsibility are required. 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, and business and industrial settings. The School of Occupational Therapy has agreements with many facilities throughout the northwest region, and other parts of the country, and continually seeks to develop and incorporate new sites in order to provide variety and quality to the student’s experience.

**Admission to the Entry-Level Masters of Occupational Therapy Professional Program**

Applicants to the professional program should request an occupational therapy application packet from the Office of Admission for Professional Programs. The initial application deadline is in December prior to fall entry, but applications are accepted until the class is filled.

Enrollment in the professional program is limited to 26 students per class and
admission is highly selective. A bachelors degree is highly recommended but not required. Students who enter without a bachelors degree are eligible to apply for the Bachelor of Science degree in Human Occupation following completion of their first year in the graduate curriculum.

The faculty in the School of Occupational Therapy believes that both academic coursework and life experiences are vital in building a strong foundation to ensure success in the professional program. Students considering admission to the School of Occupational Therapy at Pacific University should seek both educational and life experiences which provide opportunities for gaining knowledge as well as for developing essential skills and attributes necessary for pursuing an education in the field of occupational therapy.

In reviewing applications, the Committee evaluates:

- Completeness of application forms and the care in preparing their content
- Letters of reference
- Evidence of observations and understanding of the role of occupational therapy services. Observations should be with a variety of clients across the age span and in multiple arenas of practice. Examples include those environments where OT services are provided to individuals who are experiencing occupational dysfunction due to developmental disability, psychosocial-emotional disability, physical disability, as well as to individuals who desire to maintain and sustain health and wellness through occupation.
- Academic performance: all academic prerequisite coursework completed at a "C" grade or higher with a minimum prerequisite coursework GPA of 2.7 required. Evidence that all prerequisite coursework requirements will be completed prior to actual entrance into the program must be documented.

The admission process required for matriculation in the School of Occupational Therapy also requires an on-campus interview. The interview provides the applicant with an opportunity to assess their "fit" with the program and also allows the admission committee to further assess essential skills and traits of the applicant which may or may not have been reflected in the application.

During the application review and during the 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 that 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

Prior to entrance, applicants must have:

- Acquired a bachelors degree and all specified School of Occupational Therapy prerequisite coursework; OR
- Completed a minimum of three academic years of college coursework (90 semester hours) including a minimum of four (4) upper division courses, the specified School of Occupational Therapy prerequisites coursework, and Pacific University bachelor core requirements (see Pacific
Following is a list of prerequisite coursework which must be completed prior to enrollment in the occupational therapy professional program. Quarter credit hours are acceptable but need to be translated into semester hours. To convert credit hours divide quarter credits by 1.5 to obtain semester credits. Refer to the application packet for details. If, after careful review, there is doubt about transfer of certain course credits or stated requirements, please consult with the Pacific University Office of Admission.

**Natural Sciences: 12 semester hours**
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) 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.

**Writing: 3 semester hours**
Must include a course in expository writing beyond the introductory level offered in either an English or writing department. Students’ proficiency level in writing will be determined at time of enrollment. All students who do not meet the required level of proficiency are responsible for developing a plan to meet the requirement prior to the completion of the first year of the curriculum.

Completion of this prerequisite will enable the applicant to develop skills for critical thinking and clear writing necessary for professional practice and self-reflection.

**Applied Arts: 9 semester hours**
Possible courses could include: basic design, ceramics, dance, photography or music. Personal “life experience” does not meet this requirement. Art or music appreciation, history, or theory courses do not meet this requirement. A portion of this requirement may be completed through recent organized non-credit courses (within the past seven years; maximum 3 semester hours). If you select to do so, you must contact the Office of Admission for procedural forms prior to submitting your application.

Completion of this prerequisite will enable the applicant to: 1) engage in a creative process, 2) experience opportunities for emotional and intellectual self-expression, and 3) explore varied creative activities (occupations).

**Communication: 2 semester hours**
Must include courses in the areas of debate or public speaking.

Completion of this prerequisite will enable the applicant to: 1) gain a broader perspective of communication, and 2) develop skills in public speaking, critical thinking and argumentation.
Research Design: 2 semester hours
It is recommended that this be taken in a department of psychology, sociology, or anthropology and include a qualitative research component. Statistics will be accepted.

Completion of this prerequisite will enable the applicant to 1) examine principles of research design, methodology and analysis, 2) systematically analyze qualitative and quantitative research, and 3) apply principles of research to health care.

Humanities: 9 semester hours
(in addition to the writing prerequisite)
Must include courses from two (2) of the following areas: literature, religion, history, philosophy, ethics, and history or appreciation (art, music, theater).

Completion of this prerequisite will enable the applicant to: 1) enhance interpersonal intelligence, 2) enhance analytical and critical thinking abilities, 3) broaden skills in philosophical inquiry, 4) gain a greater understanding of classical and modern perspectives, and 5) engage in self-reflection.

Cross Cultural Studies: 2 semester hours
Must include courses on the cultures of Africa, Asia, Latin America, or aspects of the United States culture that draw upon these areas or cultures of the indigenous peoples of North America.

Completion of this prerequisite will enable the applicant to gain an awareness of and sensitivity toward the cultural and linguistic diversity of an increasingly interconnected world.

Physical Fitness: 2 semester hours
Physical education activity courses. May be taken pass/no pass.

Completion of this prerequisite will enable the applicant to support a sound mind through sound body. (cf. Plato, The Republic).

Medical Terminology: A complete sequence or survey course. This need not be taken for credit.

First Aid - A course in first aid including CPR must be completed prior to entrance. This need not be for credit.

Pacific Core Requirements
The following degree requirements are not covered by prerequisite courses. All applicants must meet these requirements unless the student has (or will have) completed a bachelors degree prior to entrance in to the professional program:

Mathematics: 3 semester hours
Proficiency at 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: 6 semester hours or proficiency
A proficiency in a language other than English must be demonstrated by the successful completion of a 102-level course or its equivalent. A student may satisfy this requirement by passing a proficiency test administered by the World Languages department. A student whose native tongue is not English can be exempted from the Foreign Language Core requirement by obtaining approval from his/her advisor, and the Chair of the World Languages and Literatures department.

FINANCIAL AID
The Financial Aid Program at Pacific University, including a summary of the sources and kinds of financial aid available, is described earlier in this catalog. 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:

National Association of American Business Clubs (AMBUCS)  
P.O. Box 5127  
High Point, NC 27262

The American Occupational Therapy Foundation awards scholarships to occupational therapy undergraduate and graduate students, based on their financial need and scholastic ability. For a free brochure on the scholarship program and other sources of financial aid, contact:

The American Occupational Therapy Foundation  
4720 Montgomery Lane  
P.O. Box 31220  
Bethesda, MD 20824-1220

ACADEMIC STANDARDS

Good academic standing in the School of Occupational Therapy is defined as continued enrollment, satisfactory academic progress, sound practice skills, behavior that leads to professional competence and positive interpersonal and professional relations, and appropriate professional/ethical conduct and attitudes. Students receive feedback regularly in these four areas.

A student's academic standing may be jeopardized by one or more of the following:

1. Indications of poor academic performance
2. Insufficient progress in the development of practice skills
3. Failure to comply with school rules or procedures
4. Unprofessional conduct, unethical conduct, or illegal conduct
5. Evidence of behavior that may hinder professional competence and interpersonal or professional relations

Academic and Fieldwork Performance

To maintain good academic standing (which refers to both academic and fieldwork courses, including the demonstration of satisfactory development of practice skills), students must attain a grade of "C" (or better) or a "Pass" in all OT coursework. A grade of "C-" (or lower) or "No Pass" in any academic or fieldwork course is grounds for academic probation or dismissal from the program. Students also must maintain a minimum cumulative grade point average (GPA) of 2.7 for all graded OT courses. Failure to maintain a cumulative 2.7 GPA will result in academic probation or dismissal from the program.

Compliance with school rules/procedures

Agreement to abide by the policies and procedures of the University and the program is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize their academic standing in the School of Occupational Therapy and may constitute grounds for probation or dismissal from the program. In addition, failure to provide written documentation of all health records (immunizations, TB screenings, CPR, First Aid) according to the School of Occupational Therapy guidelines will result in academic warning, probation, or dismissal from the program.

Professional/Ethical Conduct

To maintain good academic standing, students must demonstrate professional/ethical conduct and attitudes that lead to professional competence. Demonstration of unprofessional, unethical, or illegal conduct may be grounds for an academic warning, probation, or dismissal from the program.

Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, the most current Professional Code of Ethics for Occupational Therapy and state and federal laws governing the conduct of Occupational Therapy. The School of Occupational Therapy reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students in regard to them.
Students must maintain good standing in the program in order to be eligible for, or continued on, in any School of Occupational Therapy administered scholarships.

**Academic Standard Procedures**

Faculty will evaluate academic performance, practice skills, and professional development and behaviors demonstrated in the educational environment and in fieldwork performance according to standards set forth in the University 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 will 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 described later in this catalog. The student should also refer to the student handbook “Pacific Stuff,” and the School of Occupational Therapy Student Handbook.

Individuals convicted of a felony may not be eligible for licensing or certification in Occupational Therapy. Students are urged to contact the appropriate licenser or certification agency for further information.

### 2000-2001 COURSES IN THE MASTER OF OCCUPATIONAL THERAPY CURRICULUM

**First Year**

**Fall Semester**

**Prerequisites**

To enroll in first year fall classes, students must be admitted members of the entering occupational therapy class or obtain approval from faculty and/or the Director of the School of Occupational Therapy.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>O.T. 401</td>
<td>Self Discovery Through Cultural and Historical Exploration I</td>
<td>6</td>
</tr>
<tr>
<td>O.T. 403</td>
<td>Understanding Human Occupation in Self-Context</td>
<td>6</td>
</tr>
<tr>
<td>O.T. 405</td>
<td>Practicum I</td>
<td>1</td>
</tr>
<tr>
<td>O.T. 408</td>
<td>Foundational Knowledge and Skills I</td>
<td>1</td>
</tr>
<tr>
<td>O.T. 412</td>
<td>Occupational Explorations I</td>
<td>1</td>
</tr>
</tbody>
</table>

**Winter-Spring-Summer Semesters**

**Prerequisites**

To enroll in first year, winter-spring classes, students must successfully complete all first year fall coursework and be advanced to the first year winter-spring semester by approval of the School of Occupational Therapy faculty.

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<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>O.T. 402</td>
<td>Self Discovery Through Cultural and Historical Exploration II</td>
<td>7</td>
</tr>
<tr>
<td>O.T. 404</td>
<td>Understanding Human Occupation in Context of Others</td>
<td>7</td>
</tr>
<tr>
<td>O.T. 406</td>
<td>Practicum II</td>
<td>1</td>
</tr>
<tr>
<td>O.T. 409</td>
<td>Foundational Knowledge and Skills II</td>
<td>1</td>
</tr>
</tbody>
</table>
Second Year

Fall Semester

Prerequisites

Prior to enrolling in second year fall classes, students must attain a bachelor's degree, must successfully complete all first year coursework and be advanced to the second year by approval of the School of Occupational Therapy faculty.

O.T. 413 Occupational Explorations II ................. 1
O.T. 520 Level I Fieldwork A .................. 4

Winter-Spring-Summer Semesters

Prerequisites

To enroll in second year winter-spring classes, students must successfully complete all second year fall coursework and be advanced to the second year winter-spring semester by approval of the School of Occupational Therapy faculty.

O.T. 410 Foundational Knowledge and Skills III ............. 1
O.T. 622 Level II Fieldwork B ............ 8

Third Year

Fall Semester

Prerequisites

To enroll in third year fall classes, students must successfully complete all second year coursework and be advanced to the third year by approval of the School of Occupational Therapy faculty.

O.T. 601 Systems Analysis and Program Planning / Management ................... 2
O.T. 521 Level I Fieldwork B ........... 2

Winter-Spring Semesters

Prerequisites

To enroll in third year winter-spring classes, students must successfully complete all third year fall coursework and be advanced to the third year winter-spring semester by approval of the School of Occupational Therapy faculty.

O.T. 623 Level II Fieldwork C ........ 7
O.T. 624 Fieldwork Seminar ............. 1
O.T. 625 Practice Model Programs (Level II Fieldwork D) .............. 7

Winter-Spring-Summer Semesters

Prerequisites

To enroll in third year winter-spring classes, students must successfully complete all third year fall coursework and be advanced to the third year winter-spring semester by approval of the School of Occupational Therapy faculty.

O.T. 626 Practice Model Programs Seminar ................. 2
O.T. 602 System Analysis and Program Planning and Management II ............. 3
O.T. 603 Emerging Practice Foundations ......................... 3
O.T. 604 Professional Research Project ....................... 3
O.T. 610 Tutorials / Independent Study ...................... 2

O.T. 625 Practice Model Programs (Level II Fieldwork D) .............. 7
O.T. 603 Emerging Practice Foundations ......................... 3
O.T. 604 Professional Research Project ....................... 3
O.T. 611 Tutorials / Independent Study ...................... 2

SCHOOL OF OCCUPATIONAL THERAPY

www.pacificu.edu
COURSE DESCRIPTIONS

O.T. 401  Self Discovery Through Cultural and Historical Exploration I
Exploration of personal cultural heritage supports understanding of how people have occupied their time throughout the ages. Diverse ways of viewing the world developed to support critical thinking. 6 hours.

O.T. 402  Self Discovery Through Cultural and Historical Exploration II
Study of how people have occupied their time continued; emphasis on 19th and 20th centuries. Understanding oneself as product of one’s ancestral context explored. Prerequisite: O.T. 401. 7 hours.

O.T. 403  Understanding Human Occupation in Self-Context
Historical roots and philosophy of profession provide foundation for developing personal organizing framework for practice. Personal study of own occupational history and behaviors provides avenue to understand basic concepts of occupation and relationship to health-ill-health continuum. 6 hours.

O.T. 404  Understanding Human Occupation in Context of Others
Examines occupational therapy process; evaluation and interpretation of people, across the age span, engaged in human occupations. Environments and underlying skills and supports explored. Analysis of current OT organizational models to support development of own organizing framework for practice. Prerequisite: O.T. 403. 7 hours.

O.T. 405  Practicum I
Observation and participation in various environments where people live, work, and play. Evaluation of one’s own occupational values, beliefs and motivations. To be taken concurrently with O.T. 403. 1 hour. Graded P/NP.

O.T. 406  Practicum II
Develop skills in evaluation and interpretation of people engaged in various occupations. Various OT organizational models used to organize and interpret information gathered. Prerequisite: O.T. 405. To be taken concurrently with O.T. 404. 1 hour. Graded P/NP.

O.T. 408  Foundational Knowledge and Skills I
Develop foundational skills and knowledge corresponding to core courses. 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
Continuation of foundational skills and knowledge development corresponding to core courses. Prerequisite: O.T. 408. To be taken concurrently with O.T. 402 and O.T. 404. 1 hour. Graded P/NP.

O.T. 410  Foundational Knowledge and Skills III
Develop skills and knowledge to support application of theory to practice. Prerequisite: O.T. 409. To be taken concurrently with O.T. 501 and 504. Fall: 1 hour, Spring: 1 hour, Graded P/NP.

O.T. 411  Occupational Explorations I
Engagement in novel activities allows exploration and understanding of how people occupy time. 1 hour. Graded P/NP.

O.T. 412  Occupational Explorations II
Continued engagement in novel activities allows development of occupational analysis. Emphasis on exploration of the unique meaning of occupation to individuals. Prerequisite: O.T. 411. 1 hour. Graded P/NP.

O.T. 413  Occupational Explorations III
Develop skills in various novel occupations, occupational analysis, and group leadership/facilitation. Prerequisite: O.T. 412. 1 hour. Graded P/NP.

O.T. 414  Occupational Explorations IV
Continuation of skill development in various novel occupations, occupational analysis, and group leadership/facilitation. To be taken concurrently with O.T. 413. 1 hour. Graded P/NP.

O.T. 401  Professional Body of Knowledge Guiding Practice
Analysis, synthesis and integration of organizing constructs utilized in practice of occupational therapy. Develops skill and knowledge in OT evaluation and intervention process of occupational dysfunction for individuals across life span. Critical reasoning development emphasized. Fall: 6 hours, Spring: 5 hours.
O.T. 503 Synthesis and Integration of Intervention Planning Process
Further develop critical reasoning through synthesis and integration of knowledge and skills learned in academic coursework with those learned during Level IIA. To be taken concurrently with O.T. 621. 3 hours. Graded P/NP.

O.T. 504 The Human Condition: Health and Wellness Continuum
Investigates knowledge and skill to support critical reasoning regarding strengths and challenges to clients’ occupational functioning. Focus on interaction of various conditions with a client’s health and wellness. Incorporates stories of individuals who have experienced occupational dysfunction. 6 hours.

O.T. 520 Level IA Fieldwork
Full-time four-week experience in an non-profit community service organization which provides programs for the general population. Prerequisite: Successful completion of First Year coursework. 4 hours. Graded P/NP.

O.T. 521 Level IB Fieldwork
Part-time experience in programs in which people seek services when occupational dysfunction occurs. Prerequisite: O.T. 520. To be taken concurrently with O.T. 501 and O.T. 504. 2 hours. Graded P/NP.

O.T. 601 Systems Analysis and Program Planning/Management
Beginning skill development in systems analysis, program planning, and management for practice in 21st century. 2 hours.

O.T. 602 Systems Analysis and Program Planning/Management II
Continuation of skill development in systems analysis, program development and management for practice in 21st century. Proposal developed for innovative program collaborating with existing community based system. Prerequisite: O.T. 601. 3 hours.

O.T. 603 Emerging Practice Foundations
Business knowledge and skills developed for designing, leading and managing emerging practice models. Development of business plan for implementation of new practice. Prerequisite: successful completion of third-year fall semester. 3 hours.

O.T. 604 Professional Research Project
Professional research project proposal developed and implemented. Course continues across academic year with 3 hours in the fall and 3 hours in Winter/Spring. Graded.

O.T. 610 Independent Study/Tutorial
Focused study in practice areas. 2 hours. Graded P/NP.

O.T. 611 Independent Study/Tutorial
Advanced study in practice areas of interest. 2 hours. Graded P/NP.

O.T. 621 Level II Fieldwork A
Eight week, four days/week experience in programs in which people seek services when occupational dysfunction occurs. 6 hours. Graded P/NP.

O.T. 622 Level II Fieldwork B
Eight week, full time experience in programs in which people seek services when occupational dysfunction occurs. Prerequisites: Successful completion of second year coursework. 8 hours. Graded P/NP.

O.T. 623 Level II Fieldwork C
Nine week, four days/week experience in programs in which people seek services when occupational dysfunction occurs. Practice areas explored at deeper level, and new program development completed. Prerequisite: O.T. 621. 7 hours. Graded P/NP.

O.T. 624 Fieldwork Seminar
Analysis of critical reasoning process utilized in the provision of services during O.T. 623. Taken concurrently with O.T. 623. 1 hour.

O.T. 625 Practice Model Programs Level II Fieldwork D
256 hour experience in developing emerging practice areas in settings people seek to promote, maintain, or regain occupational function. Prerequisite: O.T. 623. 7 hours. Graded P/NP.

O.T. 626 Practice Model Programs Seminar
Small group seminars focusing on issues impacting development of new practice models; community supervision. Taken concurrently with O.T. 625. 2 hours. Graded P/NP.
## School of Occupational Therapy
### Academic Calendar 2000-01

### 2000 FALL SEMESTER

#### August
- **August 23**  Class of 2003 Fall Advising and Classes begin
- **August 28**  Classes of 2001 & 2002 Fall Classes begin
- **August 28**  All School meeting

#### September
- **September 4**  Labor Day (no classes)
- **September 11**  Classes of 2001 & 2002 Advising
- **September 18**

#### October
- **October 6-8**  OR State OTAO Conference
- **October 23-27**  Fall Break/Class of 2002 & 2003

#### November
- **Nov. 17**  Level IIC FW (Class of 2001)
- **November 20-24**  Fall Break/Class of 2001
- **22,23,24**  Thanksgiving Break (no classes)

#### December
- **December 14**  Last Day of Term
- **December 15**  to **January 9**  Holidays/No Classes

### 2001 WINTER /SPRING

#### January
- **January 29**  Advising / All classes

#### February
- **Feb 19 - Apr 13**  Level IIA FW

#### March
- **March 26-30**  Spring Break Classes of 2001 & 2003

#### April
- **Apr 16-20**  Spring Break Class of 2002

#### May
- **May 4**  Last day of semester for class of 2002
- **May 7-June 29**  8 weeks Full-time Level IIB FW/Class of 2002
- **May 17**  Last Day of Term for classes of 2001 & 2003
- **May 19**  Graduation
- **May 21-June 15**  4 weeks Full-time Level IA FW/Class of 2003
College of Optometry

Leland W. Carr, O.D., Dean

GENERAL INFORMATION

The College of Optometry supports educational programs which culminate in the awarding of a Doctor of Optometry Degree, the degree of Master of Science in Clinical Optometry, or a certificate of successful completion of the Teaching Fellow Program or Residency Programs.

A collaborative post-doctoral program supported by the College of Optometry in partnership with the School of Education culminates in the degree of Master of Education in Visual Function in Learning.

Residency programs leading to a certificate in Primary Care Optometry, Geriatric Optometry, Ocular Disease/Refractive and Ocular Surgery, and Cornea and Contact Lenses are available at the College of Optometry. The Cornea Contact Lens residency is provided directly by Pacific University College of Optometry. The Ocular Disease/Refractive and Ocular Surgery residency is provided through a joint program with Eye Care Associates of Nevada. All others are provided through a joint program with the Veterans Administration Medical centers in both Oregon and Washington.

In addition to maintaining a full service vision care clinic on campus, the College of Optometry operates five additional clinics in the greater Portland area. Education also occurs through student participation in the College's screening programs, specialty clinics, dispensaries, and business offices. The College of Optometry is also networked with over 100 clinical sites worldwide that offer off-campus preceptorship opportunities for fourth-year students. Pass rates on national and state boards confirm the value of a clinical education from Pacific, and many students discover relationships and opportunities leading to future employment during their preceptorships.

Programs at the College educate students to fulfill the vision and eye care needs of the public through instruction embracing the full scope of contemporary optometric science, visual science, clinical expertise, and research. It prepares students to enter the modern health care system with a high level of competence and self-assurance, and it instills an appreciation for public health issues and a commitment to service.

In addition to the core values of Pacific University, the College of Optometry:

- Encourages life-long learning to meet the needs and challenges of an ever-changing world and profession.
- Promotes the integration of traditional and innovative teaching techniques.
- Advocates enhancing the quality of life for all patients through the delivery of appropriate care.
- Honors the tradition and heritage of the profession.
- Embraces the worldwide extension of the profession through service to, and student recruitment from, other countries.
- Values advanced study for professional and graduate students through masters programs, teaching fellowships, residencies, specialty clinics, elective courses, and research.
- Provides care and education to underserved communities.
The College of Optometry supports an educational philosophy that fosters enthusiasm for learning, and it incorporates the principles of arts, humanities, and basic sciences as broad and fundamental components of the professional curriculum.

The College of Optometry is dedicated to the advancement of vision care, and also to the growth of its students as contributing members of their communities. Needs of individual students and patients are always considered, and constant effort is made to ensure that learning opportunities are maximized.

While Pacific is an institution of rich tradition, there is continuous effort to ensure that the program remains vital, vibrant, and responsive. The alumni and friends of Pacific consistently support the advancement of a state-of-the-art optometric learning center that remains connected to the professional community.

Career Opportunities

Most optometry graduates enter private practice after taking the examinations of the National Board of Examiners in Optometry and one or more state board examinations. The opportunity for private practice is continually increasing because of the country’s expanding population and greater public recognition of the importance of vision. Direct appointments as optometry officers are available in the Army, Navy, Air Force, and Public Health Service. Many optometrists pursue careers in research and development in industry and federal agencies. Civil service openings for optometrists occasionally become available. A critical need exists for optometrists with advanced academic training in physiological optics, the natural and behavioral sciences, and clinical optometry for teaching and research. While optometry is already a specialized field, many optometrists pursue special professional interests in private practice. Among these are vision therapy and orthoptics, contact lenses, prescription of and training in the use of low vision devices, and industry consulting work to improve vision and job performance.

Questions about career or practice opportunities may be directed to the Assistant Director of Student Services of the College of Optometry. In addition, the College maintains a web page which lists practice opportunities. 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.

Clinical Facilities

Students begin their clinical education experience on the first floor of the newly renovated vision center. The Forest Grove Vision Center offers primary care and secondary care to the residents of western Washington County. Specialty services provided at the Forest Grove Vision Center include the areas of ocular disease, contact lens, pediatrics, vision therapy, environmental vision, learning disabilities, low vision, and electrodiagnosis.

Pacific operates five additional vision centers in the immediate geographic area. These centers are designed to meet the individual needs of the communities in which they are located with each clinic offering a unique learning experience for the student.

The Portland Vision Center is located in the heart of downtown Portland. This full service clinic offers the same primary and secondary care services as the main Forest Grove campus clinic. This center provides students an opportunity to broaden their clinical optometry experience in an urban community health care environment.

The Pediatric/Strabismus Referral Center is also included at the Portland site. This rotation is designed for students who desire to focus on all aspects of pediatric, strabismus, and binocular vision care including surgical and non-surgical intervention.

The Southeast Vision Center and the Northeast Eye Clinic operate in cooperation with the Multnomah County Health Department. These clinics function in multidisciplinary care settings offering medical, dental, mental health, and optometric care to area residents.

The Vision Center at the Virginia Garcia Memorial Health Center in Cornelius provides full-scope vision services to the
Latino population in western Washington County. This center is also multidisciplinary, and students interact regularly with physicians, physician's assistants, and nursing staff. Through a cooperative effort with the Lions Club, a Low Vision Clinic located on the campus of the Washington State School for the Blind in Vancouver, Washington provides a unique clinical opportunity. This is a rehabilitative clinic that emphasizes treatment for partially sighted, low-vision and multiply-challenged patients. Through a cooperative effort with the Teplick Laser Surgical Center, Pacific University College of Optometry maintains an affiliation with a complete refractive surgical co-management center located in Beaverton. Students participate in LASIK refractive surgery using both the Visx-Star 2 and LaserSight LSX eximer lasers. Advanced argon, and carbon dioxide laser systems have been installed and are used to perform various ocular and periocular procedures.

The College continually strives to enhance the clinical experience for students while providing quality eye and vision services to the community. A recently formed partnership with the federally sponsored Women, Infant and Children’s (WIC) program provides eye care and nutrition counseling for at-risk and underserved participants in the metropolitan area.

Pacific University Vision Centers are staffed by faculty of the College and affiliated physicians from the community who dedicate time each week to clinical education and patient care. Under the direct supervision of the attending doctor, interns at these centers are able to assist in the diagnosis and treatment of vision and eye disorders. Professional office staff at each center assist interns with the administrative details of practice management.

In addition to the College Clinics, preceptorship rotations are a curricular requirement. Rotations away from the College clinics are a much anticipated, highly rewarding and exciting part of the program. Students customize their fourth year program by choosing sites that meet their individual interests while preparing themselves for entry into the profession of optometry.

Opportunities to expand preceptorship sites are continuously explored, and sites that meet the standards of the College are continually added. The College maintains formal affiliation with numerous external clinics including the following:

Air Force Academy Hospital, Colorado
Alaska Eye Care Centers, Alaska
Alderwood Vision Therapy Center, Washington
Andrews Air Force Base, Maryland
Applewood Vision Associates, Colorado
Atlanta Eye Surgery Group, Georgia
Bandon Vision Center, Oregon
Barnet Dulaney Eye Centers, Arizona
Bellevue Vision Clinic, Nebraska
Cannon Air Force Base / 27th Medical Group, New Mexico
Carl Albert Indian Health Facility, Oklahoma
Carolina Eye Associates, North Carolina
Cedar Hills Vision Clinic, Oregon
Chemawa Indian Health Center, Oregon
Colorado Optometric Center, Colorado
Columbia Park Clinic, Minnesota
Conroy Eye Center, South Dakota
Darnall Army Community Hospital, Texas
Dayton VA Medical Center, Ohio
Eugene Optometrists, Oregon
Eye Associates, Iowa
Eye Care Inc., Kansas
Eye & Contact Lens Center of Utah, Utah
Eye Foundation Of Utah, Utah
Eye Institute of Utah, Utah
Eyecare Associates, North Dakota
Eyecare Specialties, Nebraska
Eyes of Arizona, Arizona
Family Eye Care, Inc., New Mexico
Family Optometry, Arizona
Fort Hall Indian Health Center, Idaho
Fort Wainwright, Alaska
Fresno VAMC, California
Golden Vision Clinic, PC, Colorado
Gottlieb Vision Group, Georgia
Grene Vision Group, Kansas
Group Health Of Puget Sound, Washington
Hazleton Eye Center, Pennsylvania
Clinical Facilities, Preceptorship rotations, and the clinical curriculum are continuously reviewed and upgraded to maximize the student experience. The College is committed to providing students a diverse patient care experience that prepares them for entry level practice and that stimulates a commitment to serving their community.

**THE DOCTOR OF OPTOMETRY (O.D.) PROFESSIONAL DEGREE PROGRAM**

The essential purpose of the Doctor of Optometry degree program is to produce practitioners with high competence to render professional and ethical care, who understand their professional role in society and the health care arena, who analyze new information critically, who advance visual care through personal scientific inquiry, and who qualify for the increasing number of careers best served by an individual with an optometric education.
Admissions Process

Students who will have completed the minimum pre-optometry course requirements by the date of enrollment in the professional program are eligible to apply for admission. The majority of those admitted have four years of college completed.

In making decisions, the Optometry Admissions Committee considers the following factors:

- Strength and breadth of academic record
- Optometry Admissions Test (OAT) scores
- Excellence of essay responses
- Quality of observational experiences (minimum of 30 hours at the time of application) preferably in several different types of practice settings, each under the supervision of an optometrist
- Content, thoroughness, and the care with which the application forms have been prepared
- The quantity and quality of community service, honors, and extracurricular activities
- Strength of the recommendations
- Mastery of the on-campus personal interview

Selected applicants are invited for an on-campus personal interview. Interviews are scheduled by the Admissions Office. 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 motivation toward a career in optometry, effective verbal expression of ideas, knowledge of the profession, and self-confidence. The on-campus interview also includes a brief impromptu writing exercise that allows the selection committee to evaluate the applicant's skills in succinctly and effectively expressing themselves in writing.

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 practitioners who are qualified, but currently underrepresented, in the profession.

New classes begin with the fall semester each year; mid year matriculation is not permitted. Applications are acted upon starting mid-October, 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, official prerequisite worksheet, two letters of evaluation, official transcripts from each college attended, address labels, and a nonrefundable $55 application fee) to the Admissions Office. Complete application instructions are included in the packet.

Take the Optometry Admissions Test (OAT). Applicants for fall admission must take the OAT in October or February of the year prior to entrance. The Admissions Committee strongly encourages applicants to take the October OAT before the preferred application deadline. Test information is available from:

The Optometry Admission Testing Program
211 East Chicago Avenue
Chicago, IL 60611
(312) 440-2693

or from the Admissions Office. Registration deadline for the OAT is approximately one month prior to the test.

Applicants should be aware that early completion and submission of the application may enhance the prospects for admission, given the current "rolling admissions" process.

Reapplication Procedures

A new application packet (including the application form, optometry worksheet, address labels and nonrefundable $55 application fee) should be submitted directly to the Admissions Office. In addition to these materials, official transcripts are required for work completed since the last application was submitted. Applicants must submit two new letters of evaluation and answer the new essay questions, including an essay
describing how the application has been strengthened. Additional observational experience is strongly recommended. Re-applicants need not retake the Optometry Admission Test, but may do so to possibly increase their scores. Be sure the most recent OAT scores have been sent to the Admissions Office.

**Pre-Optometry Course Requirements**

Minimum 90 semester hours.

All prerequisite courses must be completed with a grade of "C" or higher (grades of "C-" or lower are not acceptable). Where possible, all courses should be those intended for science majors.

**Biological Sciences:** 12 semester/18 quarter hours.
- A course in microbiology. A complete course in human or comparative vertebrate anatomy (with coverage of human systems).
- A complete course in human or animal physiology. A two semester course (or the quarter equivalent) combining both human anatomy and physiology is acceptable. All courses must include laboratory.

**Chemistry:** 12 semester/18 quarter hours.
- A standard two-semester course in general chemistry, and a one semester (two quarters) survey course in organic chemistry or two semesters (three quarters) of a complete course sequence in organic chemistry. All courses must include laboratory. A course in biochemistry is strongly recommended.

**General Physics:** 8 semester/12 quarter hours.
- A standard two-semester course or the quarter system equivalent. Need not be calculus based. All courses must include laboratory.

**Mathematics:** 3 semester/4 quarter hours.
- A course in analytic geometry or calculus.

**Statistics:** 3 semester/4 quarter hours.
- Statistics must be from a Department of Mathematics, Psychology, Sociology or Statistics. A biostatistics course is acceptable.

**General Psychology:** 3 semester/4 quarter hours.

**English:** 9 semester/12 quarter hours.
- Must include two courses in writing (expository, technical, and scientific writing courses are strongly recommended). Speech and communication courses do not meet this requirement.

**Bachelors Degree Requirement for Doctor of Optometry Degree**

The bachelors degree is required of all students prior to the awarding of the Doctor of Optometry degree. All requirements for the bachelors degree must be completed by the beginning of the third professional year.

Students who need to earn a bachelors degree at Pacific University must meet College of Optometry graduation requirements for the Visual Science Major. If the student has fulfilled all other degree requirements (see Bachelor of Science Degree in Visual Science), the student will be eligible to graduate after successful completion of the first year of the Optometry Program.

Various alternatives are available to meet this requirement. Most students earn the bachelors 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 bachelors degree requirements for that institution. In a case where Pacific University's professional courses in optometry are used to satisfy another institution’s graduation requirements, written notice of such an arrangement is required.

**Visual Science Major**

The major in Visual Science is available only to students who have been admitted to the College of Optometry and who do not have a bachelors degree. 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 Sci-
ences).

Social Sciences: 12-32 semester hours
taken from the following disciplines:
anthropology, business, cultural
studies, economics, geography, history,
political sciences, psychology, sociology
(als00 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 require-
ments 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
grade of “C” or better in all subjects and be
recommended for promotion by the
faculty.

For promotion from the third to the fourth
year, students must satisfactorily complete
all subjects in the first, second, and third
years of the curriculum, have been
awarded a bachelors degree, and be
recommended for promotion by the
faculty. The status of students failing to
meet these requirements is determined by
a vote of the College of Optometry faculty
upon the recommendation of the College’s
Standards and Appeals Committee (see
Academic Regulations).

A candidate for the degree of Doctor of
Optometry must satisfactorily complete
the curriculum and all requirements
prescribed by the faculty of the College of
Optometry. The faculty will vote formally
on all candidates to recommend the
awarding of the degree of Doctor of
Optometry. This recommendation is made
to the Dean for transmittal to the President
of Pacific University for final consider-
ation by the Board of Trustees.

Transfer Students
The College of Optometry may choose to
accept transfer students in good standing
from any accredited College of Optometry
in the United States or Canada, provided
that admission policies are met and space
in classes is available. Special provisions
can also be made for those who have
attended foreign optometry programs.
Only grades for given courses in the
professional curriculum or the equivalent
that meet the College’s Academic Regula-
tions will be transferred. Depending on
the application, placement examinations to
determine proficiency 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, EXPENSES
Students should be prepared to make the
necessary arrangements for the payment
of all fees and charges identified elsewhere
in this catalog in accordance with one of
the University’s payment options. All
payments must be made in U.S. currency.
After notice of acceptance, a 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 for undergraduate students are found in the College of Arts and Sciences catalog. Students are also encouraged to contact the Student Information Office in the College of Optometry. Specific sources of financial aid are listed below:

Grants

Professional Program Grants — are non-renewable awards offered to first-year students in the College of Optometry. Consideration is given to all admitted students based on academic merit and/or financial need. Recipients are selected by the Professional Admissions staff and program faculty.

Optometric Association Matching Grants — Students who received grants or scholarships from state optometric associations and their auxiliaries are eligible to receive matching grants from Pacific. Students should submit verification of the scholarship award to the Financial Aid Office.

Western Interstate Commission for Higher Education (WICHE) funds are available to students in the College of Optometry. In order to qualify for WICHE, certification as an exchange student by one of the following states is required: Arizona, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, Utah, Washington, and Wyoming. WICHE applications are filed with the appropriate state certifying officer by October 15th of the year preceding admission to the University. Addresses and phone numbers of WICHE certifying officers may be obtained from the Financial Aid Office.

Loans and Employment

Federal Direct Stafford Loans are borrowed from the federal government. Students who demonstrate "need" are eligible to borrow subsidized Federal Direct Stafford Loan; students who do not show need or who have remaining need are eligible to borrow unsubsidized Federal Direct Stafford Loan. Subsidized loans do not accrue interest while students are enrolled and for a six-month grace period afterward. Students in the College of Optometry can borrow up to their entire cost of attendance. The interest rate is variable but will not exceed 8.25%.

Health Professions Student Loan (HPSL) This is a federal student loan program available to optometry students who demonstrate "exceptional" financial need. To determine eligibility for this program, students must provide parental information on the Free Application for Federal Student Aid regardless of their dependency status. Students receiving WICHE funding are not eligible for the HPSL program. The HPSL carries a 5% rate of interest, and interest accrual and repayment of principle does not begin until 12 months after graduation.

CanHELP Loans are private, alternative loans available to Canadian citizens who are attending post secondary schools in the US. Credit-worthy students may borrow from $1,000 to $15,000 per academic year on their own signature; applicants who wish to borrow a higher amount may apply with a credit-worthy co-borrower. The interest rate is variable based on Prime plus 1.5%. Interest accrues and repayment begins while the borrower is enrolled.

CitiAssist Loans from CitiBank are available to students with satisfactory credit histories. Students may borrow up to $15,000 ($10,000 if they have not yet received a Bachelors degree) to supplement other forms of financial assistance. The interest rate is variable based on the Prime rate plus 1%; interest accrues while students are enrolled. Repayment begins six months after graduation or departure from school.

Student Employment provides opportunities for University students to work on campus or in the community under the Federal Work-Study program. A student must apply early, indicate on their financial aid application that they want to be considered for work-study, and demonstrate financial need to receive work-study funds.

Additional aid may be available to pre-baccalaureate students in Optometry. These aid programs include the Federal Pell Grant, Oregon State Need Grant,
Federal Supplemental Educational Opportunity Grant, and Federal Perkins Loan.

Federal Health Professions Scholarship Program

The uniformed services of the United States (Army, Navy, and Air Force) offer scholarships to optometry students that fund the full tuition and fees, required books and equipment, and pay a monthly stipend (currently $938.00). In return for this scholarship, the student, upon graduation, incurs a service obligation of a minimum of three years. For further information contact:

US Army Medical Department
7600 NE 41st Street Suite 140
Vancouver, WA 98662
(503) 283-1989 or (360) 891-4938
e-mail: amedd@juno.com

Health Professions Recruiter
USAF Recruiting Office
Federal Building
1220 SW 3rd Avenue Suite 625
Portland, OR 97204-2825
(503) 326-2654

Medical Programs Officer
Navy Recruiting District
Federal Building Suite 576
1220 SW Third Avenue
Portland, OR 97204-2094
(503) 326-3041

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.

Bickel Endowed Award — Awarded to students enrolled in the College of Optometry to help them meet special financial needs. Amount of award varies based on endowment earnings.

Dr. Howard Freedman Scholarship — Established in 1998, this scholarship assists PUCO students who seek to study in the field of binocular pediatric vision care. The fund was established through the generosity of Dr. Howard Freedman, Pediatric Ophthalmologist and Adjunct Faculty for the College of Optometry.

Dr. James Dundas Scholarship for Canadian Students — Awarded to an optometry student of Canadian citizenship. Amount of award varies based on endowment earnings.

Dr. Kenji Hamada/Oregon Optometric Group Provider (OOGP) Scholarship — Established in 1998. Named in honor of Dr. Kenji Hamada, O.D., PUCO class of 1972. One student per year is selected at the recommendation of Dr. Hamada in coordination with the Dean of the College of Optometry.

Edwards Endowed Scholarship — Awarded to an entering optometry student for financial assistance in the first year of study. Preference is given to students from northern Minnesota. Recipients are selected by the Admissions Committee and award amounts vary based on endowment earnings.
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 basic science GPA. This award is given in memory of Dr. Peg Gilbert, long time basic science faculty member in the College of Optometry.

"Help from Mrs. T," Teeter Endowed Scholarship — Awarded to returning optometry students, selection of recipients is based on factors including academic ability, demonstrated financial need, clinical skills, and potential for continued success. Amount of award varies based on endowment earnings.

Joan F. Holcombe Memorial Scholarship — An annual scholarship in the amount of $1,000 is given in memory of Joan F. Holcombe whose family has close ties to optometry. Fourth year optometry students are eligible to apply in their summer semester. The completion of forty hours of community service which allows for the betterment of animals is a requirement to receive this scholarship. Selection of the recipient is based on applicant’s demonstrated enthusiasm about optometry, a concern for patients, and financial need. Applicants must have a grade point average of at least 3.0.

Pacific University Outstanding Clinician Award — Given to a fourth-year student who has demonstrated outstanding performance as an "all around" optometric clinician. Selection is based on nominations and supporting data from students, faculty, and clinical staff. Award is $500.

Pratt Endowed Scholarship — Awarded to an entering optometry student for assistance in the first year of study. Recipients are selected by the Admissions Committee and award amounts vary based on endowment earnings.

T. Bruce Denny Memorial Scholarship — Established in 1998 to memorialize Mr. T. Bruce Denny and his wife, Mrs. Grace A. Denny. Awarded to a first year Optometry student with Canadian citizenship. Basis for award is student financial need. Two $2,500 awards are given.

Washington Association of Optometric Physicians (WAOP), King County Optometric Scholarship — Awarded to a Washington State resident, member of Washington Association of Optometric Physicians. Two $1,000 awards are given.

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.

COIL Excellence in Low Vision Award — For entering or continuing full-time, postgraduate (Masters or Doctorate) course of study and research related to the practice of Low Vision. Student must be attending a college in the US or Canada and conducting research to further his/her preparation to assume full-time research and teaching at a school or college of optometry. Award is $5,000.

Corning Scholarship — Two scholarships awarded nationally in various amounts presented to fourth year students who submit outstanding essays on a topic decided by Corning, Inc., of New York. The award is presented at the American Optometric Association’s Annual Congress.
William C. Ezell Fellowship Award —
Given to a full-time post graduate student for study/research conducted to further his/her preparation to assume full-time research and teaching at a US school or college of optometry. Applicant must agree to provide appropriate attribution to the AOF for all published works researched, written, or published during the time which AOF support was received. Maximum $6,000, renewable for up to 3 years.

Dr. Gary Gross Memorial Scholarship Award —Two $2,500 scholarships given nationally to fourth-year students who are residents of the North Central States Optometric Council member states and who intend to practice in that region (IL, IA, MI, MN, MO, NE, ND, SD, or WI). Submission of a paper on the topic of Professionalism and Ethical Practice in Optometry and an application are required.

Vincent Salierno Scholarship Award —
This scholarship is made available on a rotating basis to each optometric institution represented by the ARC. Recipients are selected on the basis of financial need and scholarship. Annual stipend of $1,500, renewed each year according to academic standing.

American Foundation for Vision Awareness (AFVA) Scholarships

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 2000. Selection is based on academic performance and leadership ability.

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) Scholarships

American Optometric Association Student Leadership Scholarship — $1,000 award to a third year student member in good standing in the American Optometric Student Association and the American Optometric Association. Must be a student in good academic standing with proven leadership ability and student government involvement. Must submit a paper, not to exceed 500 words, on "What did you learn from your leadership activities that will benefit you in your career?"

Seymour Galina Grant — Awarded to a third year student at the beginning of his/her fourth year. A $2,500 grant awarded nationally to an AOSA member in good standing who submits an exceptional paper on, "Qualities I have developed through my financial planning/work experience during and/or before optometry school which I believe will be most useful to me in establishing an ethical/professional optometric practice."

College of Optometrists in Vision Development (COVD)

A. M. Skeffington Award for Excellence in Vision Therapy — Established by the College of Optometry in Vision Development to recognize a member of the graduating class who demonstrates exceptional knowledge and skills in vision development and pediatric care.

National Optometric Association (NOA), National Optometric Student Association (NOSA) Scholarships

Dr. Lawrence Cave Memorial Scholarship — $500 awarded to one student who is a member of the National Optometric Student Association who can demonstrate financial need, community involvement, and is in good standing at his/her school or college of optometry.

NOA/NOSA Essay Contest — Two $500 awards based on top two essays.

Other Association and Organization Scholarships

Beta Sigma Kappa Award for Exceptional Research — Awarded annually by the local BSK Chapter for the research project deemed to have the most exceptional research design at the Pacific University Research Conference. The award consists of a plaque and $100.

Beta Sigma Kappa Research Grants — Grants not exceeding $600 are awarded for student research projects by this international optometric honor fraternity.

Beta Sigma Kappa Silver Medal Award — Awarded annually to the graduate with the highest cumulative grade point. The recipient must be a member of Beta Sigma Kappa.

Forest Grove Lions Club Scholarship — Awarded to a third year student who is entering the fourth year at the time of selection. Award is based on community service, college activities, academic achievement, and demonstrated financial need. The award is $1,000 and may be divided between multiple students.

Outstanding Scientific Paper/Project Award, Vision Care Section of the American Public Health Association — Recognizes a person, group, or institution that has contributed significantly to the advancement of eye/vision care in the public health field. The contribution can be a paper either previously published or suitable for publication, or a written description of a project. The paper/project should
represent work within the last two or three years.

**Phi Theta Upsilon Outstanding Project Design Award** — Awarded by the local Phi Theta Upsilon Chapter to the thesis project which is judged to be the most helpful to students. This can be in the area of study guides, computer programs, atlases, or relating to career opportunities for graduates. Award consists of $100 and a plaque.

**Mercedes and Henry Niiranen Memorial Scholarship, sponsored by Sellwood-Moreland Lions Club Scholarship** — Awarded to an optometry student who is an Oregon resident and a third year student, entering the fourth year at the time of selection. Awards based on community service, college activities, academic achievement, and demonstrated financial need. Award is $1,000.

### State Association and Organization Scholarships

Awards given by the state optometric associations will be matched by Pacific University, up to $1,000 per student.

**Connecticut Optometric Society, George Comstock Scholarship** — Applicant must be a resident of the state of Connecticut. Awards are based on scholarship, character, and financial need. Applicants must be enrolled in an accredited school or college of optometry within the US. Award is $400 - $1,000 per year.

**Connecticut Association of Optometrists, Dr. Dorothy Weitzner Kornblut Scholarship** — Applicants must be female students enrolled in an accredited school or college of optometry within the US. Preference shall be given to a resident of Fairfield County, Connecticut, the state of Connecticut, or New England, in that order. Based on scholarship, character, and financial need. Awards range from $300 - $900.

**Hawaii Optometric Association Scholarship** — Applicants must be Hawaiian residents in optometry schools. Three scholarships offered annually. Financial need is the primary consideration for selection.

**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.

**Iowa Optometric Foundation Scholarship** — Eligible students are Iowa residents who plan to return to Iowa after their education is complete.

**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 selection. 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.

**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.

**Missouri Optometric Association, Ed H. Sutherlin Memorial Scholarship** — One $750 scholarship awarded each year to a Missouri student presently enrolled or accepted for enrollment who, in the opinion of the selection committee, shows promise of achievement.

**Nebraska Optometric Association, and Nebraska Affiliate to AFVA, Dwayne Kettleson Memorial Assistance Fund** — Applicant must currently be a second, third, or fourth year student at an approved school or college of optometry. Recipient must use the funds for books and supplies, and must also have the intent and purpose of
locating in Nebraska after completing his/her education. Immediate family members of optometrists are not eligible. Award is $1,000.

**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.

**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.

**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.

**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 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.

**Bernell Clinical Optometry Award** — Presented to a graduating student who demonstrates excellence in clinical skills. Award consists of a certificate and $200 worth of Bernell 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.

**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.

**Sunsoft Contact Lens Achievement Award** — Awarded to a fourth year student who is recognized and selected by the faculty as an outstanding contact lens clinician. Award consists of $1,000 worth of Sunsoft contact lenses.
Sunsoft Contact Lens Essay Contest — Awarded to winners of a researched essay contest, writing on the subject, "Toric Planned Replacement Management Issues in the Contact Lens Practice." An award of $500 is given to one optometry student at each school. School winners are entered into the national competition for a $1,000 scholarship and a $1,000 travel grant. The second place winner is awarded a $750 scholarship.

Varilux Student Grant Award — Awarded to a third or fourth year student who has demonstrated good dispensing skills and submits a written case report concerning clinical use of Varilux lenses. Case reports are judged on the application of lenses to the patient's needs, analysis of the case, and analysis of lens design and performance. The award is $500 and a national travel award.

Vision Service Plan Scholarship — Awarded to two students as they enter their fourth year of optometry studies who have demonstrated academic and clinical excellence in primary eye care services. Each award is $2,000.

Wesley-Jessen Aquaflex Excellence Award — Given for the outstanding student research paper in the area of cornea, contact lenses, or related subjects. Papers must contain new research and not be a continuation of previous work. Literature review papers will not qualify. Papers will be judged by a national panel of judges. Award consists of an Aquaflex fitting set and, for first prize, $3,000 and an all expense paid trip for two to the American Optometric Association Contact Lens Section meeting; second prize is $2,000; third prize is $1,000; fourth and fifth prizes are $500 each.

Wesley-Jessen Contact Lens Achievement Award (formerly the Pilkington/Barnes Hind Student Recognition Award) — Awarded to a fourth year student who has demonstrated exceptional proficiency, interest, and scholarship in the field of contact lenses. The award consists of $500 and a diagnostic fitting set.

**CODE OF ACADEMIC CONDUCT**

**Professional And Academic Standards**

Good academic standing in the College of Optometry is defined as continued enrollment, satisfactory academic progress, sound clinical skills, behavior that leads to professional competence and positive interpersonal and professional relations, and appropriate professional/ethical conduct and attitudes. Students are evaluated regularly in these areas.

Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, as well as the most current state and federal laws governing the conduct of optometrists. The College of Optometry reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students in regard to them.

Agreement to abide by the policies and procedures of the University and the College is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize their academic standing in the College of Optometry and may constitute grounds for probation or dismissal from the College. Students must maintain good standing in the program in order to be eligible for, or continued on, any College administered scholarships.

A student's academic standing may be jeopardized by one or more of the following:

- Indications of poor academic performance;
- Insufficient progress in the development of clinical skills;
- Failure to comply with College rules or procedures;
- Unprofessional conduct, unethical conduct, or illegal conduct; and
- Evidence of behavior that may hinder professional competence and interpersonal or professional relations.

Faculty will evaluate academic performance, clinical skills, and professional development and behaviors demonstrated in the educational environment and in
extramural preceptorships according to standards set forth in the University Catalog, the Ethical Principles of Optometrists, Code of Conduct, and other appropriate documents.

Students will be given regular reports on their progress in the program. A student who is not performing adequately according to the standards will receive notification through written feedback and/or individual advisement. After receiving such notification, failure to improve performance before the next scheduled evaluation may result in academic warning, probation, or dismissal.

Students placed on academic probation will receive formal written notification outlining the reasons for probation and expectations that must be met in order for probation to be lifted. Failure to meet the requirements of probation in a timely manner may result in dismissal from the College.

In the case of flagrant and intentional violations of the Code of Academic Conduct or the Ethical Principles of Optometrists or the 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.

### Course Attendance

Students have personal responsibility for course classroom, laboratory, and clinic 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.

Attendance at clinic sessions is required. Absences from clinic generally require equivalent make-up clinic attendance. Students with absences from a clinic rotation that exceed twenty percent (20%) of the total rotation are required to repeat the entire rotation. Details of clinic attendance policies are available in the Patient Care Services Optometric Staff and Intern Manual.

Attendance at regularly scheduled course classroom, laboratory, and clinic sessions is limited to students who are currently enrolled in these courses or to invited guests of the course instructor(s). All other guests, including family members, require special dispensation from the College’s Dean or appropriate Associate Dean, in coordination with the course instructor(s).

### Guidelines for Professional Behavior

Students in the College of Optometry are expected to learn and practice appropriate professional behavior, as delineated below, while in school and in preparation for a lifetime of community service. Failure to conform to these guidelines will lead to disciplinary action and can result in dismissal from the College. Conduct inconsistent with these standards, such as plagiarism, cheating, lying, and fraud, is considered unprofessional and will not be tolerated.

**Attitude:** Students are expected to possess personal qualities depicting
honesty, dedication, responsibility, and strong ethical values; demonstrate attitudes depicting compassion and a positive outlook; and, demonstrate an understanding and sensitivity for cultural differences and diversity. Students are expected to treat faculty, patients, and peers with respect; display a willingness to learn; be able to accept constructive criticism; be punctual; and, not disrupt class by inappropriate behavior.

Attendance: Students are expected to attend all lectures, labs, and clinics unless excused by the instructor. Grades can be lowered by unexcused absences.

Ability to work independently: Students are expected to initiate and pursue study independently.

Ability to work with others: Students are expected to cooperate, participate, share information, and show respect for colleagues.

Appearance: Students are expected to display a confident and mature professional demeanor, and to observe professional guidelines for cleanliness and appropriate dress. The clinic dress code must be adhered to when the student is in a clinic area for any reason.

Citizenship: Students are expected to serve humankind, displaying those attributes expected of a member of a learned profession; demonstrate social awareness and a sense of social responsibility; and, exemplify good citizenship in all social and community interactions by conforming to all city, state, and federal laws and regulations.

University rules and policies: Students are expected to follow all guidelines set forth by Pacific University concerning smoking, parking, alcohol use on campus, etc.

Demonstrated deficiency in any of these qualities will be considered as evidence that a student is not suited to a professional career and, thus, constitutes adequate cause for discipline, including possible dismissal. Additional student conduct guidelines and regulations are outlined in the University’s Student Handbook, "Pacific Stuff."

**Grading Policy**

Grading should indicate the students’ knowledge and/or performance skill in the given subject, inform the students of their level of accomplishment after each examination, and guide the instructor in altering the instruction for both the class as a group and for students requiring special academic attention (i.e., at the top and bottom of the class). Grading should show the standing of students relative to their class peers and provide a basis for awards, honors, recommendations and academic standing.

Students receiving notification of a substandard or failing grade (“C-”, “D”, or “F”), during a semester are required to make an appointment with their instructor to discuss their performance.

Near the middle of each semester and as a means of providing early review, the Standards and Appeals Committee will call together four faculty groups: those who teach courses in the first year, second year, third year, and fourth year of the curriculum. The purpose of this review is to identify at an early stage any students who are exhibiting academic, clinical or behavioral deficiencies. The faculty involved will advise the Standards and Appeals Committee and the appropriate Associate Dean on remedial actions indicated.

In assigning final course grades, quizzes, examinations, and project grades should be weighted with regard to their relative importance and relative difficulty so that grading will be fair and equitable. Satisfactory performance measurement may not include any system which demands a percentage of failing students in a given course. As a general rule, a student who has achieved a score of 75 percent of the adjusted top score* or the top score in the class, based upon the distribution of grades on a given test and the instructor’s evaluation of the test, should not be assigned a failing grade. This also applies to the total scores at the end of the course (semester).

The 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.
* The “adjusted top score” can be calculated by averaging the grades in the very top group of test grades, e.g., the top 5%.

**Instructor’s Responsibilities**

It is the instructor’s responsibility to design and teach a course that qualified students may be expected to pass, state at the beginning of the course how satisfactory performance will be defined for passing the course, and inform the students how grades will be determined and assigned.

It is the instructor’s responsibility to provide feedback to the students during the course as to their accomplishment status. Scores for quizzes, examinations, papers, or other graded work, must be returned within one week for objective materials and two weeks for essay materials. Answers shall be made available by posting or through discussion. Students should be informed periodically as to their standing in the course and should be warned by the instructor when their cumulative performance is not satisfactory.

Tests shall be adequately constructed, when possible, to allow determination of minimum competency of course content or skill level, as well as to allow adequate assessment of students with outstanding achievement.

Except as otherwise indicated by educational concerns, a teaching assistant or teaching fellow shall not construct, administer, or score examinations except under the direct supervision of a faculty member.

Under usual circumstances, sound educational principles would indicate that final examinations should be given in all courses and that instructors should not cancel examinations at the last minute.

**Academic Standards**

All academic disciplinary actions are based upon the action of the Standards and Appeals Committee, a duly appointed standing faculty committee. The Dean and the appropriate Associate Dean inform the students of faculty actions, which are subject to appeal by the student. An appeal may contain written comments from the cognizant professor(s) concerning the specifics of the case. Appeals are to be filed with the Dean’s Office and the Office of the appropriate Associate Dean within 14 days from the date of notification of the original action and will be acted upon by the faculty. Faculty members voting on the original Standards and Appeals action will not vote on the appeal. Further appeals may be pursued through the University Judicial System.

The academic progress of each student is reviewed at the midterm and at the end of each grading period. Semester grades of less than “C”, that is, “C-”, “D”, or “F”, are substandard and may not be used toward fulfillment of the Doctor of Optometry degree. Any substandard grade must be remediated, either by taking the course again or through an independent study contract with the instructor(s). The onus is on the student to initiate with the course instructor, and mutually agree to in writing, a means of remediating the substandard grade within 14 calendar days of notification (by letter from the Associate Dean for Academic Programs). The written and signed (by the student and the course instructor) agreement must be received by the chair of the Standards and Appeals Committee within the 14 calendar day time period.

The categories of Academic Warning, Academic Probation, and Dismissal apply only to grades assigned in courses for the Doctor of Optometry degree. Four elective credits are currently required for the degree; additional elective credits are not subject to the guidelines.

Academic Warning: The Standards and Appeals Committee will consider a recommendation of Academic Warning when a single grade of “C-”, “D+”, or “D” is received in any semester of the program by a student who is not currently on Academic Warning, Academic Probation, or a reduced academic semester load.

Academic Probation: The Standards and Appeals Committee will consider a recommendation for Academic Probation when a single grade of “F” is received in any semester, a single substandard grade is received by a student on a reduced academic semester load, two or more substandard grades exist (including those which have not been remediated) on the student’s transcript at any time, or two or more “I” or “W” grades, or any combina-
tion of these, exist on the student’s transcript at any time.

Dismissal: The Standards and Appeals Committee will consider a recommendation for Dismissal if a student in the College of Optometry fails to sustain satisfactory progress toward completion of the professional degree program because three or more substandard grades exist on the student’s transcript at any time (including those which have not been remediated) or if a student has two semesters of academic performance which, when considered individually, would meet the guidelines for Academic Probation. Ordinarily, a student will have received warnings that his or her work is less than satisfactory before dismissal. However, a student may, for adequate cause, be dismissed without previous warning.

The Standards and Appeals Committee has the right at any time to recommend to the Dean dismissal from the program of any student whom it considers to be unfit for a career in optometry. In this regard, the College of Optometry assigns great importance to self-discipline, the ability to work with others, and the ability to conduct oneself in a professional manner.

PROGRAMS OF STUDY

Bachelors Degree

Students must earn a bachelors degree prior to qualifying for the Doctor of Optometry degree. In many cases, the bachelors degree is earned prior to applying for admission to the College of Optometry. In other cases, the requirements for the bachelors degree are completed while the student is enrolled in the College of Optometry.

Each bachelors degree candidate at Pacific must meet the University’s requirements for degrees. Students are urged to become familiar with the University Catalog for both general, “core,” and major requirements. Choice of major is at the student’s discretion. Equivalent courses transferred from other accredited institutions may be substituted if the grade earned was "C" or above. Pacific credits up to 48 hours from the professional core curriculum toward a bachelors 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 bachelors 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 bachelors degree, and satisfactory completion of the optometry core requirements while a student is enrolled in the College of Optometry. None of the core courses may be challenged for credit by examination. All optometry students will have 11 credit hours available for coursework of their choice over and above the credit hours required for a Doctor of Optometry degree. This does not apply to courses that need to be retaken in full.

Candidates for the Doctor of Optometry degree are required to enroll as full-time students during each of the four professional years. A full-time student is defined as taking no less than 12 credit hours per semester.

All core courses required for the Doctor of Optometry degree should be completed successfully while the degree candidate is a matriculated student at the Pacific University College of Optometry. Courses taken elsewhere, or taken while the degree candidate is not a matriculated student at Pacific University, may be difficult to substitute for core courses.

Required and elective courses may be given at various locations and times, and the student is expected to bear the costs to attend. Many factors enter into class scheduling and, as a result, elective courses listed may not be available while others, not yet listed, are available.

All students are required to participate in off-campus clinic rotations for a portion of their clinical training. Living and transportation costs incurred during these assignments are borne by the student. Every attempt is made to assign schedules that are the most convenient to the student. However, there are times when individual
student preferences cannot be accommodated and program goals must take precedence.

Each degree candidate must make application for a degree by December 15. All students receiving degrees are required to participate in commencement activities. The degree is conferred with distinction upon graduates who have maintained a grade point average of 3.5 or higher in the professional curriculum.

Course requirements for the Doctor of Optometry degree, as well as other educational policies, are subject to change and do not constitute a contract between an applicant for admission or a student, and Pacific University or the College of Optometry. When changes are made, a revised curriculum is made available to students advising them of the new requirements. Options for extenuating circumstances and for a smooth transition to the new requirements will be provided.

2000-2001 Academic Year Curriculum for Students Enrolled in the Doctor of Optometry (O.D.) Degree Program

The curriculum for the Doctor of Optometry degree program is broad in scope and diversity while emphasizing areas of traditional strength and uniqueness within the profession. The faculty members of the College of Optometry recognize the value and importance of active learning in the classroom, wherein students are active participants in their learning. The goals of incorporating active learning techniques are to enhance the retention of material beyond individual classes, the development of problem-solving skills, enthusiasm for learning, and motivation for lifelong study. While the courses in the curriculum are listed in a traditional lecture and laboratory format, active learning is an important complement to the classroom activity.

First Professional Year

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<td>Opt 533</td>
<td>Microbiology, Genetics and Immunology; Pharmacology of Antinfective Drugs; Diseases of the Lid and Lacrimal System</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Opt 534</td>
<td>Laboratory Procedures for Assessment of Ocular Disease</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Opt 537</td>
<td>Etiology, Diagnosis and Management of Systemic Diseases; Pharmacology of Systemic Medications I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Opt 547</td>
<td>Clinical Procedures: Binocular Testing and Optics with Laboratory</td>
<td>2</td>
</tr>
</tbody>
</table>

Second Professional Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Opt 601</td>
<td>Ophthalmic Optics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Opt 602</td>
<td>Sensory-Motor Interactions in Vision with Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<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 637</td>
<td>Etiology, Diagnosis and management of Systemic Diseases; Pharmacology of</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Systemic Medication II</td>
<td></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>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>21.5</strong></td>
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</table>

### Spring Semester: Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</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>
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<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 638</td>
<td>Etiology, Diagnosis and management of Systemic Diseases with Laboratory;</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Pharmacology of Systemic Medication III</td>
<td></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</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>21.5</strong></td>
</tr>
</tbody>
</table>

### To enroll in second year classes, students must be advanced to the second year by the faculty, or obtain approval from the course instructor and the Associate Dean for Academic Programs.

### Third Professional Year

#### Summer Semester (10 week term): Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opt 715</td>
<td>Patient Care: First Session</td>
<td>1</td>
</tr>
<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>
<tr>
<td></td>
<td>Elective(s) *</td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
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</table>

#### Fall Semester: Hours

<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: Second 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>
<tr>
<td></td>
<td>Elective(s) *</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
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</table>

Prerequisites: Second Professional Year
Spring Semester: ................................. Hours

Opt 723  Patient Care: Third Session ....................... 2
Opt 725  Assessment and Management of Strabismus and Amblyopia with Laboratory .................. 4
Opt 727  Evaluation and Management of Patients with Perceptual Problems with Laboratory ............. 3
Opt 735  Applied Ocular Therapeutics ...................... 1
Opt 762  Communication in Optometric Practice with Laboratory ............................................. 2
Opt 764  Optometric Economics and Practice ................ 4
Elective(s) * ............................................. 16

*Students are required to complete a minimum of four elective credits during their third year. These electives may be chosen from those offered by the College of Optometry. Alternatively and with the authorization of the student's academic advisor, the following courses may be substituted: 1) courses taken on an independent study contract; 2) courses taken at Pacific University outside of the College of Optometry; or, 3) courses taken at other institutions with credits transferable to Pacific University (the costs of any courses taken at other institutions are the responsibility of individual students).

Prerequisites: Third Professional Year
To enroll in third year classes, students must have satisfactorily completed all course work in the first two years of the curriculum and be advanced to the third year by the faculty. Exceptions to this policy must be approved by the course instructor and the Associate Dean for Academic Programs (clinic courses also require the approval of the Associate Dean for Clinical Programs).

Fourth Professional Year
The fourth professional year consists of three, fifteen week clinical rotations. One of these rotations is internal, wherein the students provide optometric care in several of the Pacific University College of Optometry Vision Centers in the Portland metropolitan area. The two other rotations are external preceptorships. During these external rotations, students provide optometric care in a variety of clinical settings.

All Semesters: ................................. 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

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Prerequisites: Fourth Professional Year
To enroll in fourth year classes, students must have satisfactorily completed all course work in the first three years of the curriculum and be advanced to the fourth year by the faculty. Exceptions to this policy must be approved by the course instructor and the Associate Dean for Academic Programs (clinic courses also require the approval of the Associate Dean for Clinical Programs).

GRADUATE AND ADVANCED EDUCATION

Opportunities in advanced education at Pacific University for Doctors of Optometry include the Masters of Science (M.S.) in Clinical Optometry; the Masters in Education, Visual Function in Learning (M.Ed., V.F.L.); on-campus and off-campus residency programs; the Teaching Fellow
program; and, continuing optometric education programs. The masters degree, residency, and Teaching Fellow programs are designed to prepare individuals for careers in optometric education, research, and clinical positions requiring specialty training or clinical management.

Graduate Degrees
The Masters of Science (M.S.) in Clinical Optometry program is built around a core of seminar courses designed to enhance the student’s knowledge in a broad spectrum of optometric subjects that range from new instrumentation and visual information processing, to contact lenses and disease treatment. In addition to the core seminars, students take a course in research methods and complete either a thesis or a comprehensive written examination in a topic selected by the student.

The masters program is designed to be flexible and can be customized to meet the needs and desires of individual students. Courses can be added to the core curriculum on topics such as education and teaching methods, international optometry, clinic administration, public health policy, optometric techniques, and case analysis. It is possible to combine the M.S. program with a residency by scheduling two days per week of clinic experience for five terms.

The M.S. program is designed so that students can enter at the beginning of the fall semester and complete the program five semesters later. Although a minimum of 30 credits is required for graduation, most students take full advantage of the program and enroll for more than this minimum number. Each student in the program is assigned an academic advisor to assist with course selection to meet the student’s needs and desires.

All students take the core courses unless substitutions are approved. With approval from the academic advisor, courses beyond the core can be selected from the wide range of optometry, education, management, and other courses offered by Pacific University.

The Master of Education, Visual Function in Learning (M.Ed., V.F.L.) is also offered and provides optometrists with additional theoretical grounding in the teaching/learning process and augments their understanding of the role that vision and vision therapy play in the total educational process. This program is designed to provide specialized study to qualify as an educational vision consultant, and/or to pursue a career in optometric education or clinical positions requiring specialty education. It may be undertaken concurrently with the Doctor of Optometry (O.D.) degree or thereafter.

Graduate Student Classification
Two categories of graduate study are recognized: unclassified and classified.

Unclassified Status
Individuals who do not intend to engage in an organized program leading to a degree or certificate, who wish to take an occasional course for personal or professional growth, or whose academic plans have not been formulated may be admitted to graduate study in unclassified status.

Classified Status
Individuals planning to pursue a graduate degree or post-baccalaureate certificate program must be admitted to graduate study in classified status.

Admission Requirements
Applicants for the M.S. in Clinical Optometry or M.Ed., V.F.L., must have completed a tertiary level (post-secondary) program in optometry either in the United States or abroad that is well recognized by the international optometric community. Concurrent enrollment is also possible for the M.Ed., V.F.L., providing that the student is pursuing a degree in optometry. Residency training cannot be done concurrently with the Doctor of Optometry (O.D.) program.

Application Procedures
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.

When the application file is complete it is sent to the appropriate academic area for review. The student will be notified of the action taken on the application.

**General Requirements for Masters Degrees**

1. A minimum of 30 semester hours of graduate credit, at least 20 of which must be earned at Pacific University.

2. A total of 10 semester hours of graduate credit transferred from other accredited institutions and/or earned in unclassified status at Pacific University may, with approval of the appropriate dean and academic advisor, be applied to the program.

3. Courses that have been applied to another degree cannot be used to satisfy requirements for the masters degree.

4. All work submitted for the masters degree (including transferred credits, dissertation, examination, etc.) must be completed within a period of seven calendar years unless special provisions are made from the appropriate dean.

5. A minimum cumulative 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**

Upon admission to a graduate studies program, the student will be assigned an academic advisor who will help the student prepare a proposed program of study. This program must include a listing, by semester, of all courses to be taken. The program must have the approval of the student's advisor and is subject to the review process designated by the college before the end of the first semester following admission to classified graduate status.

All Masters of Science (M.S.) candidates (who are pursuing the research option) must submit a proposal for a significant research project through their advisor 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. 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. M.S. candidates (who are pursuing the research option) and M.Ed. degree candidates will be assigned a thesis committee by their academic advisor for advice during the course of research and the preparation of the thesis.

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.

If a spring commencement is planned, all candidates for the M.S. (who are pursuing the research option) and M.Ed. degrees shall submit to their thesis committee, no later than four weeks prior to formal commencement exercises, copies of their thesis prepared in accordance with the formal requirements. When approved by the thesis committee, the student shall deliver to the optometry/science librarian two copies signed by the members of the thesis committee. These are due on or before May 1. Masters candidates may also be required to make a public presentation of their thesis or area of special interest.

Upon completion of all requirements, the appropriate degree will be conferred at the next commencement. 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 .................................... Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<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>
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For Research Option:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opt 995</td>
<td>Thesis Research</td>
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</tbody>
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For Comprehensive Study Option:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</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. The academic advisor will appoint and coordinate the faculty members to administer the examination.

Note: Provision is made to substitute requirements when it has been determined that a particular student has already completed an equivalent course and/or some other special circumstances are present. All substitutions must have the approval of the academic advisor.

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.

The M.Ed./V.F.L. program, in cooperation with the School of Education, enables optometrists to specialize in visual problems as they relate to reading and the learning process of children. Candidates must hold or be working toward the professional terminal degree in optometry. All optometry students will have 11 credit hours available for coursework of their choice over and above the annual required hours within the O.D. degree.

The objectives of the Visual Function in Learning program are:

1. To develop a knowledge base concerning the role that visual factors play in learning disability diagnosis and remediation; fundamental theories of cognition, learning and language development; the major diagnostic theories in reading and related prescriptive techniques; decision-making systems, service delivery models and program management within education organizations; awareness of the varied constituencies that the public schools must satisfy.
2. To develop skills in research and in diagnosis, therapy, and case management within a multi-disciplinary setting.

Curriculum
Candidates complete a minimum of 30 semester hours of graduate courses in individual planned programs, which include the following:
1. 20 semester hours in the School of Education
2. 4 semester hours in the College of Optometry
3. 6 semester hours of electives

Requirements:

Area I: Education
Educ 420G Normal Language Development in Children ............... 2
Educ 421G Diagnostic Practice in Reading: Clinic .................... 1
Educ 423G Diagnostic Practice in Reading: Formal Assessment .............. 1
Educ 425G Diagnostic Practice in Reading: Informal Assessment .............. 1
Educ 426G Practicum: Reading Remediation ......................... 1
Educ 514 Principles of Guidance and Counseling ..................... 2
Educ 531 The Exceptional Child ............... 2
Educ 565 Seminar: Educational and Optometric Connections .... 1
Educ 555 Independent Study ............... 1

Area II: Optometry
VED/Opt 744 Visual Problems That Relate to Learning Difficulties with lab .... 3
VED/Opt 765 Seminar in Multidisciplinary Service ................... 1

Area III: Research and Thesis (minimum 6 hours)
Educ 596 Education Research Project .................................. 6

Area IV: Electives
Elective Courses ......................................................... 6
(Approved courses from Arts and Sciences, Optometry, School of Education, or other graduate programs. The following may be used: Opt 531, 532, 535, 602, 661)
In addition to fulfilling the requirements stated above, the candidate is encouraged to take course offerings in other areas to strengthen and to provide further exploration into a particular area of interest. Electives must be approved by the M.Ed. / V.F.L. Coordinator. A planned program of courses must be filed with the School of Education.

Thesis
The capstone experience is a thesis, giving candidates an opportunity to synthesize professional education in the optometric clinical setting. University faculty mentors who serve on thesis committees guide students in completing their theses.

All Master of Education, Visual Function in Learning candidates will be appointed a Thesis Committee who will guide the development of a research proposal. Once the proposal is developed it needs to be reviewed by the Coordinator of M.Ed., V.F.L. and the Dean of Optometry, or their designates. The proposal must be approved seven months before the date of proposed graduation. The Thesis Committee will then advise the student during the course of research and the preparation of the thesis.

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.

The Thesis Committee will include the following members:

a. Chair, appointed by the Coordinator, M.Ed., V.F.L. The chair serves as the student’s advisor and instructor of credit for the thesis hours.

b. Faculty member, appointed by the Coordinator, M.Ed., V.F.L.
c. Faculty member nominated by the student and approved by the Coordinator, M.Ed., V.F.L.

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.)

Students who are within six hours of completing their program may participate in the May commencement ceremony.

**Admission**

Applications are accepted twice a year: November 1 and April 1. Requirements include:

1. Transcripts from each college or university attended
2. 3.00 minimum GPA in at least 8 semester hours of graduate work
3. O.D. degree or current status as an optometry student
4. Two letters of recommendation from optometry faculty
5. Completed application
6. Written essay explaining why the applicant is seeking this degree
7. Personal interview

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. 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

**Course Descriptions: M.Ed./V.F.L. Degree Program**

For the course descriptions in Areas I and III see the School of Education section of this catalog. For the course descriptions in Area II see the Optometry course descriptions in this section of the catalog.

The VED prefix is used for the M.Ed., V.F.L. requirement. These courses, if applied to the M.Ed., V.F.L. cannot be used for the Optometry degree.

**Post-Graduate Residency Education**

Opportunities in post-graduate education include residency programs that lead to a certificate of completion. The following programs are affiliated with the Pacific University College of Optometry:

**Residency in Cornea and Contact Lenses**

Pacific University College of Optometry, Forest Grove, Oregon

**Residency in Ocular Disease / Refractive and Ocular Surgery**

Eye Care Associates of Nevada, Reno and Las Vegas

**Residency in Primary Eye Care Optometry**

Jonathan M. Wainwright Memorial Veterans Administration Medical Center, Walla Walla, Washington

**Residency in Primary Eye Care Optometry**

Portland Veterans Administration Medical Center, Portland, Oregon

**Residency in Primary Eye Care / Geriatric Optometry**

Roseburg Veterans Affairs Healthcare System, Roseburg, Oregon

**Residency in Primary Eye Care / Geriatric Optometry**

Spokane Veterans Administration Medical Center, Spokane, Washington

**Residency in Primary Eye Care / Geriatric Optometry**

Veterans Administration Puget Sound Healthcare System, American Lake Division, Tacoma Washington

**Residency in Cornea and Contact Lenses**

Mission: The mission of the Pacific University College of Optometry cornea and contact lens residency program is to prepare qualified graduates of optometry for careers in contact lens education, independent practice, clinical research or a combination thereof by providing advanced practical experience and academic teaching exposure with an emphasis in contact lenses and anterior segment conditions.

**Program Objectives**

1. To provide opportunities for in-depth clinical experience specializing in contact lenses.
2. To encourage the resident to develop as a specialist by serving as a consulting/attending doctor for interns.
3. To offer experience in contact lens education.
4. To encourage the resident's pursuit of scholarly activity.
5. Stimulate a commitment to service in the resident.

Residency in Ocular Disease / Refractive and Ocular Surgery

Mission: Ocular Disease / Refractive and Ocular Surgery residency is a one year post-doctoral training program. The program is designed to enhance the clinical skills necessary to diagnose and manage visually impaired patients whose visual loss emanates from various ocular and systemic disease processes. Main emphasis is on cataract and refractive surgery. Optometric/ophthalmologic medical/surgical co-management care is stressed. The program develops the communication skills necessary to interact with referring optometrists and other health care professionals.

Program Objectives
1. To improve the resident's proficiency and competency in the care of visually impaired patients through management of a wide variety of cases involving medical and surgical eye care.
2. To develop experience and proficiency of the resident in managing visually impaired patients whose visual loss emanates from various ocular and systemic disease processes.
3. To develop the resident's understanding of optometric/ophthalmologic medical/surgical co-management of visually impaired patients.
4. To develop the resident's understanding in triaging secondary and tertiary care of the patient with ocular and/or systemic disease processes.
5. To develop the resident's ability to function as a primary care member of the health care team through participation in a multidisciplinary health care delivery system.
6. To develop the resident's ability to recognize and participate in the treatment plan of ocular disease and systemic disease manifested in the visual system through appropriate interaction with experienced optometric and ophthalmological practitioners.
7. To develop the resident's understanding of practice management within private optometric practices.
8. To prepare optometrists for careers in multidisciplinary optometric/ophthalmological care of medical/surgical patients.
9. To develop the resident's experience and proficiency in managing pre- and post-operative LASIK, intrastromal corneal rings, and clear lensectomy refractive surgical procedures.

Residency in Primary Eye Care Optometry

Mission: Primary Eye Care Optometric Residency is a one-year post-doctoral training program. This residency program offers qualified doctors of optometry an educational opportunity for exceptional and broad-based development as an optometric practitioner. The educational experience will concentrate on the delivery of primary eye and vision care to a predominantly-outpatient veteran population. Primary eye and vision care experiences include, but are not limited to, ocular disease management, binocular vision, contact lenses, and low vision. Compassionate and individualized patient care is expected. An interdisciplinary approach to the delivery of health care will be cultivated, and full utilization of the medical centers and university's resources will be encouraged. Residents will also develop clinical didactic teaching skills.

Program Objectives
1. Enhance the primary eye and vision care assessment and management skills of the residents through significant and broad-based clinical experience.
2. Foster the resident's active participation as members of an interdisciplinary health care team.
3. Develop the resident's skills as educators.
4. Encourage the resident's pursuit of scholarly activities.
5. The sponsor and affiliate will provide an excellent facility and administrative support to maximize the resident's environment for learning.
Residency in Primary Eye Care / Geriatric Optometry

Mission: Primary Eye Care/Geriatric Optometry Residency is a one-year post-doctoral training program. Primary eye and vision care experiences include, but are not limited to, ocular disease management, low vision, and limited binocular vision and contact lenses. Compassionate and individualized patient care is expected. Geriatric optometry concentrates on the management of visual and ocular disorders that affect the elderly. An interdisciplinary approach to the delivery of health care will be cultivated and full utilization of the medical center and university’s resources will be encouraged. Residents will develop clinical didactic teaching skills.

Program Objectives

1. Enhance the primary eye and vision care assessment and management skills of the residents through significant and broad-based clinical experience.
2. Foster the resident’s active participation as a member of an interdisciplinary health care team.
3. Develop the residents’ skills as an educator.
4. Encourage the residents’ pursuit of scholarly activities.
5. Provide excellent facility and administrative support to maximize the resident’s environment for learning.

Application Procedure: Post-Graduate Residency Education

Application deadline is February 1, preceding the July 1 program starting date for the Veterans Administration positions, August 1 program starting date for the Cornea and Contact Lenses position and August 31 starting date for the Ocular Disease / Refractive and Ocular Surgery position. Candidates requesting positions at Veterans Administration sites are required to process through the ORMS matching program. Candidates requesting positions with the Cornea / Contact Lens position and the Ocular Disease / Refractive and Ocular Surgery position apply directly to the program coordinators.

Applicants must submit:

1. A completed application for the specific residency, including essays
2. Current curriculum vitae
3. Examination scores from the National Board of Examiners in Optometry
4. Three letters of recommendation from full-time clinical faculty members
5. Evidence of eligibility for state licensure. State of Oregon eligibility is required for Contact Lens residency

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. Individual residency programs may have additional eligibility criteria, applicants should consult with program coordinators for specific requirements.

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 Teaching Fellow’s responsibilities include laboratory, clinical, and classroom instruction, all under the supervision of faculty member mentors. The Teaching Fellow Program Coordinator and the Associate Dean for Academic Programs also serve as mentors. Since full tuition remission for graduate studies at Pacific University is available for Teaching Fellows, the program is especially desirable for recent graduates who are 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 Teaching Fellow Program Coordinator, in care of the Associate Dean for Academic Programs, Pacific University College of Optometry.
Continuing Education

Continuing professional education for optometrists and optometric assistants is offered on campus and in various locations throughout the United States, Mexico, and Canada. These courses are presented for groups ranging from 10 to 250 participants. Depending upon the course offered, a lecture format, hands-on workshop, web-based interactive format, or video format may be conducted. Course offerings are submitted to COPE (a clearinghouse for optometric education) and state boards of optometry to qualify for continuing optometric education credit in meeting requirements for license renewal. Certificate courses and transcript quality courses are also offered.

COURSE DESCRIPTIONS

Opt 501 Geometric Optics with Laboratory
Principles of geometric optics, including the propagation of light, reflection and refraction, prisms, thin lenses, thick lenses and lens combinations, lens design, mirrors, aberrations, stops and pupils, optical systems. Laboratory designed to supplement the lecture material. 4 hours.

Opt 502 Physical Optics with Laboratory
Principles of wave optics including interference and diffraction, thin films, Fourier optics, holography, light scattering, polarization, photometry, quantum optics, spectroscopy, and lasers. Laboratory designed to supplement the lecture material. 3 hours.

Opt 503 Visual Optics and Ocular Motility with Laboratory
Optics of the uncorrected and corrected eye, visual acuity, ocular motility and an introduction to binocular vision. 4 hours.

Opt 516 Clinical Experience I
Orientation to the optometric profession. Observation and participation in clinics with fourth year students and faculty. 0.5 hour.

Opt 517 Clinical Experience II
Orientation to different modes of optometric practice. Observation and participation in clinics with fourth year students and faculty. 0.5 hour.

Opt 531 Ocular Anatomy, Physiology, and Biochemistry with Laboratory
Anatomy, histology, physiology, biochemistry, and photochemistry of the structures of eyelid and lacrimal system. Basic elements of biochemistry. supplement the lecture. 4.5 hours.

Opt 532 Anatomy of the Visual System with Laboratory
Development of the eye, anatomy and physiology of the orbit, and extraocular muscles. Ocular circulation and sensory, motor, and autonomic innervation of the visual system, visual pathways and visual field defects. 3 hours.

Opt 533 Microbiology, Genetics and Immunology; Pharmacology of Anti-infective Drugs; Diseases of the Lid and Lacrimal System
Principles of microbiology, immunology, and genetics, and their application to ocular diseases. Pharmacology of anti-infective drugs and their use in treatment of ocular diseases. Epidemiology, symptoms, signs, diagnosis, and management of diseases and trauma of the eyelids and lacrimal system. 3 hours.

Opt 534 Laboratory Procedures for Assessment of Ocular Disease
A discussion/laboratory seminar designed to provide an understanding of how laboratory procedures can be used to assess ocular disease. 1 hour.

Opt 535 Functional Neuroanatomy and Neurobiology

Opt 536 Pharmacological Principles and Autonomic Agents
Pharmacokinetics, pharmacodynamics, routes of drug administration, drug interactions, and drug toxicity. Drugs affecting the autonomic nervous system. Drugs used in the treatment of glaucoma; prescription writing. 3 hours
Opt 537  Etiology, Diagnosis and Management of Systemic Diseases; Pharmacology of Systemic Medications I
Etiology, diagnosis, and management (including pharmaceutical) of diseases of the cardiovascular, endocrine, immune, gastrointestinal, pulmonary, hepatic, and hematologic systems. Pharmacology of systemic medications. 4 hours.

Opt 546  Clinical Procedures: Non-refractive Diagnostic Tests with Laboratory
Clinical optometric instrumentation and skills including visual acuity measurement, external ocular examination, basic biomicroscopy, direct ophthalmoscopy, and basic visual field assessment. 3 hours.

Opt 547  Clinical Procedures: Binocular Testing and Optics with Laboratory
Clinical optometric instrumentation and skills including entrance tests, lensometry and lens measurement, retinoscopy and stereoscope card skills. 2 hours.

Opt 562  Behavioral Optometric Science with Laboratory
Basic concepts of behavioral vision care, evolution of prescription criteria, visual adaptive processes, psychophysical bases of optometric evaluation, attention and vision, techniques of optometric research. Epidemiology of relevant ocular and visual anomalies. 4 hours.

Opt 601  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 602  Sensory-Motor Interactions in Vision with Laboratory
Studies of monocular and binocular accommodation, convergence, and pupillomotor relationships; graphic representation of monocular and binocular visual functions; motor and sensory fusion; binocular visual space, visual fields; basis of aniseikonia and stereoscopic depth perception. Biomechanical models of vision. 4 hours.

Opt 616  Theory and Methods of Refraction
The distribution of refractive status through the life span; signs, symptoms, clinical significance, and management of refractive anomalies; principles underlying routine objective and subjective clinical measurement of refractive status, accommodation, and convergence. Epidemiology of relevant ocular and visual anomalies. 3 hours.

Opt 617  Optometric Case Analysis
Basic methods for analyzing data from and prescribing for non-diseased binocular patients; basic considerations in the 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
Case history and clinical thinking skills. Participation in screenings and clinical participation and observation in clinics with third year students and faculty. 0.5 hour.

Opt 621  Clinical Experience IV
Case history and clinical thinking skills. Participation in screenings and clinical participation and observation in clinics with third year students and faculty. 0.5 hour.

Opt 631  Diagnosis and Treatment of Anterior Segment Diseases
Epidemiology, symptoms, signs, diagnosis, treatment, and management of diseases of, and trauma to, the conjunctiva, cornea, iris, ciliary body, sclera, and episclera. 2 hours.
Opt 632 Detection, Assessment and Treatment of Anterior Segment Diseases
A discussion/laboratory seminar designed to teach techniques for the detection, assessment, and treatment of anterior segment disease. 1 hour.

Opt 633 Diagnosis and Treatment of Posterior Segment Diseases
Epidemiology, symptoms, signs, diagnosis, treatment, and management of diseases of, and trauma to, the choroid, retina, and visual pathway, including glaucoma and visual field anomalies. 3 hours.

Opt 634 Detection, Assessment and Treatment of Posterior Segment Diseases
A discussion/laboratory seminar designed to teach techniques for detection, assessment, and treatment of posterior segment diseases. 1 hour.

Opt 637 Etiology, Diagnosis and management of Systemic Diseases; Pharmacology of Systemic Medication II
Etiology, diagnosis, and management (including pharmaceutical) of diseases of the cardiovascular, endocrine, immune, gastrointestinal, pulmonary, hepatic, and hematologic systems. Pharmacology of systemic medications. 2 hours.

Opt 638 Etiology, Diagnosis and management of Systemic Diseases with Laboratory; Pharmacology of Systemic Medication III
Etiology, diagnosis, and management (including pharmaceutical) of diseases of the cardiovascular, endocrine, immune, gastrointestinal, pulmonary, hepatic, and hematologic systems. Pharmacology of systemic medications. Procedures for evaluating hematologic systems. Pharmacology of systemic medications. Procedures for evaluating head, neck, ear, nose, throat, musculoskeletal, pulmonary, neurologic, and cardiovascular systems; venipuncture, subcutaneous injection, and intramuscular injection. 2 hours.

Opt 646 Clinical Procedures: Refractive Error Measurement with Laboratory
Skills required for clinical optometry including keratometry, human eye retinoscopy, and the analytical examination. 2 hours.

Opt 647 Ophthalmic Dispensing Procedures with Laboratory
Frame/lens terminology, frame styling, frame/lens parameter selection, frame material properties; discussion of frame adjustment and alignment, lens mounting and insertion, and frame repair. 2 hours.

Opt 648 Clinical Procedures: Phorometry and Ocular Health with Laboratory
Skills required in clinical optometry, including tonometry, gonioscopy, binocular indirect ophthalmoscopy, binocular refraction, and color vision. 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
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. 4 hours.

Opt 715 Patient Care: First Session
Supervised clinical practice including the examination, diagnosis, analysis, and care of selected patients in Pacific University affiliated clinics. 1 hour.
Opt 716 Theory and Practice of Specialty Contact Lenses with Laboratory
Principles of fitting rigid and soft contact lenses for the correction of astigmatism, presbyopia, and irregular corneal shapes; practice management aspects of contact lenses. 4 hours.

Opt 718 Advanced Optometric Case Analysis with Laboratory
Various models of interpreting clinical data. Normal and abnormal visual performances including statistical interpretations of optometric data. Distance, nearpoint, and prism lens prescription procedures. Reinforcement of material by presentation of patient case reports in laboratory. 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. 4 hours.

Opt 721 Clinical Experience V
Clinical thinking skills, optometric case discussions, participation in screenings and clinical patient care.

Opt 722 Patient Care: Second Session
Supervised clinical practice including the examination, diagnosis, analysis, and care of selected patients in Pacific University affiliated clinics. Lectures review current cases emphasizing problem-solving methods in the delivery of patient care. 2 hours.

Opt 723 Patient Care: Third Session
Supervised clinical practice including the examination, diagnosis, analysis, and care of selected patients in Pacific University affiliated clinics. Lectures review current cases emphasizing problem-solving methods in the delivery of patient care. 2 hours.

Opt 724 Pediatric and Developmental Optometry
Vision as part of the total development of the human being; the interrelationships between visual abilities and other modalities and functions. Normal development of ocular and visual function from birth to adult. Age-appropriate tests for evaluating the vision of children. Epidemiology of relevant ocular and visual anomalies, and prescribing guidelines for modifying and enhancing visual performance of children. 2 hours.

Opt 725 Assessment and Management of Strabismus and Amblyopia with Laboratory
Clinical management of strabismus and amblyopia with emphasis on primary care. Differential diagnosis, prognosis, and evaluation of therapeutic procedures. Vision therapy techniques, lenses, prisms, and co-management for strabismic and amblyopic patients. Epidemiology of relevant ocular and visual anomalies. Laboratory supplements lecture material through practice of procedures for diagnosis and treatment. 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. Procedures for guiding and modifying visual performance and co-management strategies. Development of treatment plans. Evaluation of community resources available to patients with perceptual problems. 3 hours.
Opt 728  Assessment and Management of the Partially-Sighted Patient
Clinical management of visual problems of the partially-sighted patient. Examination and treatment of the low vision patient. Prescription of conventional spectacles, telescopic and microscopic spectacles, television readers, special magnifying devices, and non-optical devices. 2 hours.

Opt 733  Assessment and Management of Ocular Disease Patients
Indications, techniques, and interpretation of the procedures used in disease detection, assessment, and management. Emphasis is on management of the entire patient rather than just the patient’s specific disease. 2 hours.

Opt 735  Applied Ocular Therapeutics
The use of medications in the treatment of ocular disease, including adnexal, anterior segment, and posterior segment disorders. Emphasis is placed on the clinical thinking process for determining the most appropriate therapeutic drug or drugs for the treatment of a particular disease. 1 hour.

Opt 761  Public Health Optometry

Opt 762  Communication in Optometric Practice with Laboratory
Theory and practice of doctor-to-patient communication. Patient interviewing, effective interview behavior, patient management, and accurate history taking. Verbal, nonverbal, and written communication. Student participation in peer and self-evaluation, observation of professional interviews using video and audio tape recordings. Laboratory supplements lecture material. 3 hours.

Opt 763  Environmental, Occupational, and Recreational Vision

Opt 764  Optometric Economics and Practice
Management and legal aspects of optometric practice. Modes of practice, practice development. Locating and establishing a practice. Formation and operation of partnerships and associations; multidisciplinary practices; health maintenance organizations. Ethics, professionalism, and professional responsibilities to the public. Organizations within the profession and current trends. 4 hours.

The first course of a two course sequence involving a creative, disciplined study of a topic or phenomenon related to optometry. Requirements include the development of a formal proposal which may describe an experimental or non-experimental study. Didactic presentations relative to research design are an integral part of the course. 1 hour.

Opt 815  Primary Patient Care: Preceptorship Rotation #1
Supervised clinical practice in affiliated hospital settings, health care centers, public and private vision clinics. General and/or specialized health care services unique to each site. 15 hours.

Opt 816  Primary Patient Care: Preceptorship Rotation #2
Supervised clinical practice in affiliated hospital settings, health care centers, public and private vision clinics. General and/or specialized health care services unique to each site. 15 hours.

Opt 817  Primary Patient Care: Internal Clinic Rotation
Supervised primary care clinical practice in Pacific University affiliated clinics. Clinical case conferences offering discussion and review of current cases are included. 7 hours.

Opt 818  Vision Therapy Patient Care
Supervised clinical management of patients requiring vision therapy in Pacific University affiliated clinics. 3 hours.
Opt 819 Low Vision Patient Care
Supervised clinical management of patients requiring low vision care and devices in Pacific University affiliated clinics. 1 hour.

Opt 820 Contact Lens Patient Care
Supervised clinical management of patients wearing or desiring to wear contact lenses in Pacific University affiliated clinics. 1 hour.

Opt 821 Clinical Rounds
A lecture/seminar course utilizing cases to illustrate evaluation and management of refractive, binocular, accommodative, disease, and visual information processing problems. 1 hour.

Opt 822 Pediatric Patient Care
Supervised optometric 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
A continuation of Opt 791. Requirements include the completion of a thesis proposal approved by a faculty advisor. (Fall Semester Only) 1 hour.

Elective Courses: Doctor of Optometry (O.D.) Degree Curriculum:

Opt 729 Assessment and Management of the Partially Sighted Patient, Seminar
This elective will provide hands-on experience with the devices and assessment techniques discussed in Opt 728 Assessment and Management of the Partially Sighted Patient. 1 hour.

Opt 740 Seminar in Contact lenses
Identification, etiology and remediation of contact lens problems as complications of corneal physiology, refractive implications, and materials and solutions used; literature review of specific contact lens topics; student preparation and delivery of a lecture on some phase of contact lens practice; evaluation of contact lens articles in the published literature. 2 hours.

Opt 741 Geriatric Optometry
Special needs of the geriatric population. Ocular and systemic aging changes, pharmacological needs, and mentation and independence issues of the aged person as seen in office and in custodial institutions. Emphasis on diagnosis and interaction with primary care physicians, social workers, and occupational therapists. 1 hour.

Opt 743 Neurorehabilitative Optometry
Principal aspects of neurological conditions. Discussions on the pathophysiology of neurological impairment; examination techniques, including neurological assessment; ocular and systemic health; treatment options. Strategies for team management including obtaining hospital privileges and co-managing patients with other health care professionals. 2 hours.

Opt 744 Vision Problems That Relate to Learning Difficulties with Laboratory
Role of vision in relation to educational, psychological, and speech and hearing performance. Diagnosis, remediation and management of learning disability patients with emphasis on reading problems. Interrelationship between achievement level, IQ, personality test results and optometric findings such as eye movements, perception and visual processing, refractive status and accommodative-convergence function. Observation of instruction of children with learning disorders. Comparison of visual and classroom performance. 3 hours.

Opt 745 Laser Management of Ocular Disease
Use of lasers in managing anterior and posterior ocular conditions. Laser treatment of patients with open or closed angle glaucoma, retinal conditions, refractive anomalies, and capsulotomies. Management of possible complications and legal considerations. Includes demonstrations and hands-on practice. 1 hour.
Opt 746 Sports and Recreational Vision
Theory, diagnosis, and remediation of sports vision problems. Static and dynamic visual acuity, accommodation, pursuit and saccadic eye movements, binocularity, and gross and fine visual-motor coordination and specific sports. Sports vision research theory. The role and scope of the sports vision consultant. Laboratories involve the clinical diagnosis and treatment of sports vision problems. 2 hours.

Opt 748 Hospital Based Optometry
Obtaining hospital privileges, credentialing, quality assurance, and accreditation. Ordering, interpreting, and charting radiology, laboratory and fluorescein angiography results. Ethical dilemmas in the multidisciplinary setting. Charting, verbal communication, and written communication with various health care providers. 2 hours.

Opt 749 Refractive Surgery
Surgical and laser treatments of refractive error including historical and state of the art techniques. Patient selection factors and protocols for co-management. Diagnosis, treatment, and management of postoperative complications. The role of optometry in the invasive correction of refractive error. 1 hour.

Opt 750 Orthokeratology
Historical development of orthokeratology. Anatomical, physiological, and refractive characteristics of the cornea and their assessment. Patient selection for orthokeratology and various methods of treatment. 2 hours.

Opt 751 Current Topics Impacting Optometry
New scientific discoveries and current trends in research impacting patient care. Current clinical and professional issues. New and different approaches to health care. New diagnostic and treatment approaches. 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
Opt 918  Seminar in Contact Lenses
Review of current literature on contact lenses. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on contact lenses will be given by faculty members and invited guests. 1 hour

Opt 919  Seminar in Environmental Vision
Review of current literature on environmental vision. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on environmental vision will be given by faculty members and invited guests. 1 hour

Opt 931  Seminar in Visual System Structure, Function, and Biochemistry
Review of current literature on the structure, function, and biochemistry of the visual system. Students will read and present reports of relevant articles from current issues of selected journals. Special topics will be assigned for more extensive student reports. Presentations will be given by invited guests. 1 hour

Opt 932  Seminar in Ophthalmic/Systemic Disease
Review of current literature on disease etiology, diagnosis, and management. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on disease etiology, diagnosis, and management will be given by faculty members and invited guests. 1 hour

Opt 962  Seminar in Presentation Methods in the Health Professions
Methods used to teach and present information. Setting long and short term goals, designing lesson plans, presentation techniques and styles, examinations, and innovative teaching methods, including the use of audiovisual and computer technology. 1 hour

Opt 991  Research and Data Analysis Methods
Research design strategies and data analysis procedures. Use of computerized data recording, analysis, and reporting procedures will be stressed. Methods for preparing material for publication or oral presentation will be covered. 4 hours

Opt 995  Thesis Research
Conducting a research project with the guidance and cooperation of a faculty thesis committee. Following completion of the project to the satisfaction of the faculty committee, an oral presentation is made to the faculty and a written report is prepared for submission to the University library. May be repeated three times for credit. *2 hours

Additional information on Opt 995: Project topics will be suggested by faculty members or may be originated by students themselves. Following discussions with potential faculty thesis committee members, an oral and written presentation describing the project is made to the College of Optometry Research and Awards Committee for review and comment (see section entitled “Academic Procedures”). Project topics may include case studies, literature reviews, clinical trials, development of new procedures or techniques, instrument evaluations, etc. The written report must be approved and signed by all members of the faculty committee; it may be in the form of a formal thesis or it may be a major paper (or papers) suitable for publication in an optometric/vision journal (or book). Presentation of the project at local and national meetings is strongly encouraged.

Opt 996  Special Study
Intended as an alternative or in addition to Opt 995 Thesis Research. Involves conducting a complete literature review or participating in a series of smaller projects/experiences on a special topic of the student’s choice and taking a comprehensive written and/or oral examination on the topic. Students should confer with their advisor before selecting this option and must have their special topic approved by the advisor. May be repeated three times for credit. The examination will be given in the final term of Opt 996. *2 hours
Residency Option
Students who desire to combine a residency with their Masters program will participate in a clinical experience (Opt 920) two days per week for five academic semesters.

Opt 920  Clinic Experience
Participation in delivery of clinical services. May be repeated five times for credit. Must be taken five times to qualify for Residency certification. 3 hours (two days per week)

Interest Area and Elective Courses:
Masters of Science (M.S.) in Clinical Optometry Degree Program

Some courses are given by departments or divisions outside the College of Optometry and are subject to their scheduling. Some optometry courses are given on an as needed basis. With advisor approval, students may select an interest area and elective courses other than those listed below. Students can choose from the several hundred advanced courses offered by the various departments and divisions of Pacific University.

Sample Elective Courses: Masters of Science (M.S.) in Clinical Optometry Degree Program

BA 300G  Management Principles
This course provides an understanding of the duties and responsibilities of managers. Basic management knowledge, attitudes, skills and managerial processes are stressed. 3 hours

BA 320G  Human Resource Management
Functions of a personnel program in a business organization. Contributions of research in the social sciences to personnel administration. Operation and techniques of a personnel department including job evaluation, psychological testing, employment counseling, wage administration, and other personnel programs. 3 hours

Opt 963  International Optometry
Review of the comparative education base of Optometry in various nations and the relation to scope of practice and practice modes. Examination of barriers to growth of the profession and an exploration of strategies to promote orderly progress. 3 hours

Opt 935  Prescribing Lens Corrections for Problem Patients
Methods for analyzing patient findings to produce an optimum lens prescription. Balancing accommodation and convergence with lenses. Use of horizontal and vertical prism. Use of computerized analysis procedures. 3 hours

Phil 307G  Ethics, Medicine and Health Care
A study of ethical issues that arise and occur within medical and health care contexts and professions. 4 hours

Opt 964  Teaching Experience
Participate in the teaching of a course or laboratory. Arranged with individual faculty members. 2 hours

Opt 956  Independent Study
Coursework not covered by regular courses and arranged as independent study with an instructor. An independent study contract is required to register. Credit hours are assigned by the instructor.

*Opt 995 Thesis Research and Opt 996 Special Study are graded in the following manner: A grade of "X" will be submitted by the appropriate faculty member as the student progresses through the sequence. Once the thesis is completed (Opt 995) or examination is completed (Opt 996) final grades are submitted. All "X" grades will then be changed by the Registrar to coincide with the final grade submitted by the thesis advisor or examination advisor.
College of Optometry Calendar 2000-2001

SUMMER SEMESTER - 2000

April

April 28 - 30  NBEO Part III ***

May

May 1 - 5  Faculty Prep Time

May 5  Clinic Staff and Faculty In-Service (All Clinics Closed)

May 8  FIRST DAY of Summer Semester Classes, 4th Yr Clinics and Preceptorships *

May 8  3rd Year Summer Clinic Orientation

May 8  4th Year Summer Clinic Orientation **

May 9  3rd Year Summer Clinic Begins

May 20  Commencement: Class of 2000

May 27 - 30  Memorial Day Holidays

College/Clinics Closed

July

July 1 - 4  Independence Day Holidays

July 15  LAST DAY of 3rd Year Summer Clinic

July 18 - 21  FINALS conducted during this week (see course syllabi)

July 21  LAST DAY of 3rd Year Summer Semester Classes

July 22  FIRST DAY of Optional 3rd Year Summer Clinic

August

Aug 8 - 9  NBEO Part I ***

Aug 19  LAST DAY of Optional 3rd Year Summer Clinic

Aug 21 - 22  All Faculty Conference

Aug 22  LAST DAY of 4th Year Summer Clinics and Preceptorships *

Aug 23 - 24  Clinic Offices Open

Patient Care by Arrangement ****

FALL SEMESTER - 2000

August

August 21 - 22  All Faculty Conference

August 23 - 25  Faculty Prep Time

August 24 - 25  First Year Student Orientation

August 25  Clinic Staff and Faculty In-Service (All Clinics Closed)
August 28  FIRST DAY of Fall Semester Classes, 3rd Yr Clinic and Preceptorships *
        4th Year Fall Clinic Orientation **

September
September 2 - 4  Labor Day Holiday
        College/Clinics Closed

October
October 12 - 14  GWCO (MUST submit approved Absence Request Form to Clinic Staff)
October 19  Standards and Appeals Committee
        Mid-Semester Review (1:00 PM - 3:00 PM)

November
November 22  Thanksgiving Holiday
        Classes and Clinics end at Noon
        Admin/Clinic Offices Close at Noon
November
23 - 25  Thanksgiving Holidays
        College/Clinics Closed

December
December 4 - 6  No 4th Year Patient Care
December 5 - 6  NBEO Part II ***
December 6  LAST DAY of classes and 3rd Year Fall Clinic before Finals
December 7 - 11  American Academy of Optometry Annual Meeting
December 11 - 15  FINALS:  Fall Semester - 1st, 2nd, and 3rd Year
December 15  LAST DAY of Fall 4th Year Clinics and Preceptorships *

December 18 - 20  Patient Care by Arrangement ****
December 22 - 31  December/New Year Holidays

SPRING SEMESTER - 2001

January
January 1  New Year Holiday
        College/Clinics Closed
January 2 - 11  Patient Care by Arrangement ****
        Administrative/Clinic Offices Open
January 8 - 12  Faculty Prep Time (Faculty Workshop TBA, attendance expected)
        Administrative/Clinic Offices Open
January 12  Clinic Staff and Faculty In-Service (All Clinics Closed)
January 15  FIRST DAY of Spring Semester Classes, 3rd Yr Clinic and Preceptorships *
        4th Year Clinic Orientation **

March
March 8  Standards and Appeals Committee
        Mid-Semester Review (1:00 PM - 3:00 PM)
March 24-31  Spring Break - 1st, 2nd, 3rd and 4th Year *
        Administrative/Clinic Offices Open
March 19 - 23  Patient Care by Arrangement ****
April

April 27  LAST DAY of classes and 3rd Year Clinic before Finals

April 30 - May 4  FINALS: Spring Semester - 1st, 2nd, and 3rd Year

May

May 4  LAST DAY of Spring Semester, 4th Year Clinics, and Preceptorships *

May 7 - 10  Clinic Offices Open

Patient Care by Arrangement ****

May 19  Commencement: Class of 2001

SUMMER SEMESTER - 2001

May

May 11  Clinic Staff and Faculty In-Service (All Clinics Closed)

May 14  First Day of Summer Classes, Clinics, and Preceptorships *

*  Preceptorship schedules and holidays may vary from this calendar. Please refer to the Preceptorship Manual.

**  Refer to Orientation Instruction Letter by Carole Timpone, OD.

***  Primary NBEO administration dates are listed for completeness of this Calendar. Please refer to the NBEO website at http://www.optometry.org for current information and additional exam administration dates.

****Please see Marti Fredericks, Director of Clinical Operations.
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 (MSPT) as the entry-level degree into the profession. The School of Physical Therapy is now in the process of changing from the MSPT to the Doctor of Physical Therapy (DPT) as the entry-level degree into the profession. The Commission on Accreditation in Physical Therapy Education (CAPTE) has granted "Interim Accreditation" for the DPT program and the new DPT program will be initiated with the class entering Fall 2000.

The primary goal of the School of Physical Therapy is to graduate a well rounded and highly competent clinician ready to assume duties in the standard areas of physical therapy practice, e.g., hospital departments, outpatient clinics, private practices, and rehabilitation centers. To achieve this goal, every effort is made to offer a curriculum well balanced in the areas of orthopedic, neurologic, and general physical therapy with attention to the needs of pediatric patients, geriatric patients, and other special populations.

The curriculum is organized so that didactic classroom learning is periodically intermixed with clinical learning. Beginning with the second semester of the first year, and continuing each semester thereafter, longer and longer time periods are spent in the clinic. Thus, by the end of the program 36 weeks are devoted to full-time clinical experiences and internships.

Threaded throughout the curriculum and emphasized in all courses are problem solving, ethical and professional behavior, good writing and speaking skills, the value of research, lifelong learning and the importance of contributing to the growth and development of the profession.

Clinical Internships

Currently the School of Physical Therapy affiliates with 150 different clinical facilities. These include acute hospital settings, outpatient clinics, rehabilitation centers, private practices, school systems, specialized hospitals and home health agencies. Although the majority of these affiliates are in the Portland area and in Oregon, students also go to many other states including Idaho, Utah, Alaska, Washington, Hawaii, California, Arizona, Montana and Minnesota. New clinical sites are continually added in order to provide variety and quality to the students’ clinical experiences.

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.
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 early December.

Enrollment in the professional program is limited and admission is highly selective. A cumulative GPA of 3.0 is required to apply to the program. Students who will have completed a minimum of three academic years (90 semester) of college work including the prerequisites by the date of enrollment in the professional program are eligible to apply for admission. Please note that completion of these prerequisites does not necessarily correspond to Pacific’s bachelors 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 including:

• Strength and breadth of academic record;
• Evidence of work (volunteer or paid, 100 hours minimum) under the supervision of one or more professionals in the field of physical therapy - preferably within a general hospital setting;
• Strength of letters of evaluation;
• Content of application forms and the care with which they have been prepared; and
• Extracurricular and community activities.

Based on the criteria listed above, a limited number of applicants are invited for on-campus, personal interviews. The interview is required and is a contributing factor in the admission decision. It allows the selection committee to assess subjectively essential skills and traits which may not be reflected in the written application. In the interview, consideration is given to knowledge of the profession, motivation toward a career in physical therapy, ability to think clearly and logically, poise, self-confidence, warmth and verbal expression of ideas.

New classes begin in late August of each year; students may not enter the program in the middle of the year. Application procedures must be completed in December. Interviews are usually held in March and notification of admission is commonly made by April 15.

Prerequisites

Students must complete the following pre-professional courses, and earn a bachelors degree prior to enrollment in the professional program. All prerequisite courses must be completed with a grade of "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 224; Biol 240.)

Chemistry: 8 semester hours/12 quarter hours. Must include a standard one-year course in general chemistry. Courses must include laboratory. (If taken at Pacific University Chem 220, 221; 230.)

Physics: 8 semester hours/12 quarter hours. A standard two-semester course or the quarter system equivalent. This course need not be calculus based. All courses must include laboratory. (If taken at Pacific University; Phy 202/204 [or Phy 232/242].)
Psychology: 6 semester/9 quarter hours. Must include a course in general psychology. (If taken at Pacific University: 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 hours. (in addition to psychology prerequisite listed above) in sociology, psychology, political science, economics, anthropology. At least three semester hours must be outside psychology. Note: A single course in History may be used in either Humanities or Social Sciences, but may not be used in both.* The courses used to satisfy this requirement may not be less than a 2 semester (3 quarter) hour course.

Bachelor Degree Requirements
The bachelors degree is required of all students and must be completed no later than the beginning of the third and final year of the professional program. As of Fall 2002, all applicants will be required to have earned a bachelors degree prior to enrollment into the program.

Options for students entering Fall 2000 or 2001
1. Earn the bachelors 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 bachelors 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 bachelors degree at Pacific by meeting one of the two following degree categories:
   a. Bachelor of Science in Health Science offered by the College of Arts and Sciences.

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 the College of Arts and Sciences Catalog.)

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 of Science in Human Function offered by the School of Physical Therapy.

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. In addition, the student must complete the following degree requirements:

1. In addition to all prerequisites to the School of Physical Therapy, the following coursework if required:
   a. Elective in biological sciences 3 semester hours
   b. Elective in physical activities 2 semester hours
   c. Electives in social sciences, humanities and/or education 12 semester hours
   d. General electives 15 semester hours
   e. Upper division courses: first year of Physical Therapy Program 37 semester hours

2. At least 4 upper division courses in the first 90 semester hours

3. Total number of units for degree (minimum) 127 semester hours

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 earlier in this catalog.

Academic Procedures

The general regulations of the University apply to all students enrolled in the physical therapy program unless otherwise specified. Other matters of academic or professional importance to physical therapy students, for which there are no standing provisions may be referred to the Director of the School of Physical Therapy.

Courses in the physical therapy curriculum are open routinely only to students enrolled in the School of Physical Therapy.

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. See Sections on Academic Policies and Professional Behaviors in the current School of Physical Therapy Student Handbook.

Agreement to abide by the policies and procedures of the University and the School is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize their standing in the School of Physical Therapy and may constitute grounds for probation or removal from the School. Students must maintain good standing in the program in order to be eligible for, or continue on, any School administered scholarships.

A student's standing may be jeopardized by one or more of the following:

1. Indications of poor academic performance.
2. Insufficient progress in the development of clinical skills.
3. Failure to comply with School rules or procedures.
4. Unprofessional conduct, unethical conduct, or illegal conduct.
5. Evidence of behavior that may hinder professional competence and interpersonal or professional relations.
Faculty will evaluate academic performance, clinical skills, and professional development and behaviors demonstrated in the educational environment and in clinical performance according to standards set forth in the University Catalog, the School of Physical Therapy Student Handbook, the Intern Clinical Education Manual and elsewhere.

Students will be given regular feedback on their progress in the program. A student who is not performing adequately according to the standards will receive notification through written feedback and/or individual advisement. After receiving such warning, failure to improve performance before the next scheduled evaluation may result in academic probation.

Students placed on academic probation will receive formal written notification outlining the reasons for probation and expectations that must be met in order for probation to be lifted. Failure to meet the requirements of probation in a timely manner may result in removal from the School.

In the case of flagrant and intentional violations of the Code of Academic Conduct or the Physical Therapy Code of Ethics, a student may be removed from the School without previous warning at any time in his or her academic career.

In general, program decisions regarding academic standing are final. A decision may be appealed only if the student can show that 1) there was an error in the procedure used by the faculty, 2) there is new evidence sufficient to alter the decision, or 3) the sanction imposed was not appropriate to the severity of the violation of professional or academic standards. The Director's office informs the student of faculty actions.

Appeals 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 MSPT PROFESSIONAL PROGRAM**

**First Year**

**First Semester**

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<th>Course</th>
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<td>PT 505</td>
<td>Functional Neuroanatomy I</td>
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<td>PT 510</td>
<td>Human Motion and Biomechanics I</td>
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<tr>
<td>PT 520</td>
<td>Physical Agents I</td>
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</tr>
<tr>
<td>PT 540</td>
<td>Fundamentals of Therapeutic Exercise</td>
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**Second Semester**

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<td>PT 460</td>
<td>Applied Human Physiology</td>
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<tr>
<td>PT 500</td>
<td>Professional Issues</td>
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<tr>
<td>PT 506</td>
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<td>PT 511</td>
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<td>PT 530</td>
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</table>
### Second Year

#### First Semester
- **PT 507** Neurosciences Seminar (elective) ................................ (1)
- **PT 542** Neurological Dysfunction and Therapeutic Procedures I .................. 3
- **PT 545** Motor Control and Motor Learning ............................................. 2
- **PT 560** Musculoskeletal Dysfunction and Therapeutic Procedures I ............. 4
- **PT 565** Clinical Experience II ........... 2
- **PT 570** Pathology, Medical Disabilities and Therapeutic Procedures ............. 3
- **PT 595** Research ............................................. 2

**Total: 16 (17)**

#### Second Semester
- **PT 561** Musculoskeletal Dysfunction and Therapeutic Procedures II ............. 2
- **PT 570** Pathology, Medical Disabilities and Therapeutic Procedures ............. 1
- **PT 575** Psychological Aspects of Illness Disability .................................. 2
- **PT 580** Neurological Dysfunction and Therapeutic Procedures II ............... 5
- **PT 585** Clinical Experience III ........ 4
- **PT 590** Health Care and the Geriatric Patient ...................................... 2
- **PT 595** Research ............................................. 1

**Total: 17**

### Third Year

#### First Semester
- **PT 600** Organization and Administration ............................................ 3
- **PT 610** Physical Therapy Evaluation Seminar ....................................... 2
- **PT 620** Clinical Internship I ............. 6
- **PT 655** Professional Lecture Series ............................................... 2
- **PT 665** Bioethics for Physical Therapists Seminar .............................. 1
- **PT 695** Thesis .................................................. 1

**Total: 15**

#### Second Semester
- **PT 630** Clinical Internship II .......... 6
- **PT 640** Clinical Internship III ........ 8
- **PT 665** Special Topics ............................................. 1
- **PT 695** Thesis .................................................. 2

**Total: 17**

### Course Descriptions in the MSPT Professional Program

**P.T. 450 Gross Human Anatomy I**

Advanced study of the structure of the human body with special emphasis upon the musculoskeletal, nervous and cardiopulmonary systems. Lecture and laboratory. Fall: 5 hours. Sanders.

**P.T. 451 Gross Human Anatomy II**

Continuation of Gross Human Anatomy I. Lecture and laboratory. Spring: 2 hours. Sanders

**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. Banaitis.
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.

P.T. 511  Human Motion and Biomechanics II
Continuation of Human Motion and Biomechanics I. 4 hours. Medeiros.

P.T. 520  Physical Agents I
Biophysical principles, physiological effects, clinical techniques and application of massage, hydrotherapy, light, heat, sound, and other therapeutic measures. 3 hours. Bush and Banaitis.

P.T. 525  Physical Agents II
Continuation of Physical Agents I. Emphasis on electrical muscle stimulation, electroanalgesia, therapeutic electricity, and electrophysiological testing. Unit on orthotics and prosthetics included. 4 hours. Bush and Ourada.

P.T. 530  Clinical Experience I
Full-time two-week clinical experience under supervision of licensed physical therapists. 1 hour. Salzman.

P.T. 540  Therapeutic Exercise
Theory and principles of therapeutic exercise to include exercise equipment, basic nursing skills, stretching/range-of-motion, strengthening and endurance training, transfers, back/neck care, relaxation, fitness, stress reduction, and assistive gait. A strong emphasis on practical problem solving will be utilized. 2 hours. Salzman and Farrell.

P.T. 542  Neurological Dysfunction and Therapeutic Procedures I
This course presents the student with a continuation of theory and principles of therapeutic exercise. Course emphasis is on the development of posture and movement skills, and neurophysiologic treatment techniques. Laboratory experience includes a major introduction to proprioceptive neuromuscular facilitation treatment techniques. Pathology, evaluation, and treatment of the adult patient following a cerebral vascular accident will also be presented. 3 hours. Cicirello, Banaitis and Farrell.

P.T. 545  Motor Control and Motor Learning
Introduction to theories of movement control, including information processing, control loops, and motor programming. Includes examination of teaching, practice, and memory variables and theories of motor learning. Clinical application of research from the neurosciences, psychology and physical therapy. Practical application, particularly to patient populations, is stressed. 2 hours. Lundy-Ekman.

P.T. 560  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. 4 hours. Bush, Rutt and Nee.

P.T. 561  Musculoskeletal Dysfunction and Therapeutic Procedures II
Continuation of Musculoskeletal Disabilities and Therapeutic Procedures I. 2 hours. Bush, Rutt and Nee.

P.T. 565  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 will focus on neurological disabilities of both children and adults commonly seen by physical therapists. Diagnoses of spinal cord, head trauma, various nervous system and balance disorders and developmental disabilities will be emphasized. Course content will include pathology of the above, as well as physical therapy evaluation and treatment. 5 hours. Cicirello, Banaitis and Farrell.

P.T. 585 Clinical Experience III
Full-time two-week clinical experience under supervision of licensed physical therapists. 4 hours. Salzman.

P.T. 590 Health Care and the Geriatric Patient
General introduction to gerontology and health care for the geriatric patient. This course focuses on the biology of aging, common medical conditions for the elderly and health policy for the elderly. It relates these issues to the practice of physical therapy. 2 hours. Farrell.

P.T. 591 Independent Study
This course is intended to allow a student to pursue a specialized or unique interest that is not part of the curriculum, but is related to it. It does not replace any required course. No more than one (1) credit of Independent Study may be taken per semester and no more than five (5) may be taken over the entire program. 1 hour. Faculty.

P.T. 595 Research
An introduction to the research process, including discussion of research designs, hypothesis testing, and data analysis relevant to physical therapy. Includes preparation of thesis proposal. Fall: 2 hours; Spring: 1 hour. 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.

Grading for clinical experiences/internships is on a Pass/No Pass basis. The academic faculty determines successful completion of any given clinical affiliation. 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.

COURSES IN THE DPT PROFESSIONAL PROGRAM

First Year, First Semester (15/16 weeks)

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<td>DPT 510</td>
<td>Clinical Biomechanics I</td>
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<td>DPT 520</td>
<td>Rehabilitation Neuroscience I</td>
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<td>DPT 530</td>
<td>Physical Agents and Mechanical Modalities</td>
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<tr>
<td>DPT 540</td>
<td>Patient Assessment, Intervention and Therapeutic Exercise</td>
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First Year, Second Semester (19 weeks)

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<td>DPT 521</td>
<td>Rehabilitation Neuroscience II</td>
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<td>DPT 531</td>
<td>Electrotherapeutic Agents, Orthotics and Prosthetics</td>
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<td>DPT 550</td>
<td>Applied Physiology</td>
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<td>DPT 560</td>
<td>Physical Therapy: Professional Considerations</td>
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<td>DPT 570</td>
<td>Clinical Internship I</td>
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Second Year, First Semester (15/16 weeks)

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<td>DPT 610</td>
<td>Adult Neuromuscular System: Examination and Intervention I</td>
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<td>DPT 620</td>
<td>Motor Control and Motor Learning</td>
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<td>DPT 630</td>
<td>Musculoskeletal Examination and Intervention for the Extremities</td>
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<td>Clinical Internship II</td>
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<td>DPT 650</td>
<td>Medical Disabilities and Therapeutic Interventions I</td>
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<td>Research Methods and Statistics I</td>
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Second Year, Second Semester (19 weeks)

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<td>Musculoskeletal Examination and Intervention for the Neck and Trunk</td>
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<td>Research Methods and Statistics II</td>
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<td>DPT 680</td>
<td>Geriatrics and Gerontology</td>
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Third Year, First Semester (15/16 weeks)

DPT 685 Pediatric Neuromuscular System: Examination and Interventions ..........3

DPT 690 Educational Strategies for Physical Therapists ............ 3

24

DPT 700 Principles of Management and Supervision for Physical Therapists ...........4

DPT 710 Evaluation Seminar I ..........2

DPT 720 Clinical Internship IV ..........8

DPT 730 Professional Lecture Series ...........................................2

DPT 740 Introduction to Medical Imaging for Physical Therapists ...............1

DPT 750 Biomedical Ethics for Physical Therapists .............1

DPT 790 Thesis I .................................................................1

Third Year, Second Semester (19 weeks)

DPT 711 Evaluation Seminar II ..........1

DPT 721 Clinical Internship V ..........8

DPT 722 Clinical Internship VI ...........8

DPT 770 Clinical Electives .................1

DPT 780 Seminar in Community Health Strategies in Physical Therapy ...................1

DPT 791 Thesis II ...............................2

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Course Descriptions

Doctorate in Physical Therapy (DPT)

DPT 500 Human Anatomy I

Advanced study of the gross structure and histology of the human body. Special emphasis is placed on the musculoskeletal, nervous, cardiovascular and respiratory systems. The course is organized by regions of the body, with the emphasis on the gross anatomy of each region. In addition, the microstructure specific to the tissues discussed will be studied. The course has a lecture and a laboratory component. The lab sessions will involve regional dissection of cadavers, and parallel the information covered in the lecture material. DPT 500 encompasses upper and lower extremities, including bones, joints, muscles, nerves, blood vessels and connective tissues. DPT 501 is a study of the back, head and neck, thorax, abdominal wall and abdominal contents. DPT 500: 5 hours; DPT 501: 2 hours.

DPT 510 Clinical Biomechanics I

DPT 511 Clinical Biomechanics II

DPT 510 and 511 are designed to provide the student with the biomechanical and histological basis for understanding normal and pathological movement. All of DPT 510 and part of DPT 511 are organized by anatomical region, and although each region is discussed as a unit, every effort is made to illustrate continuities among regions. The discussion of each region includes sections on normal biomechanics and the application of biomechanics to pathological motion. Each section incorporates units on goniometry, muscle testing, stretching, design of exercise programs and palpation. The remainder of DPT 511 covers posture, scoliosis, and gait analysis. DPT 510: 4 hours; DPT 511: 4 hours.

DPT 520 Rehabilitation Neuroscience I

Introduction to clinically relevant neuroscience. Topics include: neuroanatomy, cellular and intercellular physiology, neuroplasticity, development of the nervous system, and the somatic, autonomic, and motor systems. Neural disorders commonly encountered in practice and differential diagnosis are emphasized. Students are expected to fully participate throughout the course in: group discussions of neuroscience, case reports and case studies; inquiry sessions; laboratory and computer-based experiences; and problem-based learning. 2 hours.

DPT 521 Rehabilitation Neuroscience II

Continuation of Rehabilitation Neuroscience I. Topics include: peripheral nervous system, spinal region, cranial nerves, brain stem region, auditory, vestibular, and visual systems, cerebrum, blood supply to the nervous system, and the cerebrospinal fluid system. Neural disorders commonly encountered in

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practice and differential diagnosis are emphasized. Active learning, as described for DPT 505, continues in this course. 4 hours.

**DPT 530 Physical Agents and Mechanical Modalities**
A comprehensive coverage of biophysical principles, physiological effects, clinical techniques and applications with an emphasis on problem solving and clinical decision making. Topics include massage, superficial and deep heat, hydrotherapy, cryotherapy, therapeutic light, traction, wound care, bandaging, compression therapies and continuous passive motion. The course includes lectures, clinical skill laboratories, use of interactive audiovisual programs for clinical decision making, independent student literature reviews, abstract writing and class presentations of current research in physical agents. 3 hours.

**DPT 531 Electrotherapeutic Agents, Orthotics and Prosthetics**
Physical principles and physiological effects of electricity on the human body, with an emphasis on clinical decision making. Course topics include iontophoresis, electrical muscle stimulation, functional electrical stimulation, neuromuscular electrical stimulation and transcutaneous electrical nerve stimulation. Physiologic function is assessed with biofeedback, nerve conduction velocity and electromyography. The orthotics and prosthetics portion of the course includes upper and lower extremity and trunk orthotic devices and upper and lower extremity prosthetics. The course includes lecture, clinical laboratory practice, the use of interactive audiovisual programs and practice in clinical writing. 4 hours.

**DPT 540 Therapeutic Exercise**
Theory and principles of therapeutic exercise to include exercise equipment, patient care skills, active stretching, range-of-motion, strengthening and endurance training, functional mobility, body mechanics, fitness, stress reduction, and assistive gait. A strong emphasis is placed on solving basic physical therapy clinical problems including examination, evaluation and intervention of functional mobility impairments. 2 hours.

**DPT 550 Applied Physiology**
This course is a study of human physiology from the cellular level of metabolic functions to the operation of primary and specialized organ systems. Emphasis is placed on application of physiologic principles to the development of optimal function and efficient human movement. The following areas are stressed: metabolism, muscle physiology, cardiovascular and respiratory dynamics, renal function, body defenses, and hormonal control of function. Methods designed to improve performance are discussed and instrumentation frequently used to evaluate muscular, cardiac, and pulmonary function are presented in the laboratory setting. 4 hours.

**DPT 560 Physical Therapy: Professional Considerations**
This course is designed to introduce the student to the history and sociology of the physical therapy profession and its role in the health care system. Additional areas of study include professional ethics and behavior, licensing and legal issues, overview of the public health system, roles of other health professionals and the functions of the rehabilitation team. The course format is variable including lecture, discussion, group work and student presentations. A unit on medical terminology is achieved by independent study as is one on clinical documentation. 2 hours minimum.

**DPT 600 Neurosciences Seminar (elective)**
Discussion, problem solving and student case-history presentation. Prerequisite: DPT 520, 521. 1 hour.

**DPT 610 Adult Neuromuscular System: Examination and Intervention I**
Clinical application of observation skills for motor function within environmental contexts and treatment intervention when a motor problem exists will be explored. Students will develop recognition skills of motor control dysfunction in patients with a variety of diagnoses and evaluate these within Nagi’s systematic framework of Disablement. Treatment interventions presented will include proprioceptive neuromuscular facilitation (PNF), neurodevelopmental (NDT), compensatory, and motor learning. Clinical decision making will be developed as the learner selects, applies, and justifies treatment for specific patient functional goals. Documentation and measurement of treatment will be incorporated. Laboratory component includes a major introduction to PNF and NDT approaches of therapeutic exercise. Specifically, pathology, evaluation and treatment of the patient post cerebral vascular accident (CVA) will be included. 3 hours.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>DPT 611</td>
<td>Adult Neuromuscular System: Examination and Intervention II</td>
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<td>Incidence, etiology and medical management of people with traumatic brain injury, spinal cord injury, and other commonly seen neurological diagnoses will be discussed. Students will learn how to adapt and prioritize their physical therapy examination and interventions based on a patient’s pathology. Vestibular rehabilitation, cerebellar dysfunction, and speech and language disorders associated with central nervous system injury will be introduced. During lab sessions, students will practice: interventions specific for the functional limitations and impairments associated with these diagnoses and with balance disorders; functional assessment tools; wheelchair assessments and mobility; and environmental assessments. Students will also have the opportunity to observe patients who have had traumatic brain injuries and spinal cord injuries. 3 hours.</td>
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<tr>
<td>DPT 620</td>
<td>Motor Control and Motor Learning</td>
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<td>Introduction to theories in motor control and motor learning. Application of these theories to the clinical practice of physical therapy. Application of research evidence to the treatment of specific clients is emphasized. Topics include: identifying primary problems in motor control, quantifying motor control, types of feedback and feedback schedules, practice conditions, task-oriented practice, strategies for improving ambulation, and disorders of upper limb control. 2 hours.</td>
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<tr>
<td>DPT 630</td>
<td>Musculoskeletal Examination and Intervention for the Extremities</td>
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<td>An in-depth study of musculoskeletal impairments and functional limitations of children and adults. The course includes pathology, medical evaluation and physical therapy examination. Students will also plan and execute therapeutic interventions. The course consists of lecture, laboratory practice, student research, student presentations and problem solving activities. The course is organized by anatomic region. DPT 630 covers the upper and lower extremities. 4 hours.</td>
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<tr>
<td>DPT 631</td>
<td>Musculoskeletal Examination and Intervention for the Neck and Trunk</td>
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<td>This course covers etiology, pathology, examination and intervention related to conditions of the TMJ, cervical, thoracic, lumbar and pelvic regions of the body. Examination schema will be presented in a regional approach, and will include relevant procedures to screen for medical disease. Intervention techniques will include passive movement, neural tissue mobilization, therapeutic exercise, muscle energy and other clinical techniques. Physical therapy intervention will be directed at resolution of specific impairments and functional limitations, but will also address contributing factors and prophylaxis. 3 hours.</td>
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<tr>
<td>DPT 650</td>
<td>Medical Disabilities and Therapeutic Interventions I</td>
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<td>This course is a study of pathophysiology and medical conditions of organ systems: the immune system, cardiovascular, pulmonary, integumentary, and renal. The definition, incidence, etiology, histology, pathogenesis, and clinical manifestations are discussed for the most common medical conditions related to each system. Standard medical therapies are discussed including pharmacological and surgical interventions. An emphasis is placed upon differential screening and recognition of medical complications that require precautions or represent contraindications to physical therapy treatment. In addition this course is designed to provide skills related to medical screening through physical examination and evaluation. Direct interventions including patient instruction, therapeutic exercise, functional training, and community integration are considered and practiced. 3 hours.</td>
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<tr>
<td>DPT 651</td>
<td>Medical Disabilities and Therapeutic Interventions II</td>
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<td>This course is a continuation of DPT 650 and includes the following organ systems or medical conditions: genetic diseases, infectious diseases, rheumatic processes, endocrine, gastrointestinal, and genitourinary. 2 hours.</td>
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<tr>
<td>DPT 660</td>
<td>Research Methods and Statistics I</td>
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<td>An introduction to the research process. Includes research design, ethical and legal considerations, hypothesis testing, review of statistical analysis and critical review of published research. 2 hours</td>
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DPT 661  Research Methods and Statistics II
Continuation of DPT 660.  1 hour.

DPT 670  Psychological Aspects of Illness and Disability
This course presents a survey of emotional, behavioral and social effects of injury, illness or disability on patients, their families and other interpersonal relationships. The interpersonal relationship between health professional and patient is emphasized. Clinical experiences are used as illustrations of theoretical material.  2 hours.

DPT 680  Geriatrics and Gerontology
This course is an introduction to the issues facing older persons in the areas of health, health care policy and sociocultural expectations. It addresses the issues surrounding the burgeoning aging population; the common pathologies and impairments that are associated with the over 65 population in the context of normal vs. usual aging of the cardiopulmonary, musculoskeletal, neuromuscular and integumentary systems; and documentation and reimbursement in the Medicare system. Discussions will include the benefits of exercise in prevention of and rehabilitation from functional limitations; home assessment, housing options and community resources; communication and education with the elderly; restraint use issues; and the issues surrounding elder abuse. Students will also critique many of the functional assessment tools used with this population.  3 hours.

DPT 685  Pediatric Neuromuscular System: Examination and Interventions
Introduction to typical development of children, with a focus on motor development in the context of changing environments across the age span, and within the cultural considerations of childhood and family. Developmental disability diagnoses associated with impaired motor function from congenital or acquired disorders of the central nervous system or genetic abnormalities in infancy, childhood, and adolescence will be presented. Students will gain an appreciation for age appropriate developmental assessments, standardized instruments, and functional means to evaluate children with disabilities in various settings. Pediatric public school practice will be discussed and an appreciation for working with families and educators will be modeled.  3 hours.

DPT 690  Educational Strategies for Physical Therapists
Educational strategies for designing and teaching in clinical, community, and academic settings. Learning theory is emphasized with a focus on applications in instruction related to physical therapy. Students select topics to teach to each other, offering constructive critique and support.  3 hours.

DPT 695  Independent Study
This course is intended to allow a student to pursue a specialized or unique interest that is not part of the curriculum, but is related to it. It does not replace any required course. No more than one (1) credit of Independent Study may be taken per semester and no more than five (5) may be taken over the entire program.  1 hour.

DPT 700  Principles of Management and Supervision for Physical Therapists
An in-depth study of service operations management at the organizational and clinical department level is discussed. A focus on the full financial cycle from resource planning and budgeting through reimbursement is emphasized. Basic services of facilities operation and record keeping as well as case management and consulting are addressed. The physical therapist’s role as a leader for personal development as well as a human resource manager is discussed. Students learn the process of program and service line development, implementation, marketing, and outcome management. Current regulatory, legal, and policy and procedures that impact practice management are also presented.  4 hours.

DPT 710  Evaluation Seminar I
This course provides students with the opportunity to integrate their skills for evaluation, planning, and revision of interventions. Live and videotaped demonstrations of examinations and evaluations are presented in class. Small groups of students perform an examination of a patient, justify the tests and measurements performed, perform an evaluation (make clinical judgments), establish a diagnosis and prognosis for the patient, plan therapeutic interventions, and develop a plan for outcomes assessment. The students present the case to an audience of physical therapy students and interested people from the community.  2 hours.
DPT 711  Evaluation Seminar II
Oral and written presentation of individual case reports derived from a patient encounter conducted by the student during a clinical internship. Each presentation will include clinical documentation of that patient encounter, and include review of relevant literature for evidence concerning examination, intervention and outcomes. Oral presentations will be under a format similar to that found at professional conferences. 1 hour.

DPT 730  Professional Lecture Series
A series of lectures, demonstrations, or workshops focusing on specialties and other areas germaine to the practice of physical therapy. Examples of topics included are hand orthotics, clinical education, woman’s health issues, professional communication, and industrial/occupational health. Topics will be presented by faculty and other clinical experts. 2 hours.

DPT 740  Introduction to Radiology for Physical Therapists
The course includes basic principles of radiology and develops a systematic approach to viewing radiographs. The course is interactive in that students will participate in viewing and describing radiographs and discussing findings with the members of the class. Case histories of the patients will be discussed and findings will be integrated with physical therapy practice. A paper is required. 1 hour.

DPT 750  Bioethics Seminar 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 minimum.

DPT 770  Clinical Electives
Elective seminars designed for the student to acquire advanced clinical skills in cardiopulmonary, orthopedic, neurologic, pediatric, and geriatric physical therapy. Specific topics may vary from year to year. 1 hour.

DPT 780  Seminar in Community Health Strategies in Physical Therapy
This course addresses the issues of community and work integration or reintegration from a physical therapist’s perspective. Based on the findings from specific tests and measurements, the student will be able to make an informed judgment as to whether a patient/client is prepared to assume community or work roles and to determine how integration or reintegration would occur. This course includes prevention and wellness programs appropriate to physical therapy for individuals, groups, and communities. 1 hour minimum.

DPT 790  Thesis I
Presentation of a thesis proposal. 1 hour minimum

DPT 791  Thesis II
Completion of thesis based on an examination of a clinical or professional problem using research methodology appropriate to the subject matter. 2 hours.

DPT 665-02 Understanding Disabilities: An Interdisciplinary Inquiry (Elective)
This course will guide the student to a better understanding of why and how physical and cognitive impairments have led to academic, socioeconomic, and cultural exclusion of persons with disabilities in the U.S. Through readings and matching the students with a community member with a disability for weekly dialogue, the student will gain an understanding of what living with a lifelong disability means. Recognition of the differences and similarities between the lives of persons with and without disabilities and the commonality of current social, political, and cultural formations will be introduced through discussions of pro and con arguments, guest presenters, and autobiographical readings.
Through individual journal writings, class presentations and simulations, students will gain a more humane manner of perceiving physical and cognitive differences. 2 hours.

DPT 665-03 Seminar on Children: Learning, Living, and Development (Elective)
Through the interdisciplinary sharing of models and frames of reference, students will explore multiple perspectives on children’s learning and a variety of means for facilitating that learning. Students will develop a family-centered approach through informal and formal venues with parents, and through sharing concepts of child development with peers from disciplines other than their own. The opportunity to engage on an interdisciplinary team, with the focus being child-environment-occupation interaction, should facilitate individual student study and understanding of child development. 1 hour.

THE MASTER OF SCIENCE IN HEALTH SCIENCES DEGREE

General Information
Please note: Due to anticipated changes, AY2000-2001 will be the last year we will be accepting students into this program. The Master of Science in Health Sciences (MSHS) program is designed to assist physical therapists to expand their knowledge base and broaden their career options. Graduates of this program may bring another level of intellectual growth to their current work, pursue new professional responsibilities, or move toward the academic environment.

This post-professional masters degree is fashioned to meet the needs of the practicing physical therapist with professional and/or family responsibilities. Courses are offered in a weekend format and may be facilitated through on-line computer technology. As a result students can anticipate a significant amount of directed independent study both before and following classroom sessions. Students benefit from small classes with individual attention and gain from the experience of classmates as well as an excellent faculty.

Students who are interested in pursuing graduate study, but remain undecided about earning a degree, may complete up to twelve credits in the curriculum before entering the MSHS program. Applications are accepted and evaluated continually throughout the year.

Admissions Requirements
1. Submission of a completed application form with fee.
2. A bachelors degree or its equivalent from an institution accredited by the Commission on Accreditation of Physical Therapy Education (international students may substitute comparable credentials).
3. Minimum of two years of full time professional practice.
5. A 3.0 grade point average in previous professional course work.
6. An official transcript from the University/College which granted the degree or certificate in Physical Therapy.
7. Successful completion of a statistics course, including inferential statistics, within the last seven years. This course is a prerequisite to two core courses.
8. International students must also meet Pacific University’s requirements for international student admission including results of the TOEFL (600 minimum score).
9. A personal interview with the Coordinator of the Graduate Program for the School of Physical Therapy.

Program of Study
The degree requires a minimum of 33 semester hours for completion. Individual educational and professional goals will be considered in the design of each student’s course of study. The 15 hours of core courses are required for all students.
Up to 6 semester hours of graduate credits (500 level and above) may be transferred from another university. Up to 10 hours may be gained through courses offered by the North American Institute of Orthopedic Manual Therapy (NAIOMT). Up to 12 hours may be earned through the Kaiser Permanente Physical Therapy Residency Program in Advanced Orthopedic Manual Therapy. The time limit for any transferred credit and the statistics course is seven years.
Students will be required to complete all degree requirements within five years. It is expected that most students will complete the degree requirements within three years.

I. Core Courses - 15 units (3 units each)

HS 520 Educational Strategies for Physical Therapy
This course examines curriculum and instruction models from the foundation of research in the psychology of learning and in the sociology and practice of teaching. General models will be applied to instructional situations for the physical therapist teacher, specifically in formal classroom settings, clinical settings, and in patient education programs. 3 hours. Narode.

HS 530 Health Policy and Systems
The course will involve the study of health policy, both in general for health care workers, and specifically for physical therapists. Overview of the development, present status, and future of the health care system in the United States. Will include comparison with the health care systems in other developed countries and current legislation in Congress. Special emphasis on rehabilitation and Oregon’s health care system. 3 hours. Hooker.

HS 540 Tests and Measurements in Physical Therapy
In-depth assessment of the uses, advantages, disadvantages, validity, reliability, and sources of error of evaluation procedures and tools commonly used in physical therapy. An emphasis will be placed on the appropriate interpretation of data collected from these tools, as well as outcome measures and assessments. 3 hours. Rutt.

HS 595 Research Design and Applied Statistics
An introduction to the research process, including discussion of research designs, hypothesis testing, and data analysis relevant to physical therapy. Prerequisite: Statistics. 3 hours. Bush.

HS 695 Thesis or Publishable Article
Students must complete either a thesis, or a research or professional project resulting in an article for publication. A minimum of three (3) to a maximum of six (6) semester hours of credit. Students who are working on this requirement must register for at least 1 semester hour per semester. 3 - 6 hours. Faculty.

II. Electives

HS 505 Neuroscience
This course includes advanced study of the structure and function of the nervous system, including neurophysiology and gross neuroanatomy. The material includes current theoretical and research evidence regarding multiple sclerosis, sympathetic reflex dystrophy, cerebral vascular accident, traumatic brain injury, spinal cord injury, and peripheral neuropathies. Sensation, motor control, and clinical application are stressed. 3 hours. Lundy-Ekman.

HS 510 Musculoskeletal Biomechanics
Study of material and structural characteristics of bone, ligament, muscle, tendon, and synovial joints. Detailed study of human movement with respect to the application of forces. Analysis of basic movement patterns and methods of analysis. 3 hours. Faculty.

HS 550 Advanced Anatomy
Advanced study of anatomical structures, normal functional relationships, and clinical implications of pathological conditions. Study includes lecture, prosected cadaveric specimens, models, and computer aided technology. 3 hours. Faculty.

HS 551 Seminar in Pediatrics
This course is designed to provide an avenue for open discussion of current practice issues. Topics include spasticity, interactions with family and educators, clinical decision making, and the integration of “cultures” in treatment. 1 hour. Cicirello.

HS 552 Seminar in Radiology
Presentation of a systematic approach to the understanding and evaluation of x-rays of the cervical and lumbar spine, shoulder, wrist, hand, knee, hip and ankle. Includes viewing of x-rays with discussion. Clinical application of radiology will be included. 1 hour. Swain.

HS 555 Motor Control and Motor Learning
Introduction to theories of movement control, including information processing, control loops, and motor programming. Includes examination of teaching, practice, and memory.
variables and theories of motor learning. Practical application, particularly to patient populations, is stressed. 3 hours. Lundy-Ekman.

**HS 556-98 Seminar in Geriatrics**  
An independent study course addressing current topics in geriatrics theories and interventions. 1 hour. Faculty.

**HS 560 Low Back Pain: A Critical Evaluation of Therapeutic Interventions**  
This course, which is evidence-based, is intended to: 1) review the literature on the treatment of low back pain; 2) provide recommendations for patient care based on the evidence that currently exists; and 3) highlight areas that require further basic and applied research. 3 hours. Medeiros.

**HS 561 Exercise Physiology in Normal and Pathological Conditions**  
An in-depth exploration of exercise physiology and pathophysiology related to the cardiovascular, respiratory and musculoskeletal systems. Emphasis will be placed on utilizing this information as a basis for evaluating patients with selected pathologies commonly seen in physical therapy, and designing and implementing treatment programs. 3 hours. Rutt.

**HS 610 Pathokinesiology**  
A regional detailed analysis of alterations in human movement due to pathology of nerve, ligament, muscle and joints. 3 hours. Faculty.

**HS 640 Pharmacology**  
Study of basic pharmacological concepts such as drug absorption, metabolism and excretion for both the normal and the compromised patient. Pharmacological classes of medications commonly used by patients receiving physical therapy services with an emphasis on known drug interactions and adverse drug reactions will be covered. 3 hours. Faculty.

**HS 660 Concepts in Motion Analysis**  
A study of human movement through the evaluation and analysis of forces placed upon the musculoskeletal system and of joint movement in space. Evaluation will be performed using tools such as force transducers, video motion analysis systems and electromyography among others. 3 hours. Faculty.

**HS 670 Gerontology**  
Review of the biological and psychological effects of aging. Ethical and legal issues in health care for the elderly under the present system of providing acute and long term care. The role of physical therapists as case managers and advocates for the elderly will be explored as well as prevention and fitness programs for the older person. 3 hours. Faculty.

### III. North American Institute of Orthopedic Manual Therapy

**Level II Upper Quadrant; Lower Quadrant**  
A detailed assessment and biomechanics of the musculoskeletal system with rationale for mobilization. 4 hours. NAIOMT faculty.

**Level III Upper Quadrant; Lower Quadrant**  
Advanced biomechanical tests to interpret the interrelationships of musculoskeletal units, treatment and integration techniques. 4 hours. NAIOMT faculty.

**Level IV Advanced techniques**  
2 hours. NAIOMT faculty.

### IV. Kaiser Permanente Physical Therapy Residency Program in Advanced Orthopedic Manual Therapy

**Three-month Clinical Mentorship**  

**Six-month Advanced Clinical Fellowship**  
School of Physical Therapy
Academic Calendar
2000-2001

2000 FALL SEMESTER

August

August 21 - 22  Conference for Faculty / Administrators (tentative)
August 24  9:30 a.m. - 3 p.m. First Year Physical Therapy Student Orientation
August 14 -
October 6  (8 wk) Third Year Students - Clinical Internship I
August 28  First Day of Classes First and Second Year Students

September

September 4  Labor Day Holiday no classes

October

October 9  Third Year Students Start of Classes
October 9 -
October 20  (2 wk) Second Year Students Clinical Experience II
October 13-15  OPTA Fall Conference Portland
October 27-29  APTA National Student Conclave Cherry Hill, NJ

November

November 22  (noon), 23, 24 Thanksgiving Vacation

December

December
6,7,8,11,12,13  Final Examinations
December 14 -
January 2  Christmas Vacation

2001 SPRING SEMESTER

January

January 3  First Day of Classes - First and Second Year Students
January 2 -
February 23  (8 wk) Third Year Students - Clinical Internship II

February

February 1 and 2  Mid-Winter Break First and Second Year Students
February 14-18  CSM - APTA - San Antonio, Texas
February  26 -
  March 9  Third Year Students
           Special Topics Classes

February 12 -
  March 9  (4 wk) Second Year
           Students - Clinical
           Experience III

March
  March 7  Job Fair
  March 12 -
    May 4  (8 wk) Third Year
            Students - Clinical
            Internship III
  March 26-30  Spring Break - First and
                Second Year Students
                (tentative)

April
  April 30 - May 4  First Year Students
                    Final Examinations

May
  May 3 - 5  OPTA Spring
              Conference - TBA
  May 7 - June 1  (4 wk) First Year
                Students - Clinical
                Internship I
            May 7  Third Year Students
                    Final draft of thesis due
  May 9 and 10  Third Year Students
                Thesis Presentations
  May 9-11 and
    14-16  Second Year Students
            Final Examinations
    May 17  Third Year Students
            Last Day for submission
            of finished thesis
    May 19  Commencement

June
  June 20-24  APTA National
              Conference
              Anaheim, California
School of Physician Assistant Studies

Christine F. Legler, PA-C, M.S., Director

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.

MISSION OF THE PHYSICIAN ASSISTANT PROGRAM

The Mission of the Physician Assistant Program is to prepare students to provide care for a diverse population in a changing health care environment through an education based in primary care medicine with a focus on critical thinking. The faculty, staff and students of the Physician Assistant Program:

- advocate for the highest quality of care for all patients
- support the patient's right to participate in all health care decisions
- respect the social, emotional and spiritual needs of the patient
- value the diversity of all cultures, people and life-styles
- understand the concept of the health of the community
- embrace the role of the Physician Assistant in an interdisciplinary team
- encourage lifelong learning to meet the needs and challenges of a changing health care system
- participate in clinical education, training and practice at a variety of sites
- integrate medical economics and information technology into clinical practice
- incorporate the practice of evidence based healthcare
- advance the profession by participation in professional, legislative and community activities

ACCREDITATION

The Pacific University School of Physician Assistant Studies has received full accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Graduates from a CAAHEP accredited program are eligible to sit for the national Physician Assistant certification examination.
MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

The Master of Science in Physician Assistant Studies is designed to provide a comprehensive primary care training program that combines didactic course work with clinical experiences to enable the graduate to work in a variety practice settings. The clinical project provides an opportunity to learn the research process and prepares the graduate to be a critically thinking clinician who can effectively respond to the ever-changing demands of the health care system.

Admission to the Physician Assistant Program

Applicants to the program should request a Physician Assistant application packet from the Admissions Office for Professional Programs. The application deadline is October 1. Admission is highly selective and enrollment in the PA program is limited. To be eligible for admission, students must have earned a bachelors degree by the date of enrollment in the professional program.

Based on the review of the application by the Physician Assistant Admissions Committee, a limited number of applicants are invited for on-campus personal interviews. The interview is required and is a strong contributing factor in the admission decision. It allows the Admissions Committee to assess essential skills and traits, which may not be reflected in the application. In the interview, consideration is given to knowledge of the profession, motivation toward a career as a Physician Assistant, ability to think clearly and logically, self-confidence, and verbal expression of ideas.

The Physician Assistant Program Admissions Committee considers the following factors in the selection process:

- strength and breadth of academic record
- type and depth of prior health care experience
- strength of letters of evaluation
- content of application forms and care with which they have been completed
- quality of writing ability as demonstrated by personal narrative
- understanding of the Physician Assistant profession
- type of community activities
- strength of on-campus personal interview

Prerequisite Courses

The Applicant must complete a bachelors 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 1,000 hours
(paid or volunteer)

At the time of application submission, applicants must be able to provide documentation of a minimum of 1,000 hours of experience with direct patient contact in a health care setting. A wide range of types of experience will be considered such as: nurse RN/LPN, paramedic/EMT/corpsman, medical assistant/nurses aid, medical technologist/technician, respiratory therapist, physical therapist/assistant, occupational therapist/assistant, medical office manager, speech therapist/assistant, psychologist/therapist/counselor, hospital/clinic/nursing home facility volunteer, home health aid, outreach worker, social worker, patient educator, dental assistant and others.

Clinical Education Facilities

The Physician Assistant Program of Pacific University has affiliations with hospitals, managed care organizations, medical groups, community clinics, nursing homes and private practice physicians. The facilities are located throughout Oregon and surrounding states. Clinical sites will be continually added in order to provide variety and quality to the clinical experiences.

Requirements for Clinical Rotations and Research Project:

- Students are required to participate in off-campus activities throughout the program and will be expected to arrange for their own transportation to classes and clinical sites.
- Students should expect to spend several of the clinical rotations outside the Portland area and are expected to make their own travel and housing arrangements.
- The PA program will assist the student with locating housing.
- PA students are encouraged to locate potential clinical rotation sites; however, the faculty of the School of Physician Assistant Studies reserves the right to make final decisions regarding clinical rotations assignments.
- Electronic study will be incorporated into the PA program and students will be expected to communicate electronically with program faculty and classmates during clinical placements.
- Students are expected to develop a clinical project and to locate a site for the project with assistance of the PA faculty advisor.

The faculty of the School of Physician Assistant Studies reserves the right to make final decisions regarding approval of the clinical project.

FINANCIAL AID

A description of the Financial Aid Program at Pacific University, its application procedures, Conditions of Award and Sources and Kinds of Financial Aid is found earlier in this catalog.

ACADEMIC POLICIES AND PROCEDURES

Academic Performance Policy

The goal of the Physician Assistant Program is to provide an educational experience through which students may become confident and competent clinicians. The program faculty is responsible for providing the students with educational opportunities that allow the student to meet this goal. The program is also responsible for protecting the public’s welfare by requiring that all students who complete the program meet or exceed the established minimum performance levels. The School of Physician Assistant Studies makes reasonable accommodation for all students and applicants.

Academic Review

1. Every student is required to achieve a grade of “C” or better for each individual course in the PA curriculum, maintain an overall GPA of 3.0 and demonstrate adequate clinical reasoning skills throughout the program. During the clinical rotations, students are required to receive a “Satisfactory” or better score for every item evaluated by the clinical preceptor. Students are expected to receive a “satisfactory” or
better score for every Item evaluated on the professional performance report. Failure to meet these standards will result in the review of the student's academic performance by the Physician Assistant Program Academic Performance Committee. At any time during a semester a student's academic advisor or course instructor, who has concerns about a student's academic performance or clinical reasoning skills, may request an academic performance review of that student.

2. The academic review process is intended to identify potential academic difficulties for a student and to develop an action plan to address these issues as soon as possible after a problem is identified. The review process also is intended to identify students who may not be capable of completing the program.

3. The Academic Performance Committee is chaired by the Program Director and comprises the following individuals:
   - Academic Coordinator
   - Clinical Coordinator
   - Patient Evaluation Coordinator
   - Clinical Project Coordinator
   - Associate Faculty (as indicated)
   - Medical Director
   - Instructor for course in question
   - Academic Advisor (if different from above)
   - Advocate from Student Advocate Service (if requested by student)

4. The following steps are taken if a student receives a grade below a "C" in a seminar course, an "no pass" in a seminar course, an unsatisfactory rating on any item on a clinical rotation evaluation, an overall GPA below 3.0, or if a course instructor or academic advisor has concerns about a student's clinical reasoning skills or academic performance during a semester:
   a. The course instructor or the student's academic advisor immediately informs the Program Director in writing of a student's unsatisfactory academic performance with a copy sent to the student.
   b. The Program Director convenes the Academic Performance Committee within two calendar weeks of receipt of the letter from the course instructor or academic advisor.
   c. The academic advisor meets with the student prior to the meeting of the Academic Performance Committee to inform the student of the process and review the student's academic performance.
   d. The Academic Performance Committee and the student are notified in writing of the date and time of the committee meeting by the Program Director.
   e. Only members of the Academic Performance Committee and the student may attend the meeting.
   f. The student is asked to participate in the Academic Performance Committee meeting to explain his/her performance to the committee, to answer questions and to make suggestions regarding the corrective action plan.
   g. The student is asked to leave the meeting while the committee discusses the student's performance and develops a written action plan.
   h. The student meets with the Program Director and the academic advisor to review the action plan within two working days of the meeting.
   i. The Program Director and the academic advisor sign the action plan and it will be placed in the student's file.
   j. The Vice President for Academic Affairs and the Dean of Students are notified immediately if the committee decides to terminate a student from the program.

5. A student who fails to meet the terms of the action plan or who has academic difficulties in other courses or rotations may be dismissed from the program. In these situations, the Academic Performance Committee reviews the student's performance and makes a recommendation concerning the student's continuation in the program. The above guidelines and time frames are followed for this process.
6. There will be times when extenuating circumstances cause an exception to the time frames outlined above. Requests for modifying the time frames must be made to and approved by the Program Director. There will also be exceptional circumstances where the first action plan will be to terminate the student.

7. In the absence of the Program Director, the Academic Coordinator acts as the chairperson of the committee.

8. Per University policy, a student can appeal a decision of the Physician Assistant Academic Performance Committee to the University Standards and Appeals Board.

Ethical Misconduct

1. Students are required to follow the University Academic Code of Conduct and the Physician Assistant 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 student's 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 immediately contacts the student to notify him/her of the complaint and to schedule a meeting with the Academic Performance Committee as soon as possible but no later than two calendar weeks from the receipt of the complaint. The Program Director notifies the Vice President of Academic Affairs and the Dean of Students of the situation.

5. The student is 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 are 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 reconvenes when the information is obtained.

6. The Program Director and the Academic Advisor review the action plan with the student within two working days of the decision of the committee. The student, Program Director and the academic advisor sign the action plan and it will be placed in the student's file. The Vice President for Academic Affairs and the Dean of students are notified immediately if the committee decides to terminate a student from the program.

7. In the absence of the Program Director, the Academic Coordinator acts as the chairperson of the committee.

8. Per University Policy, a student can appeal a decision of the Physician Assistant Academic Performance Committee to the University Standards and Appeals Board.

Appeals

1. Per University policy, a student can appeal a decision of the Physician Assistant Program Academic Performance Committee to the University Standards and Appeals Board. Such requests must be submitted in writing to the Vice President for Academic Affairs within 10 working days of receipt by the student of the Academic Performance Committee's decision.

2. University Standards and Appeals board makes the decision to hear an appeal of a decision of the Physician Assistant Academic Performance Committee if one or more of the following criteria are met:
   • there was an error in procedure by the committee
   • there is new information, if available, sufficient to alter a decision
   • the sanction imposed was not
appropriate to the severity of the situation

3. Decisions of the University Standards and Appeals Board are final.

PHYSICIAN ASSISTANT
PROFESSIONAL CURRICULUM

The professional program is 27 months divided into three phases over seven consecutive semesters.
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 (3 months) at a clinical site selected by the student

Phase I Didactic Year

Summer Semester
(12 weeks 16 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 550</td>
<td>Gross Human Anatomy with Lab</td>
<td>6</td>
</tr>
<tr>
<td>PA 552</td>
<td>Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>PA 530</td>
<td>Patient Evaluation I</td>
<td>3</td>
</tr>
<tr>
<td>PA 540</td>
<td>Pharmacology I</td>
<td>1</td>
</tr>
<tr>
<td>PA 510</td>
<td>Current Topics in Healthcare Delivery</td>
<td>2</td>
</tr>
<tr>
<td>PA 515</td>
<td>Introduction to PA Profession</td>
<td>1</td>
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</tbody>
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Fall Semester
(15 weeks 17 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PA 531</td>
<td>Patient Evaluation II</td>
<td>3</td>
</tr>
<tr>
<td>PA 570</td>
<td>Clinical Medicine I Internal Medicine</td>
<td>8</td>
</tr>
<tr>
<td>PA 560</td>
<td>Clinical Laboratory and Diagnostic Medicine</td>
<td>3</td>
</tr>
<tr>
<td>PA 541</td>
<td>Pharmacology II</td>
<td>3</td>
</tr>
<tr>
<td>PA 520</td>
<td>Psychosocial Dynamics of Health Care I</td>
<td>3</td>
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</tbody>
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Spring Semester
(15 weeks 19 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PA 532</td>
<td>Patient Evaluation III</td>
<td>2</td>
</tr>
<tr>
<td>PA 575</td>
<td>Clinical Medicine II Pediatrics/Gynecology / Obstetrics/Geriatrics</td>
<td>4</td>
</tr>
<tr>
<td>PA 580</td>
<td>Clinical Medicine III Surgery / Emergency Medicine</td>
<td>4</td>
</tr>
<tr>
<td>PA 542</td>
<td>Pharmacology III</td>
<td>3</td>
</tr>
<tr>
<td>PA 521</td>
<td>Psychosocial Dynamics of Health Care II</td>
<td>3</td>
</tr>
<tr>
<td>PA 565</td>
<td>Preventive Health Care Issues</td>
<td>1</td>
</tr>
<tr>
<td>PA 595</td>
<td>Introduction to Research</td>
<td>2</td>
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Optional Spanish Language Seminar
(non-graded / non-credit)

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<td>19</td>
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</table>

Phase I Total 55

Phase II Clinical Rotations Year

Summer Semester
(14 weeks 15 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 610</td>
<td>Clinical Skills Workshop one week</td>
<td>2</td>
</tr>
<tr>
<td>PA 665</td>
<td>Professional Practice Issues I one week</td>
<td>1</td>
</tr>
<tr>
<td>Rotation 1 (4 week Rotation)*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Rotation 2 (4 week Rotation)*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Rotation 3 (4 week Rotation)*</td>
<td>4</td>
<td></td>
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</tbody>
</table>

Fall Semester
(17 weeks 17 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 665</td>
<td>Professional Practice Issues II one week</td>
<td>1</td>
</tr>
<tr>
<td>Rotation 4 (4 week Rotation)*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Rotation 5 (4 week Rotation)*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Rotation 6 (4 week Rotation)*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Rotation 7 (4 week Rotation)*</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Spring Semester
(17 weeks 17 semester hours)
PA 665 Professional Practice Issues
III one week ......................... 1
Rotation 8 (4 week Rotation)* .............. 4
Rotation 9 (4 week Rotation)* .............. 4
Rotation 10 (4 week Rotation)* .............. 4
Rotation 11 (4 week Rotation)* .............. 4
—— 17

* Note: Each student must complete the following rotations:
PA 630 Family Practice .................... 8
PA 631 Internal Medicine .................. 8
PA 632 Women's Health Care ............ 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 speciality ........................................ 4

Phase II Total 49

Phase III Clinical Project
Summer Semester
(12 weeks -6 semester hours)
PA 696 Graduate Project
(11 weeks) .............................. 5
PA 665 Professional Practice Issues
IV (one week) ...................... 1

Phase III Total 6

COURSE DESCRIPTIONS
All Physician Assistant courses require admission to the School of Physician Assistant Studies.

PA 515 Introduction to the PA Profession
Development and current status of the PA profession, medical, ethical, legal, and professional health care policies with 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 with emphasis on understanding normal anatomy, variations of normal, and physical examination techniques. Practice involves working with 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 of 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 of 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 of routes of administration, pharmacokinetics, pharmacodynamics and toxicology, drug classes, disease management, use in patient types. Part III. 3 hours; Spring Phase I.

PA 550  Gross Human Anatomy with Lab
Advanced study of the structure of the human body with special emphasis upon the musculoskeletal, neurological, cardiopulmonary systems and visceral structures. Laboratory prosection experiences, selected dissection opportunities. 6 hours; Summer Phase I.

PA 552  Human Physiology
Study of normal and pathological function of selected physiological systems and/or organs in the body with application to clinical situations. 3 hours; Summer Phase I.

PA 560  Clinical Laboratory and Diagnostic Medicine
Review of commonly used laboratory and diagnostic resources in hematology, chemistry, toxicology, microbiology, urinalysis, radiology, imaging, pulmonary function, cardiac testing and other studies. Clinical skills to learn various office tests and diagnostic procedures. 3 hours; Fall Phase I.

PA 565  Preventive Health Care Issues
Preventive health care recommendations for various age groups. Incorporates nutrition, and patient education concepts. 1 hour; Spring Phase I.

PA 570  Clinical Medicine I (Internal Medicine)
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 diseases, 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
Introduction to the research process and evidence based medicine, including reviewing medical literature, discussion of research designs, hypothesis testing, and data analysis relevant to health care delivery. 2 hours; Spring Phase I.

PA 610  Clinical Skills Workshop
Series of seminars designed to prepare the student for clinical rotations including clinical workshops in basic and advanced life support, imaging interpretation, and other technical skills. 2 hours; Summer Phase II.

PA 630  Family Practice Rotation
Clinical rotation for 8 weeks in a family practice medical office setting. Required readings, and patient documentation. 8 hours; Phase II.

PA 631  Internal Medicine Rotation
Clinical rotation for 8 weeks in an internal medicine practice medical office setting. Required readings, and patient documentation. 8 hours; Phase II.

PA 632  Women's Healthcare Rotation
Clinical rotation for 4 weeks in a women’s health care medical office setting. This may include obstetrics/gynecology, or a family medicine setting with an emphasis on female health issues. Required readings, and patient documentation. 4 hours; Phase II.

PA 633  Pediatric Rotation
Clinical rotation for 4 weeks in a pediatric medical office or a family medicine setting. Emphasis is on childhood health issues. Required readings, and patient documentation. 4 hours; Phase II.
PA 634 Surgery Rotation
Clinical rotation for 4 weeks in a surgical setting with an emphasis on inpatient, outpatient, and the surgical arena. Required readings, and patient documentation. 4 hours; Phase II.

PA 635 Mental Health Rotation
Clinical rotation for 4 weeks in a mental health environment such as a community mental health clinic, substance abuse clinic, or hospital based psychiatric setting. 4 hours; Phase II.

PA 636 Emergency/Urgency Care Rotation
Clinical rotation for 4 weeks in an emergency department, or urgency care setting. Required readings, and patient documentation. 4 hours; Phase II.

PA 637 Elective Rotation I (Public Health)
Clinical rotation for 4 weeks at Public Health Center such as at a health department, family planning clinic, migrant worker clinic, or prison. Applied principals of public health and community medicine. Required readings, and patient documentation. 4 hours; Phase II.

PA 638 Elective Rotation II (Any Specialty)
Clinical rotation for 4 weeks in any specialty type practice setting of the student’s choice. Suggestions include rheumatology, dermatology, cardiology, reconstruction surgery, radiology, neurology, neurosurgery, etc. Required readings, and patient documentation. 4 hours; Phase II.

PA 665 Professional Practice Seminars I, II, III, IV
Series of four one-week seminars on professional practice issues and development of the clinical project proposal. Topics include: managed care, practice guidelines, outcome measures, quality management, ethics, cultural diversity, practice management, 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 Clinical Graduate Project
Student conducts and completes a clinical project at a medical site for 10 weeks followed by a one week seminar with oral presentation to student body, faculty, and guests. Required written paper of publishable quality. 5 hours; Summer Phase III.
DIDACTIC YEAR

SUMMER SEMESTER
May 30-August 18, 2000

May
May 25-26 Orientation - University
May 27 Orientation - Program
May 29 Holiday - Memorial Day
May 30 Summer Semester classes begin

July
July 4 Holiday - July 4

August
August 4 Last day for Anatomy/Physiology
August 7 First Day for Pharmacology I
August 18 Last Day of Classes
August 19-27 Student Holiday Break

FALL SEMESTER
August 28 - December 15, 2000

August
August 28 Fall Semester classes begin

September
September 4 Holiday - Labor day

October
October 6 National PA Day

November
November 22 (noon) Holiday Thanksgiving
November 23-26 Holiday - Thanksgiving

December
December 15 Last Day of Classes
December 15 Holiday Party both classes
December 16-January 1 Student Holiday Break
December 23-January 1 Faculty/Staff Holiday

SPRING SEMESTER
January 2 - April 20, 2001

January
January 2 Spring Semester classes begin
January 15 Diversity Celebration MLK
March  
March 17-25  Spring Break

April  
April 20  Last Day of Classes  
April 21-May 6  Student Break

CLINICAL ROTATION YEAR

SUMMER SEMESTER  
May 15-August 11, 2000

May  
May 8-12  Clinical Skills Seminar Week  
May 15- June 9  Rotation 1 - 4 weeks  
May 29  Holiday - Memorial Day

June  
June 12 - July 7  Rotation 2 - 4 weeks

July  
July 4  Holiday - July 4  
July 10 -  
August 4  Rotation 3 - 4 weeks

August  
August 7-11  Professional Practice Seminars I  
August 12-20  Student Break

FALL SEMESTER  
August 21 - December 15, 2000

August  
August 21-  
September 15  Rotation 4 - 4 weeks

September  
September 4  Holiday - Labor day  
September 18-
CLINICAL PROJECT YEAR

SUMMER SEMESTER
May 15 - August 11 2000

May
May 15 - July 28  Clinical Project  
10 weeks
May 20  University  
Commencement
May 27-June 4  AAPA Conference Break

June
July 31-August 4  Professional Practice  
Seminars IV

August
August 7-11  Clinical Project  
Presentations
August 12  Celebration  
Class of 2000

EVENTS CALENDAR

May 2000-April 2001

May
May 27-June 1  AAPA/APAP/SAAPA  
Annual Conference  
Chicago

September
September 28-30  WAPA Conference  
Spokane

October
October 6  National PA Day
October 25-29  APAP Mid-Year Meeting  
- Washington
October 13-15  OSPA Fall Meeting  
Newport OR

February
February 24-25  AAPA Western Regional  
Meeting

April
April 13-14  OSPA Spring Meeting  
Bend OR
MISSION OF THE SCHOOL OF PROFESSIONAL PSYCHOLOGY

The Pacific University School of Professional Psychology educates competent, ethical, informed practitioners of professional psychology who are responsive to the latest empirical findings in the field. We strive to maintain a facilitative academic community based on collaborative inquiry. Faculty and students work together in multiple roles in program development and governance. We promote humanity, integrity, self-awareness, and diversity. We underscore provision of services to diverse populations at the individual, family, group, and community levels.

The Clinical Psychology program follows a practitioner-scholar model of professional education, with coursework reflecting the latest empirical findings in the field. We present students with a broad range of theoretical perspectives and expose them to assessment, intervention, research/evaluation, consultation/education, and management/supervision.

The Counseling Psychology program emphasizes the local clinical scientist model. The use of the latest and best scientific findings is a mainstay of our professional training. The faculty encourage students to use the scientific method and an empirical approach with each client.

GENERAL INFORMATION

The School of Professional Psychology at Pacific University (SPP) is a Vail model program, with a clear focus 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. However, we teach students to be aware of the empirical bases of the field and to integrate findings in their practices. 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, make it unique in the Pacific Northwest.

SPP offers two programs leading to the Doctor of Psychology degree in Clinical Psychology and the Master of Arts degree in Counseling Psychology. The doctoral program was accredited by the American Psychological Association in 1990. The masters program in counseling psychology was approved by the Oregon Board of Counselors and Therapists in 2000.

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 School also fosters an appreciation of human functioning as it occurs in natural settings, including awareness of personal, interpersonal, and societal influences operating within those settings. The School orients students to scholarship that contributes to an understanding of human nature, to research that informs the clinical endeavor, and to services to a variety of populations. The School recognizes that the person and values of the practitioner are central to effective and socially responsible practice. It thus strives to promote development and integration of both professional competence and humanitarian values. The School seeks to be responsive to the real needs of the many diverse peoples in our rapidly
changing society and thus works to maintain a close connection with the community that it serves.

The School’s curriculum in both programs provides students with a solid foundation for both professional practice and continuing professional growth. Graduates of the School 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 and counseling psychology graduates are prepared to pursue licensure as Professional Counselor.

Core faculty of the School are professional psychologists who are committed to a range of applications of psychology. Part-time faculty include both practicing professional psychologists and specialists in relevant areas of academic psychology. In addition to teaching and developing students’ skills, faculty are expected to function as models for the ideals of professional behavior and service to the public.

The School maintains a Psychological Service Center (PSC), located in downtown Portland, which provides supervised clinical training experiences to practicum and internship students while offering a wide range of psychological services to the community. Students may also benefit from a wide range of community practicum placements.

Overview Of The Clinical Psychology Program

Pacific University’s School of Professional Psychology offers a Master of Arts degree in Counseling Psychology from its location in downtown Portland, Oregon. Courses are held in the late afternoon and evening. This is a two year program and will provide the educational background needed for a career as a counselor in diverse settings. The specialty tracks develop skills in current practice areas to make our graduates attractive to employers in a variety of different venues.

Overview Of The Counseling Psychology Program

Pacific University’s School of Professional Psychology requires five years of full-time study and clinical work (four years for Advanced Standing students) leading to the Doctor of Psychology Degree. The academic portion of the program is offered on the Pacific University campus in Forest Grove. Practicum placements are in clinical sites located throughout the Portland metropolitan area and in other nearby communities. Students obtain internships at sites throughout the United States and Canada through a competitive application process. Our students have been very successfully placed in hospitals, university counseling centers, mental health centers, and other institutional settings.

The cutting edge curriculum emphasizes the development of critical thinking and lifelong learning as well as the knowledge and skills necessary for competent, successful, and ethical practice. Students are exposed to a broad, flexible model of practice, including new service delivery models, that reflects changing needs and opportunities for professional psychologists. Included is careful attention to the business and administrative aspects of the profession. Graduates are prepared to enter the process of licensure as doctoral level psychologists. They are employed in a very wide variety of clinical and institutional settings in addition to independent and consultative practice.

While the purpose of the curriculum is to provide a generalist education, students may elect to focus their elective course work and some of their clinical experience in specialized areas of professional psychology, including child clinical psychology, neuropsychology, women’s issues, and health psychology.

ADMISSION

The School of Professional Psychology seeks students who evince both academic aptitude and personal qualities that will enable them to develop personally and professionally into effective psychologists. Students of all ages and social backgrounds have been successful in our programs. Only students who expect to complete the doctorate are admitted to the Psy.D. program.
Applications for the Psy.D. in Clinical Psychology, Psy.D.-Advanced Standing, and Respecialization programs are considered for Fall Term entry only. The priority deadline for application is December 15. To assure early consideration, all application materials must be received by that date.

Applications for the M.A. in Counseling Psychology program are considered for Fall Term entry only. The priority deadline for application is January 10. These applications will be considered first. A second deadline is March 15. Applicants whose application is complete by that date will be considered after the priority deadline applicants. Applications received after March 15 are considered on a space-available basis.

Requirements for Admission to the Psy.D. in Clinical Psychology 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 have such an academic background may demonstrate their knowledge by submitting scores for the Psychology Subject test of the GRE.

Students 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., masters 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 masters degree program or subsequent academic coursework must have included preparation at the graduate level equivalent to that provided by the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPSY720</td>
<td>Psychometrics (3 cr)</td>
</tr>
<tr>
<td>GPSY 725</td>
<td>Basic Clinical and Counseling Skills (3 cr)</td>
</tr>
<tr>
<td>GPSY727</td>
<td>Introduction to Diagnosis and Treatment Planning (3 cr)</td>
</tr>
<tr>
<td>GPSY735</td>
<td>Clinical and Counseling Skills Laboratory (1 cr)</td>
</tr>
<tr>
<td>GPSY737</td>
<td>Diagnosis and Treatment Planning Laboratory (1 cr)</td>
</tr>
<tr>
<td>GPSY738</td>
<td>Applied Intervention Skills (3 cr)</td>
</tr>
<tr>
<td>GPSY787</td>
<td>Prepracticum (3 cr)</td>
</tr>
</tbody>
</table>

Requirements for Admission to the Psy.D. in Clinical Psychology Program with Advanced Standing

Applicants who meet the above requirements and have been awarded a master’s degree in clinical psychology en route to the Psy.D. in Clinical Psychology Program with Advanced Standing.

Requirements for Admission to the M.A. in Counseling Psychology Program

1. Satisfactory completion of a bachelor’s degree. A cumulative grade point average of 3.0 on a four-point scale is desired. Those who have less than a 3.0 undergraduate GPA, but show other evidence of high potential are encouraged to apply. (Applicants may demonstrate their academic potential by taking the optional Graduate Record Exam.)
2. Prerequisite courses: Introductory psychology, abnormal psychology, and statistics. CPSY 500 and CPSY 520 may count as meeting the pre-requisites. We recommend additional undergraduate courses in psychology, particularly physiological psychology, social psychology, cognition, learning, personality theory, research methods and psychometrics. For those anticipating the organizational behavior track, we recommend industrial/organizational psychology or organizational behavior.

Students who do not have the requisite GPA’s, scores, or background but who show exceptional promise will be considered.

**Transfer of Credits**

Post-baccalaureate work at the graduate level in psychology taken at an accredited university may be evaluated for transfer. An "A" grade must have been achieved and the course instructor and the Coordinator of Academic Issues must determine that the content of the course (based on syllabus documentation) was appropriate through review of the Transfer of Credit Application. In no case will credit be given for previous work that has not been graded or formally evaluated. In cases of courses graded on a Pass/No Pass system, course performance will be carefully evaluated. For the Clinical Psychology program, a maximum of 21 credits may be transferred from other schools provided these were earned after award of a bachelors degree from an accredited program and within the four years immediately preceding admission to the School. Practicum and Internship credits are not transferable. For the Counseling Psychology program, the same procedures apply, except that a student can transfer in a maximum of 10 credits from other schools.

**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 to be withdrawn from the program, must reapply for admission, and would re-enter the program under the requirements in effect at the time of readmission.

**Enrollment**

For Clinical Psychology classes enrolling in Fall, 1998 and thereafter full-time enrollment is defined as 12 hours or more per term. Students must maintain a minimum enrollment of six credits per term. Students who have only dissertation credit enrollment required may enroll for one credit per term after completion of the 12 required credits. Permission by petition is required for enrollment of fewer than six credits except for dissertation and internship enrollment. A leave of absence must be requested, by petition, if a student does not maintain continuous enrollment.

For Counseling Psychology classes, full-time enrollment is defined as 9 hours or more per term. Students must be enrolled for at least one credit each term.
Students participating in student loan programs may lose student payment deferment status if they fall below half-time enrollment (below six credits per term for Clinical Psychology 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 Clinical Psychology 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. Requirements for the M.A. in Counseling Psychology must be completed within five years of enrollment.

**Academic Year**

The academic year, comprised of two 14-week semesters and one 12-week term, begins in early September and continues through July. Clinical Psychology classes are scheduled in morning, afternoon, and evening 3 or 3 1/2-hour blocks, depending on the term. Counseling Psychology courses may range from 3 to 4 1/2 hour blocks, depending on the course and term. Required courses are typically offered one time per year; elective courses typically 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 feedback, failure to improve performance before the next scheduled evaluation may result in academic probation.

Students placed on academic probation will receive formal written notification
outlining the reasons for probation and expectations that must be met in order for probation to be lifted. Failure to meet the requirements of probation in a timely manner may result in removal from the School.

In the case of flagrant and intentional violations of the Code of Academic Conduct or the Ethical Principles of Psychologists and Code of Conduct, a student may be removed from the School without previous warning at any time in his or her academic career.

In general, program decisions regarding academic standing are final. A decision may be appealed only if the student can show that:

1) there was an error in the procedure used by the faculty,
2) there is new evidence sufficient to alter the decision, or
3) the sanction imposed was not appropriate to the severity of the violation of professional or academic standards.

Details of professional and academic standards, evaluations procedures, and the appeals process are available in the 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 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. Students may withdraw through the tenth week of the semester and receive a "W" on the transcript, with no grade penalty. Requests for changes in registration after the second week of class must have the approval of the 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 Psy.D. students in the form of Service Scholarships, Graduate Assistantships, and Teaching Assistantships.

THE CLINICAL PSYCHOLOGY PROGRAM AND CURRICULUM

M.S./Psy.D. Degrees in Clinical Psychology

The Master of Science and Doctor of Psychology degrees typically can be completed in five years of full-time study, with four years devoted to coursework and practicum and one year designated for the internship. Those earning the M.S. and Psy.D. degrees take a total of 148 credits. Students earn the M.S. upon completion of the 76 credits designated for
this degree, including the thesis. Students must complete requirements for the M.S. degree before they may begin to sign up for dissertation credits, take the candidacy examination, or apply for internship.

Advanced Standing

Students admitted with advanced standing (with a Masters degree in clinical or counseling psychology, social work, or psychiatric nursing) typically can complete the Psy.D. degree in four years of full-time study, with three years devoted to coursework and practicum and one year designated for the internship. Since these students are admitted at advanced standing, they do not receive the M.S. degree in clinical psychology at Pacific University. Credits for the Psy.D. degree with advanced standing range from 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 designed 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. Psy.D. students work with advisors throughout the program, including the thesis, candidacy exam, dissertation, and internship. Procedures allow for change of advisor. When a Psy.D. 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.

Summary of Degree Requirements for the Doctoral Program

Requirements for the M.S. degree in Clinical Psychology include successful completion of:

1. All required core and clinical coursework
2. Practica
3. Masters thesis

Students must complete all requirements for the Masters degree within 4 years of enrollment. Students must complete the requirements for the M.S. degree (unless
they have been admitted at advanced standing) before they may begin to sign up for dissertation credits, take the Candidacy Examination, or apply for internship.

Requirements for the Psy.D. include successful completion of:
1. All required coursework
2. Elective coursework
3. Practica
4. Candidacy examination
5. Dissertation and dissertation defense
6. Internship

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.

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.

Practicum training is designed to develop a foundation of clinical skills and professional competence with diverse client problems and populations, and to prepare for more substantial responsibilities required in the internship. Practicum training is a prerequisite to internship. Each student completes 6 terms (24 credits) of 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 second semester of the first year for Advanced Standing students, and in the first semester of the second year for all others.

Advancement to Candidacy for the Psy.D. Degree

Advancement to candidacy signifies that the student is ready for doctoral level clinical training. In order to be advanced to candidacy for the Psy.D. degree, students must have successfully completed 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. 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 Masters 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.

Dissertation

As evidence of scholarly competence, the student completes a major work that represents an original contribution to research or practice in professional psychology. In keeping with the practitioner-scholar model of the School, dissertations are not confined to experimental study, but may utilize a variety of formats: case studies of an individual, group, or system; empirical research; program development or evaluation; or a synthesis
and extension of the literature. The completed dissertation is defended in an oral examination. In consultation with the academic advisor, it is determined when it is appropriate for the student to begin enrollment in the dissertation. The dissertation requirement is typically fulfilled after advancement to doctoral candidacy and before the internship. The dissertation defense may not be scheduled or conducted until successful completion of the Candidacy Examination. Once enrollment in dissertation credits has begun, continuous enrollment must be maintained at the rate of 4 credits per term until the minimum of 12 credits is attained. Thereafter, the student must maintain a minimum enrollment of 1 credit each term until the dissertation is defended.

Students should be advised that it is very difficult to complete the dissertation requirement during a full-time internship. Students who are planning to take a full-time internship are advised to plan on completing their dissertation, including the oral defense, prior to embarking on their internship.

Internship

The Clinical Psychology Internship is the capstone of the professional psychology program. It is among the last major tasks undertaken by the student prior to graduation and represents a significant commitment of time and effort. The internship begins after practicum training is completed, and preferably after advancement to doctoral candidacy and after the dissertation is defended.

The internship requires either full-time supervised clinical experience for one calendar year, or a comparable half-time supervised clinical experience for two consecutive years (a minimum of 1,500 training hours).

The internship provides: 1) an opportunity to use and refine clinical skills and knowledge developed during the course of the program; and 2) an opportunity to consolidate one’s professional identity. Internship placements may be in a variety of outpatient or inpatient settings throughout the United States. Internship training must be taken at an approved site, and all internship settings used by students must meet APPIC criteria and be approved by the Coordinator of Clinical Training prior to formal application. 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 the School. Most internship applications are due in November, December, or January, and offers are made in February for placements that begin the following Fall.

Students may be recommended for internship upon 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.

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 masters degree from another institution. The Coordinator of Academic Issues must approve students for eligibility.
The Doctoral Curriculum for M.S./Psy.D. Students

### Foundation Sequence, 28 credits*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>720</td>
<td>Psychometrics*</td>
<td>3</td>
</tr>
<tr>
<td>725</td>
<td>Basic Clinical and Counseling Skills*</td>
<td>3</td>
</tr>
<tr>
<td>727</td>
<td>Introduction to Diagnosis and Treatment Planning*</td>
<td>3</td>
</tr>
<tr>
<td>735</td>
<td>Clinical and Counseling Skills Laboratory*</td>
<td>1</td>
</tr>
<tr>
<td>737</td>
<td>Diagnosis and Treatment Planning Laboratory*</td>
<td>1</td>
</tr>
<tr>
<td>738</td>
<td>Applied Intervention Skills*</td>
<td>3</td>
</tr>
<tr>
<td>773</td>
<td>Introduction to Professional Development*</td>
<td>3</td>
</tr>
<tr>
<td>779</td>
<td>Thesis Orientation *</td>
<td>2</td>
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<tr>
<td>780</td>
<td>Thesis (2 credits X 3 terms) *</td>
<td>6</td>
</tr>
<tr>
<td>787</td>
<td>Prepracticum *</td>
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### Basic Sequence, 9 credits*

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<th>Course Title</th>
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<tbody>
<tr>
<td>811</td>
<td>Biological Bases of Behavior*</td>
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<td>812</td>
<td>Cognitive/Developmental Bases of Behavior*</td>
<td>3</td>
</tr>
<tr>
<td>813</td>
<td>Social/Individual Bases of Behavior*</td>
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### Human Diversity Sequence (7 credits, 3 of which must be 814)

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>814</td>
<td>Human Diversity*</td>
<td>3</td>
</tr>
<tr>
<td>815</td>
<td>Psychology of Women</td>
<td>3</td>
</tr>
<tr>
<td>819</td>
<td>Human Diversity Lab*</td>
<td>1</td>
</tr>
<tr>
<td>830</td>
<td>Cross-Cultural Psychology*</td>
<td>3</td>
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<td></td>
<td>Approved electives</td>
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### Assessment Sequence, 12 credits

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>820</td>
<td>Psychopathology*</td>
<td>3</td>
</tr>
<tr>
<td>821</td>
<td>Assessment I - Intelligence*</td>
<td>3</td>
</tr>
<tr>
<td>822</td>
<td>Assessment II - Objective*</td>
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### Intervention Sequence, 18 credits

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<tr>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>816</td>
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<td>Intervention II*</td>
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### Professional Sequence, 14 credits

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<tr>
<td>870</td>
<td>Ethics and Professional Issues</td>
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<td>871</td>
<td>Professional Roles I</td>
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<td>872</td>
<td>Professional Roles II</td>
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<tr>
<td>873</td>
<td>Supervision Practicum</td>
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<tr>
<td>874</td>
<td>Professional Development</td>
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### Research Sequence, 21 credits

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<tbody>
<tr>
<td>880</td>
<td>Scientific Method I: Statistics*</td>
<td>3</td>
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<tr>
<td>881</td>
<td>Scientific Method II: Research Design*</td>
<td>3</td>
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<td>882</td>
<td>Dissertation</td>
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<tr>
<td></td>
<td>Research Elective</td>
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### Supervised Clinical Experience, 30 credits

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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>887</td>
<td>Practicum (4 credits x 3 terms)*</td>
<td>12</td>
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<tr>
<td>888</td>
<td>Advanced Practicum (4 credits x 3 terms)</td>
<td>12</td>
</tr>
<tr>
<td>890</td>
<td>Internship (2 credits x 3 terms)</td>
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### Free Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

Total credits required 148

Limit on transfer and waiver 21

*Credit hours which are required for the M.S. degree ................. 77

Students have 8 years from matriculation to complete M.S./Psy.D. degree requirements.
Curriculum for Advanced Standing Students

Basic Sequence, 9 credits

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Human Diversity Sequence
(7 credits, 3 of which must be 814)

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Assessment Sequence, 12 credits

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Intervention Sequence, 18 credits

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>816</td>
<td>Intervention I</td>
<td>3</td>
</tr>
<tr>
<td>817</td>
<td>Intervention II</td>
<td>3</td>
</tr>
<tr>
<td>818</td>
<td>Intervention III</td>
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Professional Sequence, 14 credits

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<tr>
<td>870</td>
<td>Ethics and Professional Issues</td>
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<tr>
<td>871</td>
<td>Professional Roles I</td>
<td>3</td>
</tr>
<tr>
<td>872</td>
<td>Professional Roles II</td>
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<td>873</td>
<td>Supervision Practicum</td>
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<td>874</td>
<td>Professional Development</td>
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Research Sequence, 21 credits

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<tr>
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<td>Scientific Method I: Statistics</td>
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<td>881</td>
<td>Scientific Method II: Research Design</td>
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<tr>
<td></td>
<td>Research Elective</td>
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<tr>
<td>882</td>
<td>Dissertation</td>
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Supervised Clinical Experience, 30 credits

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<tr>
<td>887</td>
<td>Practicum</td>
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<tr>
<td>888</td>
<td>Advanced Practicum</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>(4 credits x 3 terms)</td>
<td></td>
</tr>
<tr>
<td>890</td>
<td>Internship</td>
<td>6</td>
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<tr>
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<td>(2 credits x 3 terms)</td>
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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:

- The Basic Sequence (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

M.S./Psy.D. 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.

GPSY 720 Psychometrics (3)
Psychological measurement, including strategies of test construction, reliability, validity, and issues in prediction of behavior.

GPSY 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.

GPSY 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.

GPSY 735 Clinical & Counseling Skills Laboratory (1)
Three hours per week of skills practice. Corequisite: 725.

GPSY 737 Diagnosis and Treatment Planning Laboratory (1)
Three hours per week of skills practice. Corequisite: 727.

GPSY 738 Applied Intervention Skills (3)
Readings and practice in the application of intervention techniques to complement the conceptual material in the interventions sequence.

GPSY 740 Advanced Clinical Skills Review (3)
A review and appraisal of students’ clinical skills in preparation for the practicum experience, including the areas of interviewing and assessment, treatment planning, intervention, and documentation.

GPSY 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.

GPSY 779 Thesis Orientation (2)
A seminar to orient students to the thesis process. Directed readings, student presentations, discussion. Taken Pass/No Pass.

GPSY 780 Masters Thesis Seminar (6; 2 per term; 1 per term for continuing enrollment)
A monthly seminar to guide the development of the Masters Thesis, a supervised research project approved by the seminar instructor. Students select and review a research area by the end of the first term of thesis enrollment, submit and revise thesis section drafts during the second term, and complete and defend the thesis by the end of the third term. Taken Pass/No Pass. Prerequisite: 779.

GPSY 787 Prepracticum (3)
Practical orientation to and preparation for the practicum experience. Taken Pass/No Pass. Prerequisites: 725, 727, 735, 737.

GPSY 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.

GPSY 812 Cognitive/Developmental Bases of Behavior (3)
Human development and cognition, from the perspectives of historical development, current theory and research, and applications.
GPSY 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.

GPSY 814  Human Diversity (3)
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.

GPSY 815  Psychology of Women (3)
Gender differences in development. Effects of sex role and power on clinical training and practice. Prerequisites: 811, 812, 813, 814.

GPSY 816  Intervention I (3)
GPSY 817  Intervention II (3)
GPSY 818  Intervention III (3)
A three course sequence examining the major schools of therapy, with consideration of life span development, human diversity, and a variety of special populations. Examines contemporary interventions with adults, children, families, couples and groups. Short term, long term, and intermittent approaches are considered in the context of accountability.

GPSY 819  Human Diversity Laboratory (1)
Three hours per week of skills practice, consciousness raising and community participation. Corequisite: 814

GPSY 820  Psychopathology (3)
Selected clinical problems and diagnostic categories in research and practice. Problems and issues in diagnostic classification using the current official nomenclature.

GPSY 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.

GPSY 822  Assessment II: Objective (3)
Development and theory of objective personality tests. Emphasis on MMPI-2 interpretation, with example cases, practice profiles and test report writing. Prerequisite: 821.

GPSY 823  Projective Assessment (3)

GPSY 824  Neuropsychological Assessment (3)
Discussion of central nervous system disorders. Demonstration and practice in the administration, scoring and interpretation of tests of central nervous system functions. Emphasis on preparation of comprehensive psychological reports. Prerequisites: 811, 812, 821, 822.

GPSY 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.

GPSY 826  Cognitive Behavior Therapy (3)

GPSY 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.

GPSY 828  Group Psychotherapy (3)
History, theory, and research of group dynamics. Investigation of group process variables, and their relevance to current group therapy practices. Prerequisites: 816, 818.

GPSY 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.
GPSY 841  Psychopathology and Assessment of Children (3)
Overview of major disorders of childhood and of assessment techniques, including evaluation methods for cognitive, personality, and adaptive functioning.
Prerequisites: 812, 820, 821.

GPSY 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.

GPSY 844  Psychotherapy for Children (3)
Research, theory, practical application and techniques for working with children. Service delivery approaches. Prerequisite: 817.

GPSY 845  Family Therapy (3)
Exploration of contemporary approaches to understanding and working with family problems, including communication, systems theory and structural methods.
Prerequisite: 817.

GPSY 847  Treatment of Chemical Dependency (3)
Current theory and practice in assessment and treatment of chemical dependency. Topics include acute and chronic drug effects, relapse prevention, effects of chemical dependency on the family system, and denial and development of denial as core features of chemical dependency.

GPSY 850  Health Psychology (3)
Theory and practice of working with medical disabilities and in medical service settings.

GPSY 851  Psychopharmacology (3)
Psychotropic medications, their uses and general effects. Behavioral effects of medications in common usage, drug interactions, and the psychological impact of the use of medication in a therapeutic setting. Prerequisites: 811, 812, 813, 820.

GPSY 852  Clinical Geropsychology (3)
An introduction to principles of diagnosis and treatment in geropsychology including ethical, conceptual, and methodological issues.
Prerequisites: 816, 821.

GPSY 855  Gestalt Therapy (3)
Theory and practical application of Gestalt therapy. Practical demonstrations and role playing.

GPSY 858  Brief Psychotherapies (3)
History and development of brief therapy approaches. Emphasis on techniques, selection criteria, outcome evaluation, and issues in time-limited treatment. Prerequisite: 816.

GPSY 863  Program Evaluation (3)

GPSY 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 affecting professional practice and implications for the future.

GPSY 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. Prerequisites: 816, 817, 818, 870, 3 terms of Practicum (887).

GPSY 872  Professional Roles II (2)
The second of a two course sequence on professional roles and competencies. Prerequisite: 871.

GPSY 873  Supervision Practicum (1)
Supervised experience in practicing supervision skills. Co- or prerequisite: 872.

GPSY 874  Professional Development (5; 1-3; credit arranged)
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.
GPSY 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.

GPSY 881  Research Design (3)
Philosophy of science, scientific method, hypothesis generation, experimental and quasi-experimental design, validity, reliability, power and error estimation. Prerequisite: 880.

GPSY 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. Taken Pass/No Pass.

GPSY 883  Qualitative Research (3)
Exploration of phenomenological research, in which students conduct and analyze lengthy in-depth interviews to understand meanings and themes used by participants to answer the questions or hypotheses raised by the researcher. Prerequisite: Instructor’s permission.

GPSY 887  Practicum (12; 4 per term)
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 Practicum are served in the Psychological Service Center or in other approved agencies. Taken Pass/No Pass. Prerequisites: 725, 727, 735, 737, and 787, or 740.

GPSY 888  Advanced Practicum (12; 4 per term)
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 Practicum training is available in the Psychological Service Center or in other approved agencies with the agreement of the Coordinator of Clinical Training and the student’s advisor. Taken Pass/No Pass. Prerequisite: 887.

GPSY 890  Internship (6; 2 per term) A minimum of one year full-time or two years half-time of 1800 hours of supervised clinical experience in a facility approved by the faculty, covering a range of activities in psychological assessment and intervention with a variety of clients. Participation in program administrations, development of supervisory skills and opportunity for interdisciplinary collaboration. Taken Pass/No Pass. Prerequisites: 887, 888.

GPSY 891  Clinical Fieldwork (1-4 credits)
Supervised clinical fieldwork by special arrangement. Taken Pass/No Pass.

GPSY 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. Taken Pass/No Pass.

GPSY 894  Independent Study (1 or 2; credit arranged)
Independent Study enables the student to pursue specialized, unique, elective interests that are not part of the regular curriculum. Supplement curriculum offerings at the same level of difficulty and sophistication as regular courses. The amount of effort per credit hour should generally be comparable to that of classroom credit hours. Not be used as an alternative to the required courses or for supervised clinical experience. No more than two credits of Independent Study is allowed in a term and no more than five credit hours of Independent Study may be applied to the elective credit hours required for graduation.

GPSY 895  Human Diversity Workshop (1)
Knowledge and skills for working with diverse and underserved populations. Topic varies. Taken Pass/No Pass.

GPSY 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.
THE MASTER OF ARTS IN COUNSELING PSYCHOLOGY PROGRAM

The Counseling Psychology M.A. degree can typically be completed in two years of full time study. The program begins with a year of basic theory and techniques in counseling psychology. In the second year students choose one of two specialty tracks: Behavior Analysis or Organizational Behavior. A total of 56 credit hours are required. In the first year 29 credits are taken. In the second year a minimum of 27 credits are taken. The 15 credits for practicum will allow the student to meet the 600 hour state requirement for pre-degree supervised experience. The 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 counseling psychology.

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 Masters 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 health. Hallmarks of the behavioral approach are: empiricism, short-term objectives, precision of thinking, documentation, and accountability. Increasingly, behavioral analysts and technicians are finding their way into the mental health arena, working both independently and under the aegis of doctoral level clinicians. Currently, there are numerous opportunities nationwide for such Masters 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 Masters level industrial and organizational psychology programs, in that the emphasis will be on providing counseling services for problems encountered at work, rather than on providing Human Resource services, such as employee selection and compensation. Recently, it has been recognized that there are work-related conditions which place people at risk for psychological disorders. Strain from job stressors, for example, has been related to a number of medical and psychological problems. In addition, the Americans with Disabilities Act requires employers to reasonably accommodate employees with mental disorders. At present there are few people with training in both mental health and organizational behavior to assist with this process. It is expected that opportunities for prevention, amelioration, and accommodation of mental health problems at work should develop over the next few years. Behavioral change in organizations is expected to be an important part of the work of graduates. It is clear that such behavioral change can often be accomplished through structural changes in organization and job design, compensation systems, leadership styles, and the like. However, these methods are not effective for all employees. In many cases a talented individual has personal shortcomings which make it difficult or impossible for that person to achieve his or her career potential or organizational objectives. Counseling approaches have been found to be effective for these problems, but counselors also must have thorough knowledge as to how organizations operate and how careers develop.
Course Descriptions
Master of Arts in Counseling Psychology

First Year

CPSY 501  Human Growth & Development (3)
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)
Theory and practice of various aspects of the process of assessing clinical problems. Information is covered regarding intake interviewing, structured interviewing, and diagnosis and treatment planning. Additionally, course involves a description of a variety of strategies (self-report, observational, objective) used in evaluating individuals.

CPSY 503  Professional Orientation (3)
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)
Introduction to communication skills in the helping relationship, including active listening, accurate empathy, establishment of rapport, nonjudgmental attitude, reflecting, facilitation of client self-exploration, behavior monitoring, interpretation, and extracting relevant clinical information. Role playing will be used extensively as a teaching tool.

CPSY 505  Individual Assessment Laboratory (1)
Taken in conjunction with CPSY 502 Assessment of Individuals, except with consent of instructor. Provides an opportunity for students to implement assessment strategies learned in Assessment of Individuals. Emphasis is placed on experiential learning opportunities and constructive feedback regarding assessment skills. Taken Pass/No Pass.

CPSY 506  Interviewing and Counseling Skills Laboratory (1)
Practical experience in using interviewing and counseling skills. Taken concurrently with CPSY 504 Interviewing and Counseling Skills, except with consent of instructor. Taken Pass/No Pass.

CPSY 510  Social and Cultural Foundations (3)
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)
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)
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)
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)
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.
Second Year

CPSY 561  Behavioral Analysis I (4)
Theoretical basis and basic principles of behavior analysis (reinforcement, punishment) are considered. The practical foundations of behavioral assessment are presented, including skills in functional assessment.

CPSY 562  Behavioral Analysis II (4)
Specific emphasis on assessment and behavioral treatment of children and adolescents. Course material is divided between strategies for working with children with developmental disabilities and strategies for working with children who are developing typically but who are presenting with clinical concerns.

CPSY 563  Behavioral Analysis III (4)
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)
Considers the theory of organizational systems, organizational design, technology, motivation, leadership, culture and climate, and social relationships.

CPSY 572  Organizational Behavior II: Individual (4)
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)
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 (15; 5 per term)
Total of 600 hours across the three practica in preparation for supervised practice post-Masters graduation. Of the 600 hours, approximately one half are in direct service, one fourth in supervisory and training activities, and one fourth in administrative duties related to the above. The three terms of Practica are served in 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. Taken Pass/No Pass.

Elective Courses

CPSY 500  Accelerated General Psychology (4)
Serves as an accelerated introduction to the field of psychology. The content includes those areas most needed by a prospective graduate student in counseling psychology, including: scientific methods in psychology, learning theories, memory and cognition, neuroanatomy and psychophysiology, motivation and emotion, personality, and psychopathology. Other topics may be covered at the discretion of the instructor. The course also includes an introduction to reading and writing psychological literature and the analysis of psychological phenomena. Credit may not be used to fulfill degree requirements.

CPSY 520  Probability and Statistics (3)

CPSY 555  Special Topics or Independent Study

CPSY 595  Research Participation
School of Professional Psychology Calendar 2000-2001

FALL SEMESTER 2000
September 5 - December 15

August
August 4-8  APA Convention, Washington DC
August 14-19  PSC closed
August 21-22  Faculty Planning Conference
August 21-25  Intern Orientation Week
August 28  Practicum/Internship begins at PSC
August 29  PSC Orientation for Practicum Students
Program Orientation for New M.A. Counseling Students
August 31  Conferral date for Summer Term 2000 degree completion

September
September 2  PSC closed
September 4  Labor Day Holiday
No classes - Campus Office and PSC closed
September 5  Fall Semester
M.A. classes begin
September 5-6  Program Orientation for New Psy.D. Students
September 7  Fall Semester
Psy.D. classes begin
September 20  Final day to drop / add Fall classes

October
October 1  Application for Degree due for degree conferral January 31, 2001

November
November 1  Spring Semester 2001 registration begins
November 15  Final day to withdraw from Fall classes
November 22  Classes are held today
Campus Office closes at noon - PSC closed
November 23-25  Thanksgiving Holiday
Campus Office and PSC closed - No classes

December
December 1  Final day to register for Spring Semester
December 15  Last day of Fall Semester - (All exams must be completed and all coursework is due)
December 22-

Jan 1  Christmas Holiday
Campus Office and PSC closed

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SPRING SEMESTER 2001
January 3 - April 17

January
January 3  Spring Semester Psy.D. and M.A. classes begin
January 15  Application for Degree due for degree conferral May 19, 2001
January 16  Final day to drop/add Spring classes
January 31  Conferral date for Fall Semester 2000 degree completion

March
March 13  Summer Session 2001 registration begins
Final day to withdraw from Spring classes
March 19-23  Spring Break - No classes - Campus Office and PSC open

April
April 13  Final day to register for Summer Term
April 17  Last day of Spring Semester (All exams must be completed and all coursework is due)
April 18-24  PSC closed

SUMMER SESSION 2001
April 25 - July 24

April
April 25  Summer Session Psy.D. and M.A. classes begin

May
May 8  Final day to drop/add Summer classes
May 19  Commencement
Conferral date for Spring Semester 2001 degree completion
May 28  Memorial Day Holiday
No classes - Campus Office and PSC closed
May 29  Memorial Day Break
No classes - PSC closed

June
June 1  Application
ACADEMIC POLICY

ADMINISTRATION

The Deans and Directors of the graduate professional schools in cooperation with the Registrar handles matters of academic rules and regulations.

REGISTRATION POLICIES

Registration Requirements

Professional program students should contact the specific program office or the Registrar’s office for registration procedures. Policies and procedures vary by program.

In general, all new students must complete their initial registration no later than the fourth 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.

Course Registration

Course registration procedures and class schedules are distributed each semester by the Registrar’s Office. Continuing students may pre-register for classes (see Academic Calendar). The University reserves the rights to cancel the registration of any student who is delinquent in meeting their financial obligation to the University.

Measles Vaccination Policy

The State of Oregon requires all full-time college students born after 1956 to have had two doses of the measles vaccine. Students who have not satisfied this requirement by November 1 of Fall semester (March 15 for Spring semester) will not be permitted to pre-register for future classes until they are in compliance. Please direct questions regarding this matter to the Student Health Center at 503-359-2269.

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.
Withdrawals

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

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

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

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

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

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

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

Normal Load, Overloads

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

Class Standing:

Progression is defined separately by each graduate professional program.

GRADING POLICIES

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Substandard</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>Substandard</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Substandard</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Failure</td>
</tr>
<tr>
<td>P</td>
<td></td>
<td>Pass</td>
</tr>
<tr>
<td>H</td>
<td></td>
<td>Pass-A equivalent</td>
</tr>
<tr>
<td>HP</td>
<td></td>
<td>Pass-B equivalent</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>No Pass</td>
</tr>
<tr>
<td>I</td>
<td>0.0</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>
While the College of Arts and Sciences and the College of Optometry utilize all of the letter grade options, the College of Optometry considers semester grades below “C” as substandard, and substandard grades may not be used toward fulfillment of the Doctor of Optometry degree. The Schools of Education, Occupational Therapy, Physician’s Assistant Studies 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.

Auditing

As an auditor, a student enrolls in, pays for, and attends classes, but does not necessarily complete assignments or take examinations. No credit is received for an audited course. Students must declare the Audit option before the end of the add-drop period. 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 and Sciences, Education, Optometry: “P” grade is equivalent to a “C” or above.

Physical Therapy, Professional Psychology: “P” grade equivalent to a “B” 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 and Sciences, students may take one course, in addition to courses requiring Pass/No Pass grading, each semester on a Pass/No Pass basis; such courses may not be used to fulfill core requirements, science requirements for the Bachelor of Science degree, major or minor requirements, or teaching endorsement requirements.

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 and Sciences and in Education, only the higher grade is used in computing the grade point average; in all other professional programs 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.

Grade Reports
Grades will be reported to students at the end of each grading period. Grades normally are sent to the student’s permanent address, unless otherwise specified. According to the Student Academic Records Policy, parents of students will be mailed grade reports only if the student has provided the Registrar with a signed release.

Transcripts
Students may review their academic records upon request or order a transcript of the Pacific University record in accordance with the Family Rights and Privacy Act guidelines. A signed request for the transcript must be supplied to the Registrar’s Office, with a $2 fee assessed for each official transcript requested. Unofficial transcripts for presently enrolled students are free, with a limit of two per request, and are to be picked up in person. Up to one week may be necessary for official transcript requests; two days for unofficial requests.

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.

Satisfactory Academic Progress
Policies with regard to satisfactory progress are described within the professional program sections of this catalog. Student should also consult the University’s student handbook, “Pacific Stuff,” and policy documents distributed by the individual schools.

Readmission after Suspension
Suspended students may apply to the appropriate Dean’s or Director’s office to begin the readmission process one year after suspension. 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.

Dates may vary by program and it is the responsibility of the applicant to check the dates and requirements set by the program for which re-admission is being sought. Within the application for readmission students should present evidence of renewed motivation and commitment to academic success such as successful employment or study at another college during the interim. With such evidence readmission may be granted, unless the professional program committee determines that academic success at Pacific is still unlikely.

Students re-admitted after being on suspension will be placed on probation (see above). If a re-admitted student subsequently does not meet the academic standards of Pacific University and becomes eligible for suspension, that student may be dismissed from the University.
Veterans’ educational benefits
The Registrar is the certifying official for all Veterans’ benefits for students. All eligible students are requested to fill out necessary application and certification documents prior to the start of classes.

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 course listing is available in mid-March and may be requested by writing or calling the Registrar’s Office.

OTHER POLICIES & PROCEDURES

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 Admissions Office which maintains information on prerequisite courses.

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.

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.

Auditing
With the consent of the instructor, students may attend any class. Students auditing classes may participate in discussion with the instructor’s consent, but will not receive credit. The evaluation of papers or tests is at the discretion of the instructor.

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.

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 to the Dean’s office, complete with all approval signatures.

International Baccalaureate Degree
Pacific University recognizes the International Baccalaureate program as providing college-level work. 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.

**Progress Assessments**

At the beginning of a student’s senior year or last professional 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.

**ROTC**

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

Under a cooperative agreement with the University of Portland, Pacific University students may participate in the Air Force Reserve Officer Training Corps (AFROTC) offered on the University of Portland campus. The purpose of the program, which is administered by the Aerospace Studies faculty, is to select and train students to serve as officers in the United States Air Force.

AFROTC is available to men and women with a minimum of 2 years of college remaining. Scholarships are available on a competitive basis for those who qualify. For more information, check out the University of Portland web site or contact the Program Counselor at the University of Portland.

**Students’ Rights Under The Family Educational Rights and Privacy Act (FERPA)**

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

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

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

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

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

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

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

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

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

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**Directory Information**

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

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

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

**Policy Availability**

Pacific University policy explains in detail procedures to be used by the institution for compliance with the provisions of FERPA. Copies of the policy are on the Registrar’s Office Web Site or are available in the Office of the Registrar.
Academic Conduct Policies

CODE OF ACADEMIC CONDUCT

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

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

Statement of Students’ 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.

Policy of Academic Integrity

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. Academic dishonesty is a violation of the Pacific University Code of Academic Conduct and will be punished according to university and college policy.

Students wishing to join Pacific’s undergraduate academic community are asked to sign a document confirming that they have read, understood, and agree to uphold the University’s Standards of academic integrity.

**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 be reported to the Dean or Director of the applicable College or School.

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 general universal policy that sanctions are imposed that are consistent with the severity of the violation.

1. An “F” for the assignment.
2. An “F” for the course.
3. In case of violations of the “Acceptable Use Policy,” sanctions range from being barred from the campus electronic network to suspension from the College.
4. 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 appropriate Dean or Director. 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 or Director, along with a brief written report of the incident and a recommended sanction.
b. The Dean or Director 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 or Director to the committee designated to receive such appeals for his or her professional program.

University Level Appeals

Final appeals for all cases of academic misconduct will be heard by the University Standards and Appeals Board. All requests for appeals of rulings by college or school academic standards committees shall be submitted in writing to the Vice President for Academic Affairs within 10 school days after the ruling is received by the student. Appeals shall be considered by the University Standards and Appeals Board, which is a standing committee of the University.

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

1. Evidence of error in procedure by a school or college academic standards committee,
2. New evidence sufficient to alter a decision,
3. Evidence that the sanction(s) imposed was not appropriate to the severity of the violation.

Following the receipt of the appeal, the Board shall convene to consider the appeal. On the basis of the available evidence, the Board will deny the appeal, call for a hearing, or when deemed appropriate, return the appeal to the original academic standards committee for reconsideration. Decisions of the University Standards and Appeals Board are final.

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

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.
CAREER DEVELOPMENT CENTER

Brian O’Driscoll,
Director of Career Development

Located in Chapman Hall, the Career Development Center offers a number of services to graduate students as they prepare for the transition to professional life. Most of the graduate schools work with the Center to incorporate sessions on resume preparation, interviewing strategies, and job search techniques into their curricula at an appropriate time in their programs. Additionally, graduate students are welcome at any time to use the Center to receive help with career-related issues on an individual basis as well. Specific services to keep in mind are resume consultation, interview coaching, job search assistance, and access to Pacific’s Alumni Career Network. The staff of the Career Development Center take pride in delivering friendly, individualized service to ensure that students receive the very best career support and preparation possible to enable successful career launch upon graduation. The Center is located in Chapman Hall, and staff can be contacted at 359-2877 and careerdc@pacificu.edu.

MALHEUR FIELD STATION

Dr. William Jordan,
Chemistry, Campus Representative

Pacific University participates in Malheur Field Station as part of a consortium of 15 colleges and universities in Oregon, Washington and Idaho. 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, laboratory and classroom facilities, a small library and a museum. Courses in such areas as ethnobiology, ecology, natural history, biology, ornithology, geology, art, astronomy and photography are offered during the summer. Pacific students are encouraged to take classes for credit offered by Malheur Field Station. Information about classes and use of the field station is available from Professor Jordan and from The Director, Malheur Field Station, HC 72 Box 260, Princeton, OR 97721, telephone 541-493-2629, e-mail: mfs@burnsnet.com. Information can also be obtained by visiting the web site at www.geol.pdx.edu/MFS.

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: Higher Education in Service to the Nation. This is an organization of college and university presidents committed to helping students develop the values and
skills of citizenship through participation in public and community service.

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

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

OREGON HOLOCAUST RESOURCE CENTER

Geralyn Senft, Program Director

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, Faculty Director

Ellen Hastay, Service Learning Coordinator

The Pacific Humanitarian Center facilitates student access to service-learning opportunities for field placement and courses having a service component. Living groups, campus organizations, and individual students may also find assistance in developing or finding sites for volunteer projects. The Center’s database contains more than 200 local organizations that 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, teaching in literacy programs for Hispanic families, and sponsoring a variety of projects on the Navajo Reservation each Winter Three Term.

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

The Pacific 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 visit the Humanitarian Center to register for PACS 105 and 305
and for assistance in finding community involvement opportunities. The Center is located in Chapman Hall.

PACIFIC UNIVERSITY’S MUSEUM (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 was moved in 1963 to its present location.

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

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

TUTORING AND STUDY SKILLS

Pauline Beard, Supervisor of House Tutors
Steve Smith, Director of Writing Resource Center

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

The Writing Resource Center, UC 104, provides free consultation service to students who require assistance with writing, English as a second language, World Languages, and with courses in the humanities and social sciences. Trained peer consultants are available on a drop-in system, and by appointment arranged with individual consultants. The Center is open to all students from 7 p.m. to 10 p.m. from Sunday through Thursday during the school year, with limited hours during the day and during Winter Three.

House Tutors also provide tutoring, in the Residence Halls, for a wide range of Arts and Sciences subjects, plus workshops on time management and study skills. Please contact the Writing Resource Center web page through Pacific University’s home page — www.pacificu.edu.

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

UNIVERSITY FACILITIES

Sharon Ginn, Facilities Director

The 55-acre 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 Old College Hall (1850), the first permanent structure of Pacific University, and at the other by the University’s new science, music and professional buildings. It also includes the 90,000 square foot Pacific Athletic Center and the Tom Reynolds Soccer Field.

In addition to its Forest Grove campus, the University has a satellite campus located in Eugene that serves the needs of the School of Education, and operates facilities in Portland that support the academic and clinical programs of the College of Optometry and the School of Professional Psychology.
THE DEAN OF STUDENTS

The Dean of Students has overall responsibility for many of the services to students at the University such as student health and counseling centers, residence life, student activities, crisis intervention, mediation services, disability services, health and wellness, multicultural services, new student orientation, and the student handbook, PACIFIC STUFF. Both undergraduate and professional student governing bodies work closely with her in presenting, discussing and resolving student concerns. The Dean assists individual students and student groups with a wide variety of interests and concerns, and ensures that student opinion is communicated throughout the University. As the Dean for all students at the University, she should be regarded as a resource by undergraduates and professional program students alike for questions, problem solving, or simply when it is unclear where to go with a particular issue. The Dean welcomes students’ viewpoints on programs, policies and facilities.

RESIDENCE LIFE

Campus Housing

The University has a few apartments and small houses located on the edge of campus for graduate professional students. They are assigned on a first come/first serve basis. If you are interested in this option, please contact the Housing Office at (503) 359-2200 or email housing@pacificu.edu. You may also access the Housing Network website at www.pacificu.edu/studentlife/housing/ for more information and additional resources on housing in the Portland metropolitan area.

The University offers accommodations in four on-campus residence facilities for undergraduate students. Refer to the College of Arts and Sciences catalog for information and policies concerning these residential facilities.

Meal Service

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

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.

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

Home for athletic activities at Pacific is the newly remodeled and spacious Athletic Center, which houses a gymnasium with three activity areas, a state-of-the-art fitness center, a fieldhouse, three handball-racquetball courts, a squash court, sauna, dance studio, 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, track and field, wrestling and volleyball. The university belongs to the Northwest Conference and is affiliated with the National Collegiate Athletics Association, Division III.

Student Government

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

Student 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.

STUDENT SUPPORT SERVICES

Career Programs

Numerous career programs and workshops are offered throughout the year, covering such topics as resume writing, choosing a major, graduate school applications, and interview preparation. Additional programs include alumni career panels and internship fairs, as well as an annual spring job fair featuring over 150 employers and a fall graduate school fair providing a rich array of resources for students interested in graduate or professional study.

A few additions to an ever-growing program schedule include the following: Sophomore Majorfest, which provides information in a creative format to assist with selection of majors and career options; Junior Jumpstart, a festive evening program featuring timely information on internships, graduate school preparation, and career exploration; and the Senior and Alumni Job Search Series, which brings these groups together for a series of
evening programs featuring networking opportunities and professional seminars on job search.

The University also maintains an Alumni Career Network, a database which profiles about 1000 Pacific alumni interested in lending career networking assistance to students and graduates. For more information, contact the staff at the Career Development Center.

Counseling Services

Assistance is available through the Tuality Student Health Center for students experiencing personal problems or academic adjustment difficulties. The counseling center offers individual appointments during daytime and evening hours. Staffed by a Ph.D. Director, full time Staff Psychologist, a half-time Masters in Social Worker, and other trained counselors who provide guidance and support to students, the counseling center offers services which are free and confidential.

Student Health Center
2011 Cedar Street
Forest Grove
503-359-2191

Health Services

Quality health care is provided through the Tuality Student Health Center. Staffed by two Nurse Practitioners, a Registered Nurse, an Office Administrator and Receptionist, the Student Health Center provides treatment of acute illness/injury and stable chronic illness, family planning services (to partners as well as to students), health education and referral to physicians. Nurse Practitioners provide general health care including physical exams and prescription medication when appropriate. Appointments are available throughout the week as well as some evening and weekends. All records in the Student Health Center are confidential. The University retains the right to require certain immunizations prior to enrollment. Optometric care is provided through the Pacific University College of Optometry.

Tuality Student Health and Counseling Center
2011 Cedar Street
Forest Grove
503-359-2269

Forest Grove Optometry Clinic
Pacific and Birch
Forest Grove
503-357-5800

International Student Services

Pacific University and the Office of International Programs understands that an international student population often has needs that are different from those of U.S. students. The staff in the Office of International Programs is available to assist international students throughout their academic tenure at Pacific University. In addition to providing an international student orientation, the Office of International Programs provides assistance with U.S. immigration requirements, academic issues, cultural adjustment, English language support, financial concerns, housing and University admissions requirements.

Learning Support Services for Students with Disabilities

The Learning Support Services Office is designed to arrange for specialized academic support services or modifications to the learning environment for students with disabilities. In general, the University will work with students to provide a variety of services that will accommodate their specific needs. The following services are available: Test accommodations: Extended Test Time, Distraction Free Testing, Test Readers, Alternative Format, Adaptive Technology, Text on Tape, and Notetakers. All services can be adapted to accommodate individual needs. The University requires appropriate documentation of a disability in order to better enable students to meet the established academic standards.

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

The University complies with the Americans With Disabilities Act of 1990 (ADA). Questions or complaints about University policy should be directed to the Dean of Students.
OTHER STUDENT RESOURCES

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, sportswear 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.

Computing and Network Services
All students attending Pacific University will have access to a state-of-the-art computing and network infrastructure, providing access to a myriad of research and communications tools including e-mail, the World Wide Web, Telnet, FTP, and an international collection of academic reference materials. Campus residence halls are Ethernet enabled and provide communications access over 100 times faster than average dial up connections.

On campus, there are several shared computer facilities which provide software packages for word processing, spreadsheets and presentation graphics, research, e-mail access and Internet exploration. LaserJet printing is also available on a cost-per-copy basis.

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

Open days, evenings and weekends, the PIC is one of the busiest corners on campus!

Security
Security at Pacific University is provided by the Office of Campus Public Safety. 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 Public Safety 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 losses of personal property of students, faculty or staff.

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

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

Seth A. Agbo (2000)
Assistant Professor of Education
B.A., University of Cape Coast, Ghana
M.Ed., Lakehead University
Ph.D., University of British Columbia

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, Lane County
A.B., University of California, Berkeley
B.S., University of Oregon, 1983
M.A., University of Oregon, 1986
Ph.D., University of Oregon, 1991

Joan K. Boyle (2000)
Visiting Professor of Education
B.A. Arizona State University 1966
M.A. University of Northern Colorado 1970
Ph.D. University of California at Berkeley

Robert Bumsted (1998)
Assistant Professor of Education
B.A. University of Oregon, 1963
M.A., University of Oregon, 1965
M.A., University of Oregon, 1978

Deborah Caldwell (1999)
Assistant Professor of Education
B.A., San Francisco State University, 1969
J.D., Northwestern School of Law at Lewis and Clark College, 1983

Daniel Duarte (1997)
Assistant Professor of Education
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

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

Christine A. MacFarlane (2000)
Associate Professor of Education
B.A.E Wayne State College, 1970
M.S. Utah State University ,1982
Ph.D. Utah State University, 1990

Ann Matschiner (1999)
Assistant Professor of Education
B.S., Oregon State University, 1976
M.S.T., Portland State University, 1980

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

Vivian Moen (1998)
Assistant Dean, Lane County
B.S., Springfield College, 1964
B. E.D., York University, 1977
M. E.D., 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

Jill Schwimmer (1999)
Assistant Professor of Education, Lane County
B.S., Southern Illinois University
M.A., San Diego State University
Ph.D., Claremont Graduate University

Betty Sharp (2000)
Assistant Professor of Education, Lane County
B.A., University of Oregon, 1980
M.A., University of Oregon, 1987

Shelley L. Smolnisky (2000)
Assistant Professor of Education, Lane County
B.S., University of Oregon, 1972
M.S., University of Oregon, 1976
M.Ed., University of Oregon, 1986

Bonnie Witkin Stuart (2000)
Assistant Professor of Education, Lane County
B.A., University of Colorado, 1983
M.A., University of Denver, 1986
M.S., University of Oregon, 1992
Ph.D., University of Oregon, 1997

Michael L. Tanner (2000)
Associate Professor of Education, Lane County
B.S., University of Wisconsin-Oshkosh, 1969
M.A., University of Northern Colorado, 1975
Ed.D., University of Northern Colorado, 1979

Mark J. Szymanski (2000)
Assistant Professor of Education, Lane County
B.S., University of Wisconsin-Milwaukee, 1988
M.S., University of Wisconsin-Madison, 1994
Ph.D., University of Wisconsin-Madison, 1998

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

ADJUNCT AND PART-TIME FACULTY

Sherly Aydelott
Camille Cammack
Elaine Coughlin
Michael DuBrowa
Dave Garcia
David Gault
Richard Goldner
James Hagler
Jack Huhtala
Frank James
Elaina Jamieson
Annie Kelsey
Sarah Lichtenwalner
Arbrella Luvert
Ann Matschiner
Barb McEwan
Debra Noel
Deborah Parsons
Al Phillips
Jeanne Ruiz
Carol Sadler
Dewayne Smith
Jackie Waggoner
Merril Watrous
Faculty of
School of Occupational Therapy

Debra L. Boggis (1999)
Assistant Professor
B.S. University of New Hampshire, 1979
M.B.A. Portland State University, 1992

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

Molly McEwen (1986)
Associate Professor and Director
B.S., Western Michigan University, 1973
M.H.S., University of Florida, 1977

Steve Park (1991)
Associate Professor
B.S., University of Puget Sound, 1984
M.S., University of Illinois, 1992

Assistant Professor
Dip. O.T., University of Alberta, 1972
B.S., University of Alberta, 1980
M.S., University of Alberta, 1990

Roberta Wimmer (1995)
Instructor/Fieldwork Coordinator
B.S., University of North Dakota, 1976
Faculty of College of Optometry

Peter D. Bergenske (2000)
Clinical Assistant Professor of Optometry
B.A., University of Wisconsin, 1974
O.D., University of California, Berkeley, 1978

Bradley Coffey (1982)
Professor of Optometry
B.S., Pacific University, 1979
O.D., Pacific University, 1981

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

Steven J. Cool (1979)
Professor of Developmental Neurobiology
B.A., Trinity College, 1962
M.A., University of Illinois, 1965
Ph.D., University of Illinois, 1966

Scott C. Cooper (1992)
Associate Professor of Optometry
B.S., South Dakota State University, 1986
O.D., Pacific University, 1990
Teaching Fellow, Pacific University, 1990-92
M.Ed., Pacific University, 1993

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

Elizabeth Davis (1998)
Part-Time Assistant Professor of Optometry
B.S., Pacific University, 1993
O.D., Pacific University, 1996
Teaching Fellow, Pacific University, 1996-98

Patrick Caroline (1996)
Associate Professor of Optometry
C.O.T., University of Minnesota, 1978

Leland W. Carr, III (1993)
Dean, College of Optometry
Clinical Professor of Optometry
B.S., Michigan State University, 1976
O.D., Ferris State University, 1981

Associate Dean for Clinical Programs
Clinical Associate Professor of Optometry
B.S., Carroll College, 1980
O.D., Pacific University, 1984

Linda Casser (1997)
Associate Dean for Academic Programs
Clinical Professor of Optometry
B.S., Indiana University, 1976
O.D., Indiana University, 1978
Residency in Primary Care Optometry,
SUNY College of Optometry, 1980

Dina Erickson (2000)
Part-Time Assistant Professor of Optometry
B.S., Lewis and Clark College, 1989
O.D., Southern California College of Optometry, 1994
Residency In Hospital Based Optometry, San Francisco VAMC, 1995

Karl Citek (1994)
Associate 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

Graham B. Erickson (1998)
Associate Professor of Optometry
B.S., Pacific University, 1988
O.D., Pacific University, 1990
Residency in Pediatric Optometry and Vision Therapy,
Southern California College of Optometry, 1991
V. Lowell Galambos (1999)
Part-Time Assistant Professor of Optometry
Dispensing Optician, Opticianry Program
Loma Linda University, 1974
Certified Optician (A.B.O.C.), 1989

Denise Goodwin (1999)
Part-Time Assistant Professor of Optometry
B.S., Pacific University, 1996
O.D., Pacific University, 1998
Teaching Fellow, Pacific University, 1998-99

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

James R. Hale (2000)
Part-Time Assistant Professor of Optometry
B.S., Oregon State University, 1994
B.S., Oregon State University, 1995
O.D., Pacific University, 1998
Residency In Hospital Based Optometry, Portland VAMC, 1999

William T. Jordan (1976)
Professor of Chemistry
B.A. Portland State University, 1964
M.A. Portland State University, 1968
Ph.D., University of Pittsburgh, 1972

Weon Jun (1998)
Clinical Assistant Professor of Optometry
B.S., Pacific University, 1992
O.D., Pacific University, 1995
Residency in Hospital-Based/Primary Care Optometry, Portland VAMC, 1996

Paul Kohl (1981)
Professor of Optometry
B.A., State University of New York (Binghamton), 1973
O.D., Pacific University, 1980
Teaching Fellow, Pacific University, 1980-81

Hannu R. V. Laukkanen (1986)
Clinical Professor of Optometry
B.S., University of Oregon, 1974
B.S., Pacific University, 1983
O.D., Pacific University, 1984
Teaching Fellow, Pacific University, 1984-86
M.Ed., Pacific University, 1994

Janet Leasher (1999)
Part-Time Assistant Professor of Optometry
B.S., Pacific University, 1983
O.D., Pacific University, 1986
M.P.H., Tulane University School of Public Health and Tropical Medicine, 1999

Nira Levine (1969)
Director of Student Services, College of Optometry
Professor of Counseling
B.S., Hunter College, 1953
M.Ed., University of Virginia, 1964
Ed.D., University of Virginia, 1969

Nada J. Lingel (1982)
Professor of Optometry
B.S., Pacific University, 1979
O.D., Pacific University, 1981
M.S., Pacific University, 1988
Residency in Hospital Based Optometry, Albuquerque VAMC, 1993

Professor of Optometry
B.A., Rutgers University, 1970
M.A., Brandeis University, 1972
O.D., New England College of Optometry, 1978
Residency in Children’s Vision, Southern California College of Optometry 1979

John P. Lowery (1997)
Clinical Assistant Professor of Optometry
B.S., University of California, 1988
O.D., Pacific University, 1993
M.Ed., Pacific University, 1996

D. Gregory Luce (1993)
Part-time Assistant Professor of Optometry
B.S., California State University, 1986
O.D., Pacific University, 1990

Darin Paulson (1997)
Assistant Professor of Optometry
B.S., Washington State University, 1990
O.D., Pacific University, 1994
Residency in Vision Therapy, SUNY College of Optometry, 1995

Alan W. Reichow (1982)
Professor of Optometry
B.S., Pacific University, 1978
O.D., Pacific University, 1981
Teaching Fellow, Pacific University, 1981-82
M.Ed., Pacific University, 1995
Lee Ann Remington (1986)
Associate Professor of Optometry
B.S., College of Great Falls, 1981
B.S., Pacific University, 1983
O.D., Pacific University, 1984
Teaching Fellow, Pacific University, 1984-86
M.S., Pacific University, 1992

Diane Robbins-Luce (1994)
Part-time Assistant Professor of Optometry
B.A., Sacramento State University, 1985
O.D., Pacific University, 1990

Robert P. Rosenow (1991)
Associate Professor of Optometry
B.A., University of the Pacific, 1973
Pharm.D., University of the Pacific, 1976
O.D., Pacific University, 1988

Anna Sasaki (1997)
Part-time Associate Professor of Optometry
B.A., University of Delaware, 1970
M.D., Thomas Jefferson University, 1974
Ph.D., University of Delaware, 1982

Suzanne D. Scott (1995)
Assistant Professor of Optometry
B.S., University of Oregon, 1990
O.D., Pacific University, 1994
Residency in Vision Therapy,
SUNY College of Optometry, 1995

Dennis L. Smith (1991)
Associate Professor of Optometry
B.S., Towson State University, 1976
O.D., Southern College of Optometry, 1981
M.S., Pacific University, 1987

John Smith (1988)
Clinical Professor of Optometry
B.S., Pacific University, 1978
O.D., Pacific University, 1980

Jennifer Smythe (1994)
Associate Professor of Optometry
B.S., Pacific University, 1990
O.D., Pacific University, 1993
Residency in Contact Lenses, Pacific University, 1994
M.S., Pacific University, 2000

Carole 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

Elizabeth Wyles (1999)
Part-Time Assistant Professor of Optometry
B.S., Southern California College of Optometry, 1996
O.D., Southern California College of Optometry, 1998
Residency In Hospital Based Primary Care Optometry, Southern California College of Optometry, 1999

Diane P. Yolton (1979)
Professor of Optometry
B.S., University of Wisconsin, 1966
M.S., University of Texas, 1969
Ph.D., University of Texas, 1974
O.D., Pacific University, 1986

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

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

A. J. Zelada (1997)
Part-time Assistant Professor of Optometry
Bachelors Of Graphic Arts and Science,
Rochester Institute of Technology, 1972
B.S., Pacific University, 1985
O.D., Pacific University, 1985
OPTOMETRY ADJUNCT FACULTY

Abrams, Michael Scott (1998)
Adegite, Lawrence A.O. (1999)
Alexander, Larry J. (1997)
Austin, Jeffrey K. (1999)
Baker, Cindy J. (1997)
Baxstrom, Curtis R. (1999)
Blunden, Jeffrey H. (1998)
Border, Andrea Denise (1999)
Bowen, Craig E. (1989)
Brakke, Robert (1995)
Broadhead, Jeffrey (1998)
Brodie, Audrey J. (1998)
Catlett, Leslynn (2000)
Chang, Caroline M. (1999)
Chao, Capt. Christine J.J. (1999)
Clark, Terrence T. (1994)
Conway, Bernard P. (1992)
Cook, Rory M. (1999)
Cuevas, Ron V. (2000)
Cummings, John Patrick (1994)
D’Janbatian, Movses (1997)
Dansie, Dane F. (1995)
de Simone, Kelly (1999)
DeAnda, Steven R. (1999)
deCalesta, Pam (2000)
Dehning, Doug O. (1999)
Detmes, Stone Rose (1999)
Deutscher, Chris (1999)
Dixon, Lloyd T., Jr. (1999)
Doane, John Frederick (1999)
Edmonds, Ann (1993)
Ellison, Thomas Dale (2000)
Ellsworth, Randal N. (1998)
Engen, Todd B. (1998)
Erickson, Dina H. (1999)
Eskew, Stacie J.A. (1999)
Eudaly, Lon S. (1999)
Ewan, Marion (1999)
Fancher, COL Ronald D. (1998)
Ferrucci, Steven G. (1998)
Firth, Winona J. (1997)
Fisher, Mary V. (1996)
Flint, Bruce G. (2000)
Fogarty, LCDR Michael B. (1994)
Francian, Christie S. (1998)
Ford, Robert O. (1987)
Freedman, Howard Lee (1995)
Galiza, Frank L. (1966)
Garber, CMDR John M. (1994)
George, Mark A. (1998)
Glauser, Raymond (1994)  
Gottlieb, Daniel D. (1997)  
Guild, Jeffery A. (2000)  
Hamada, Kenji (1993)  
Hamel, Candace Dee (1978)  
Hellerstein, Lynn Fishman (1995)  
Hetrick, Barbara J. (1993)  
Hiett, Jeffrey A. (1984)  
Hikida, CAPT Anette (1994)  
Hildreth, Todd D. (1999)  
Houdek, Robert D. (1997)  
Jackson, Jimmy (1993)  
James, Donald K. (1993)  
Jefferson, Andrew J. (1999)  
Jensen, Clark J. (1997)  
John, Maurice E. (1995)  
Johnson, Carol H. Larter (1994)  
Johnson, Cherie A. (1999)  
Kautz, Gregory G. (1993)  
Kavadias, Thomas J. (1996)  
Kenney, Maria Cristina (2000)  
Ketcher, LCDR Greg Alan (1994)  
Kneib, Beth A. (1993)  
Kohake, Cecil B. (1999)  
Komarnicky, Gerald S. (1995)  
Krebsbach, John (1998)  
Lamb, Michael William (1999)  
Leasher, Janet L. (1997)  
Lenart, Thomas D. (1999)  
Leong, Pak-Ho (1994)  
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Linton, N. Kent (1998)  
Littlefield, Susan F. (1997)  
Litwak, Anthony B. (1993)  
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Luce, D. Gregory (1993)  
Lupinski, David E. (1999)  
Luthman, MAJ Nicholas G. (1995)  
Ma, Yen M. (2000)  
Mace, Shari L. (1996)  
Madson, B. Diane (1998)  
Maebori, Jeffrey S. (1998)  
Maguen, Ezra (2000)  
Mancillas, Max S. (1999)  
Mann, Daryl F. (1995)  
Marusich, Carol (1997)  
Mathisen, Ronald R. (1994)  
McClain, Anita (1990)  
McKay, Steve (1999)  
McKim, CAPT Scott M. (1996)  
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Melore, Gerald G. (1985)  
Melton, Ron (1993)  
Mende, Silvia (1995)  
Miller, Joan Pluem (1999)  
Miller, Michelle M. (1993)  
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Valenti, Claude (1994)
VanBrocklin, Michael D. (1986)
VanHee, Steven L. (1994)
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Wessels, Izak Frederick (1995)
Williams, Mark A. (1988)
Williams, Katherine C. (1998)
Wojciechowski, Bruce R. (1998)
Wolff, Robert Steven (1997)
Wong, Ben H. (1998)
Woodard, Lawrence (1999)
Wyles, Elizabeth (2000)
Yang, Irene Lee (1997)
Yin, Cynthia (1999)
Young, MAJ Michael E. (1995)
Youngman, Lori A.Z. (1997)
Zubel, LT. Lawrence M. (1997)
Faculty of School of Physical Therapy

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)
Associate Professor of Physical Therapy
B.S. Ohio State University, 1971
M.P.H., University of North Carolina, 1985

M. Katie Farrell (1998)
Assistant Professor of Physical Therapy
B.S., Quinnipiac College, 1990
M.S., University of Pittsburgh, 1996

Laurie Lundy-Ekman (1979)
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

Robert J. Nee (1999)
Assistant Professor of Physical Therapy
B.S., Boston University
MappSc, University of South Australia

Richard A. Rutt (1993)
Associate 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

Sheryl Sanders (1998)
Assistant Professor of Anatomy
B.A., Asbury College, 1985
Ph.D., University of Kentucky, 1989

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

* Part-time faculty position in Physical Therapy
Faculty of School of Physician Assistant Studies

Christine Legler PA-C (1996)
Director, School of Physician Assistant Studies
Associate 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 MD (1998)
Associate Medical Director, School of Physician Assistant Studies
Assistant Professor
M.D., Medical College of Wisconsin, 1988
B.A., University of Steubenville, 1984

Hector Rodriguez DO (1998)
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
MHS, Duke University, 1993
MS, Wake Forest University, 1991
BS, Ball State University, 1989

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Patient Evaluation Coordinator / Assistant Professor
MS, Alderson-Broadus College, 1994
BS, Central Washington State University, 1982
BS, Washington State University, 1981

Robert Rosenow, Pharm.D, OD (1997)
Clinical Graduate Project Coordinator / Associate Professor
OD, Pacific University, 1988
PharmD, University of Pacific, 1976
BA, University of Pacific, 1974

Larry Moore PhD (1997)
Course Instructor - Psychosocial Dynamics
PhD, Fuller Graduate School of Psychology, 1994
School of Physician Assistant Studies
Associate Faculty

Richard Rutt PT, PhD (1997)
School of Physical Therapy / Associate Professor
Physiology Instructor - PA Program
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Anatomy Instructor - PA Program
Faculty of School of Professional Psychology

FULL-TIME FACULTY

Assistant Professor
B.A., Chapman University, 1987
M.A., Chapman University, 1990
Ph.D., University of Southern Mississippi, 1995

Maryka Biaggio (1987)
Professor
B.S., Northern Michigan University, 1973
M.S., Utah State University, 1975
Ph.D., Utah State University, 1977

Associate Professor
B.A., Harding University, 1980
M.S., Memphis State University, 1983
Ph.D., Memphis State University, 1986

Kurt A. Freeman (1999)
Assistant Professor
B.A., Claremont McKenna College, 1992
M.A., West Virginia University, 1995
Ph.D., West Virginia University, 1999

Donald K. Fromme (1992)
Professor and Director, Psychological Service Center
B.M., Boston University, 1961
Ph.D., University of Iowa, 1966

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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)
Associate Professor
B.A., Michigan State University, 1968
M.A., Michigan State University, 1977
Ph.D., University of Oregon, 1985

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Associate Professor
B.A., University of North Carolina, 1970
Ph.D., University of Minnesota, 1974

Daniel S. McKitrick (1984)
Professor
B.S., University of Illinois, 1969
M.A., University of Maryland, 1975
Ph.D., University of Maryland, 1978

Catherine M. Miller (1999)
Assistant Professor
B.A., University of New Orleans, 1987
M.A., West Virginia University, 1990
Ph.D., West Virginia University, 1993

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

James E. Bryan (1999)
Assistant Professor
B.A., University of Michigan, 1978
M.S., Western Washington University, 1984
Ph.D., University of Nebraska, 1990

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Assistant Professor
B.A., University of Portland, 1990
M.S., University of Oregon, 1995
Ph.D., University of Oregon, 1998

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Associate Professor
B.S., Gannon University, 1970
M.A., Gannon University, 1973
M.Ed., Gannon University, 1975
Ph.D., Kent State University, 1982

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B.S., Ithaca College, 1966
M.S., New York University, 1975
Psy.D., Pacific University, 1987

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

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Assistant Professor
B.S., Massachusetts Institute of Technology, 1970
M.S., Pennsylvania State University, 1974
Ph.D., University of Tennessee, 1984

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Assistant Professor
B.A., California State University, 1988
M.A., University of California, 1991
Ph.D., University of California, 1995

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Assistant Professor
B.A., University of Hawaii, 1986
M.S., Washington State University, 1989
Ph.D., Washington State University, 1993

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B.A., Columbia University, 1963
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M.A., West Virginia University, 1990
Ph.D., West Virginia University, 1993

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Ph.D., Fuller Graduate School of Psychology, 1994

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M.A., University of Oregon, 1989
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Assistant Professor
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Ph.D., University of Nebraska, 1978
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B.A., University of California, Los Angeles, 1962
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Ph.D., University of California, Los Angeles, 1967

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Ph.D., Washington University, 1983

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M.S., University of Oregon, 1978
Ph.D., University of Oregon, 1987

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B.S., Portland State University, 1978
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Amy Beaupre
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B.S., Calcutta University, 1951
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Ph.D., Stanford University, 1964

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B.A., St. Anselm’s College, 1960
M.A., Indiana University, 1962
Ph.D., University of California at Davis, 1968

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

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Professor of Biology
B.S., Portland State University, 1963
M.S., Oregon State University, 1968
Ph.D., Oregon State University, 1973

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

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Professor of English
A.B., University of Massachusetts, 1952
M.A., University of Michigan, 1953

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Professor of Education
M.A.T., Lewis and Clark College, 1965

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

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

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

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

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

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

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B.S., Rutgers University, 1950
Ph.D., Columbia University, 1959

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Associate Professor of Physical Education
B.A., Mills College, 1926
M.A., Columbia University, 1936
James V. Miller
President Emeritus
B.A., Indiana Central College, 1942
M.Div., United Seminary, 1946
Ph.D., Boston University, 1955
LL.D., Otterbein College, 1972
LL.D., Indian Central College, 1979

Gary V. Mueller
Professor of Art
B.S., University of Oregon, 1957
M.S., University of Oregon, 1962
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Edna McRae School of Dance, 1951
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School of American Ballet, 1955

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Clinical Professor of Optometry
B.S., Pacific University, 1952
O.D., Pacific University, 1958

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

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Associate Dean of Academic Programs
Associate Professor of Optometry
B.S., Pacific University, 1951
O.D., Pacific University, 1952

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

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B.A., Pacific University, 1943
M.A., Pacific University, 1954
Ph.D., University of Oregon, 1959

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O.D., Illinois College of Optometry, 1948

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Professor of Optometry
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O.D., Pacific University, 1960
M.S., Indiana University, 1968

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

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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

Dr. Truman Teeter
Professor of Chemistry
B.S., Oregon State University, 1942
M.S., University of Oregon, 1949
Ph.D., University of Oregon, 1954

Don C. West
Professor of Optometry
O.D., Southern College of Optometry, 1949
B.S., Pacific University, 1961
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or 2231
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Education, School of .......... 503-359-2205
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School of .......................... 503-359-2203
Optometry, College of .......... 503-359-2202
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(PIC) ................................. 503-359-3174
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Payment of Bills .............. 503-359-2128
or 2231
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   - President’s Office
   - Taylor Auditorium
   - University Information Services (UIS)
   - University Relations
2. Trombley Square
3. Old College Hall
   - Museum
4. Murdock Hall
   - McGill Auditorium
5. Greenhouse
6. Melott Rose Garden
7. Taylor-Meade Performing Arts Center (McCready Hall)
8. Jefferson Hall
   - College of Optometry
9. Warner Hall
   - Tom Miles Theater
10. Brown Hall
11. Carnegie Hall
   - School of Education
12. Harvey Scott Memorial Library
   - Kathrin Cawein Gallery
13. Bates House
14. Walter Hall
   - School of Occupational Therapy
   - Undergraduate student housing
14a. Walter Hall Annex
15. Washburne Hall/University Center
   - Alumni Room
   - Bookstore
   - Fireside Lounge
   - Mail Room
   - Multi-Purpose Room (MPR)
   - Pacific Information Center (PIC)
   - Student Services
   - University Food Service
16. School of Physical Therapy
17. Douglas C. Strain Science Center
18. Tom Reynolds Soccer Field
19. Clark Hall (student housing)
   - Maintenance Department
20. McCormick Hall (student housing)
21. University Apartments (student housing)
22. Municipal Swimming Pool
23. Pacific Athletic Center & Field House
24. Vandervelden Court (student apartments)
25. Holce Tennis Courts
26. English Language Institute
27. World Languages House
28. Chapman Hall
   - Career Development
   - Humanitarian Center
   - International Programs
29. Knight Hall
   - Office of Admissions
30. Walker Hall
31. Abigail Scott Duniway House
32. Upward Bound
33. Drake House
34. Walter Hall Annex
35. Facilities Management
   - Business Services
   - Service Center
36. The Creamery Building
   - Milky Way
   - Pacific Outback
   - Cosmic Coffee
37. School of Professional Psychology
38. Continuing Education
39. Landscaping and Custodial Offices
40. Landscaping Storage
41. Facilities Engineering Storage
42. Motor Pool
43. Barbara E. Story Memorial Garden
44. Tuality Student Health & Counseling Center

Off Campus:
   - School of Physician Assistant Studies
     3201 19th Avenue, Suite F, Forest Grove

DIRECTIONS TO PACIFIC UNIVERSITY

Forest Grove is located just 25 miles west of Portland. While it may look further, we recommend you take the Highway 26 route.

Visitor parking permits are available in the Pacific Information Center in Washburne Hall/University Center (#15 on map).

KEY

- Faculty and staff parking; no parking midnight-6 am
- Campus parking; no parking midnight-6 am (Lots D & F 2-6 am)
- Overnight parking allowed
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