



Graduate Professions Catalog

2001 - 2002



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Old College Hall
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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

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

Clinical (Psy.D.): Committee on Accreditation of the American Psychological Association

Counseling (M.A.): Oregon Board of Counselors and Therapists meeting educational standards for becoming a Licensed Professional Counselor

Education

Teacher Standards and Practices Commission of the State of Oregon

Physician Assistant Studies

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

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 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 and human service

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.

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.

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 Clarks. 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 the campus of Pacific University.

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 and human service professions, including Occupational Therapy, Optometry, Physical Therapy, Physician Assistant Studies, and Professional Psychology.

SCHOOLS AND COLLEGES

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

For over ninety years teacher education has been an integral part of Pacific University. Today the School of Education continues this long tradition with comprehensive and innovative programs designed to meet the needs of those seeking professional education coursework, at both the undergraduate and graduate level. At campuses in Forest Grove and Eugene, courses of study include undergraduate and graduate degree programs leading to initial licensure for teachers in regular and special education classrooms and for school counselors. In addition, the School offers a continuing teaching license program for in-service teachers, and a special masters program for optometrists. Non-degree programs for teachers who wish to add endorsements and/or authorizations are also provided.

An outstanding faculty is the key to the excellence of Pacific's educational programs. Representing a wide range of teaching and academic expertise, the majority of the faculty hold earned doctorates and have had significant experience teaching in public school classrooms. Pacific's faculty members demonstrate a commitment to education as a lifelong process.

As a complement to providing an educational environment that fosters the development of intellectual independence and high ethical standards, the School of Education has a strong relationship with surrounding school districts and communities. This allows students to fulfill the field-based components of their programs in a variety of settings, which serve as laboratories for all aspects of the teacher education program.

A final factor critical to the success of School of Education programs is the quality of its students. The student population is a balance of traditional students in their early twenties and of older students seeking new careers. Those students accepted to our programs have demonstrated superior academic, professional, and interpersonal abilities. As graduates of the School of Education, they are well prepared for service to a changing community, nation, and world.

School of Occupational Therapy

The School of Occupational Therapy at Pacific University offers a 29 month entry-level Masters of Occupational Therapy (MOT) degree to educate and prepare future occupational therapists for the challenges of the next century.

Occupational Therapy focuses on day-to-day activities (occupations) in which people engage on a daily basis. Through successful engagement in meaningful and valued daily occupations, an individual experiences a sense of competency, self-fulfillment and subsequent health and well-being.

The School of Occupational Therapy holds firmly to the founding philosophy of the profession: engagement in meaningful and purposeful day-to-day activities leads to health and well-being. Fieldwork, involving partnerships with community practitioners and organizations, is integrated throughout the curriculum. Fieldwork experiences provide students the opportunity to study and engage in a variety of settings where people across the age span maintain, promote or regain occupational function, health, and well-being.

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 community based practices. Consistent with the philosophy of Pacific University, the School of Occupational Therapy seeks to promote values of leadership, quality and service. Graduating therapists from Pacific University's School of Occupational Therapy are well qualified to utilize occupation as a powerful medium for facilitating health in our communities.

College of Optometry

The College of Optometry offers a four-year Doctor of Optometry degree, and a Masters of Science in Clinical Optometry degree. Offering quality learning opportunities within a supportive environment is of highest priority at Pacific. Its Optometry programs are distinctive, and they emphasize service to both profession and community.

In addition to maintaining a full service clinic on campus, the College operates four fully-staffed clinics in the Portland area. 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 Masters of Science in Clinical Optometry degree program is designed to prepare individuals for careers in optometric education, research and specialty practice. It usually requires a minimum of 21 months to complete.

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

School of Physical Therapy

The School of Physical Therapy offers a three-year Doctor of Physical Therapy degree. Pacific University's location in Forest Grove, Oregon 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 gained regional or national recognition for their clinical skills and 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. The School has also developed a Doctor of Physical therapy degree for physical therapist clinicians. This program will begin in the Fall, 2001

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 lifestyles. 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 program. Community providers are involved in the advisory and admissions committees and serve as lecturers and preceptors. The program has 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 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. Graduates will have met the Oregon educational requirements for Licensed Professional Counselor. Graduates have been employed in a variety of mental health and organizational roles.

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.

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 encouraged to seek out new and innovative professional roles. Training is structured to prepare graduates to enter the postdoctoral licensing process.

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 continuing education credits to practitioners and other licensed professionals in the health care fields served by Pacific University's professional programs in Occupational Therapy, Optometry, Physical Therapy, Physician Assistant Studies and Professional Psychology.

Programs are held both on campus and in various communities across the U.S. and Canada. 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 study and some via internet. Information about currently scheduled educationals may be obtained by contacting the individual college or program.

Pacific University 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. The ELI is a division within the School of Education.

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

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

Application deadlines and notification of admittance will vary. Refer to the appropriate program section of this catalog.

ADMISSION CRITERIA

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

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

Most graduate professional programs require a personal interview. The interview is a contributing factor in the admission decision. It allows the selection committee to assess essential skills and traits, which may not be reflected in the application. Consideration is given to characteristics such as knowledge of the profession, motivation toward a career in the professional field, ability to think clearly and logically, and verbal expression of ideas.

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

TRANSFER STUDENT — ADMISSION AND APPLICATION PROCEDURES

Please refer to individual program sections in this catalog for additional information or contact our Office of Graduate and Professional Admissions by calling 503-359-2218 or 1-800-677-6712.

The School of Physician Assistant Studies does not accept transfer students.

INTERNATIONAL STUDENTS

International Students are welcome to apply for any of our graduate or professional programs, however, programs may have varying requirements. Please refer to individual program sections in this catalog or contact our Office of Graduate and Professional Admissions by calling 503-359-2218 or 1-800-677-6712.

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.

Tuition & Fees

SCHEDULE OF TUITION FOR ACADEMIC YEAR 2001/2002

TUITION

SCHOOL OF EDUCATION

Forest Grove MAT Fifth-Year (Students entering summer 2001)

Annual	\$16,410
Semester.....	\$5,470

Eugene MAT Fifth-Year (Students entering spring 2001)

Annual	\$15,900
Semester.....	\$5,300

Eugene MAT Fifth-Year (Students entering spring 2002)

Annual	\$16,410
Semester.....	\$5,470

Alternative Pathways to Teaching (Students entering summer 2001)

Mathematics and Science Program	\$12,000
Special Educator Program.....	\$13,000

All other Graduate Programs in the School of Education

Per credit hour	\$375
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Eugene Undergraduate tuition

Per credit hour	\$375
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SCHOOL OF OCCUPATIONAL THERAPY

Annual	\$17,330
Semester.....	\$8,665
Part time, per semester hour	\$580
Audit, per semester hour	\$310

COLLEGE OF OPTOMETRY

Students who enter (or re-enter following leave)

Optometry in 2001-02 academic year

Annual	\$22,366
Semester.....	\$11,183

Students who entered Optometry in 2000-01 academic year

Annual	\$22,050
Semester.....	\$11,025

Students who entered Optometry in 1999-00 academic year

Annual	\$21,630
Semester.....	\$ 7,210

(Fall, Spring, & Summer)

Students who entered Optometry in 1998-99 academic year

Annual	\$20,661
Semester.....	\$ 6,887

(Fall, Spring, & Summer)

Per Credit Tuition

Part time, per semester hour (one hour courses and overloads)	\$715
Audit, per semester hour	\$310

Full time tuition covers the core curriculum leading to the O.D. degree, plus a total of eleven hours over a four-year course of study. Summer session courses outside the College of Optometry require an additional fee at summer session rates.

SCHOOL OF PHYSICAL THERAPY

Tuition for students who enter PT in the 2001-02 academic year, or in 2000-01

Annual	\$18,140
Semester.....	\$9,070

Tuition for students who entered prior to 2000

Annual	\$17,360
Semester.....	\$8,680

Per Credit Tuition

Part time, per semester hour	\$580
Audit, per semester hour	\$310
Post Masters per credit hour rate	
Summer 2001.....	\$325
Fall 2001	\$400
Spring 2002	\$400

SCHOOL OF PHYSICIAN ASSISTANT STUDIES

Annual	\$18,450
Semester.....	\$6,150
Part time, per semester hour	\$580

New tuition is effective Summer Semester 2001.

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 the 2001-02 or 2000-01 academic year

Annual	\$17,550
Semester.....	\$5,850

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

Annual	\$17,400
Semester.....	\$5,800

Tuition for students who entered the PsyD or MS program prior to 1999

Annual	\$17,310
Semester.....	\$5,770

Tuition for students in the Masters in Counseling program

Annual	\$13,050
Semester.....	\$4,350

Per Credit Tuition

Part-time, per semester hour

.....	\$500
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Audit, per credit hour \$310

Students who are enrolled for 9-15 credit hours are charged full-time tuition. Students who are enrolled for more than 15 credits are charged the full-time rate plus the per credit rate for each credit over 15 credits. Students enrolled for fewer than 9 credits are charged at the per credit rate.

Tuition payments received subsequent to the registration deadline will be assessed a \$100 late fee.

FEES FOR ACADEMIC YEAR 2001/2002

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 2001 to August 2002 (U.S. citizen)	\$462
(International)	\$621

School of Education

Fingerprinting Fee and background check	\$60
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School of Occupational Therapy

Laboratory Fee.....	\$40
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College of Optometry

AOSA/SOA Fee.....	\$32
MEd/VFL Fee (per semester)	\$150

School of Physical Therapy

Laboratory deposit	\$100
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School of Physician Assistant Studies

Key deposit.....	\$20
Laboratory deposit	\$60
First year Laboratory Fee	\$450
Conference Fee.....	\$250

School of Professional Psychology

Clinical Competency Examination Fee (one-time fee)	\$75
Dissertation Fee(one-time fee)	\$75
Course Waiver Examination (if applicable)	\$85
Fingerprinting Fee.....	\$15

ROOM RATES and BOARD PLANS are published in the undergraduate catalog.

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 2001-2002 Academic Year are:

SEMESTER	TOTAL PAYMENT DUE DATE
Fall	August 15, 2001
Winter/Spring.....	January 15, 2002
Summer	May 15, 2002

Monthly Payment Plan

This plan allows you to pay tuition and fees in four installments each semester. For the fall term, payments begin on August 15, 2001 with additional payments due the 15th of each month. For spring term, payments begin on December 15, 2001; for summer term, April 15, 2002. 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 or School must accompany the application.

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

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 students registered for 6 or more credits. Students with their own personal medical insurance coverage are exempt from participation in the University's group plan if they properly complete and **file a waiver form for each academic year within the first two weeks of their academic year.**

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

Past Due Accounts

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

Withdrawal and Refund Policy

Students who completely withdraw from all classes may be eligible for a refund of all or a portion of their University charges. Students should contact their Dean or Program Director prior to executing a formal withdrawal through the office of the University Dean of Students.

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 goal of Pacific University's financial aid process is to make a Pacific University education affordable. To that end, we offer graduate and professional students a variety of grants and scholarships, loans, and employment opportunities. Funds for these awards come from institutional, state, and federal sources, and vary by academic program. Additional information may be available from the academic program offices.

We strongly encourage all students to apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA). The FAFSA should be completed as soon as possible after January 1st each year, either electronically (www.fafsa.ed.gov) or by completing a paper version. While the FAFSA may not be required for consideration for certain grants and scholarships, it is necessary to determine a student's "need" and then provide the student with a complete package of financial assistance.

It is also a good idea to look for outside scholarships. Professional organizations, government agencies, civic organizations, churches, and businesses may have scholarships to award to students. The Financial Aid Information Page at www.finaid.org contains links to several national scholarship search databases that might also be useful. Outside scholarships are considered resources that meet a student's "need" and may affect the student's receipt of other financial aid; in most cases, receipt of outside scholarships decreases the amount that students must borrow.

ELIGIBILITY CONSIDERATIONS

Students must be admitted to Pacific University to have their eligibility for financial aid determined. Students who are not candidates for a degree or certificate are not eligible for financial aid.

Students must maintain compliance with the satisfactory academic progress policy determined by their academic programs. Students should contact their programs for specific information on their program's policy.

While all students admitted to a graduate/professional program are considered for available institutional aid, students must be U.S. citizens or nationals, permanent residents, or resident aliens to be eligible for federal financial aid. In addition, students must demonstrate federally defined "need" to qualify for Federal Work-Study and need-based loans. "Need" is defined as the difference between the students Cost of Attendance (COA) for an academic year and the Expected Family Contribution (EFC) that results from calculations done on the student's FAFSA information.

Students must attend full-time (12 or more credits per semester) to receive institutional and state aid, Federal Work-Study, and certain federal loans. Students must attend at least half-time (6 to 11 credits per semester) to receive federal loans. Students who drop credits after they receive their financial aid may have their aid reduced.

FINANCIAL AID PROGRAMS

Grants and Scholarships

Professional Program Grants - non-renewable awards offered to first-year students in the School of Occupational Therapy and the School of Physical Therapy. Award amounts vary.

Physician Assistant Community Service Scholarship. The School of Physician Assistant Studies is committed to increasing the diversity in the Physician Assistant Profession and to encourage all clinicians to seek employment in underserved communities. Several Community Service Scholarships are available for entering students who demonstrate commitment to diversity. The number and amount of the scholarships are contingent on the availability of funds. The scholarship is awarded for the first year of the program.

Optometry Dean's Scholarships — non-renewable awards offered to selected first-year students in the College of Optometry. Award amounts vary.

Optometry Association Matching Grants - awarded to students in the College of Optometry who receive grants from state or provincial optometric associations or their auxiliaries, or from the American Optometric Association. Pacific provides matching awards of up to \$1,000.

Service Scholarships and Graduate Assistantships - awards offered to selected Psy.D. candidates in the School of Professional Psychology. Award amounts vary, and may be for a single year or for multiple years. Applications are available from the School of Professional Psychology.

Master of Arts in Teaching Dean's Scholarships - awards offered to selected students in the Master of Arts in Teaching/Fifth-Year programs in Forest Grove and Eugene. Applications are available from the School of Education.

Endowed and Restricted Scholarships - these scholarships are made available through the generous donations of friends of Pacific and are awarded to students in certain academic programs who meet certain academic and other criteria specified by the donors. Amounts available vary annually, and are usually

for one academic year only. Additional information on these scholarships is available from the academic program offices and from the Financial Aid Office.

Western Interstate Commission for Higher Education (WICHE) Professional Student Exchange Program (PSEP) - funds available to eligible students in the School of Occupational Therapy, the College of Optometry, the Physician Assistant Students program, and the School of Physical Therapy. Applications must be filed with the appropriate state-certifying officer by October 15th of the year preceding the student's enrollment at Pacific. Award amounts and state participation vary by academic program.

Employment

Federal Work-Study - awards made on the basis of federally defined need and fund availability. Award amounts vary annually. Recipients are eligible to work on-campus or in community service positions off-campus. Students may not work more than 20 hours per week when classes are in session, and may not work during hours when they are scheduled to be in class.

Loans

Federal Perkins Loans - loans awarded on the basis of federally defined "exceptional" need and fund availability. Award amounts vary annually and cannot exceed \$6,000 per academic year. Repayment begins nine months after the borrower graduates or maintains less than half-time enrollment. Loans begin to accrue interest at a fixed rate of five percent after the nine-month grace period ends.

Federal Direct Stafford Loans - loans awarded up to federally established annual and cumulative maximum amounts based on the student's need, cost of attendance, and academic program. Loans are subsidized if they meet the student's federally defined need, and unsubsidized if they exceed that need. Most graduate and professional students are eligible for up to \$18,500 per academic year in a combination of these loans, up to \$8,500 of which can be subsidized. Exceptions to this limit are made for students in the College of Optometry and

for Psy.D. candidates in the School of Professional Psychology. While the \$8,500 annual subsidized limit still applies to these students, they can typically borrow up to their entire cost of attendance, minus any subsidized amount, in unsubsidized loan. Repayment begins six months after the borrower graduates or maintains less than half-time enrollment. Subsidized loans begin to accrue interest at a variable rate, not to exceed 8.25 percent, after the six-month grace period ends; unsubsidized loans begin to accrue interest when funds are disbursed.

Health Professions Student Loans - loans awarded to students in the College of Optometry who demonstrate "exceptional" financial need. Parental information is required to determine a student's eligibility for this federally funded loan program. Award amounts vary. The interest rate is five percent and repayment begins 12 months after the student graduates or maintains less than half-time enrollment.

CanHELP Loans - loans available to credit-worthy Canadian citizens attending postsecondary schools in the U.S. Students may apply for \$1,000 to \$15,000 (U.S.) per academic year on their own signature; applicants who wish to borrow higher amounts must apply with a credit-worthy co-borrower. The interest rate is variable, and interest accrues and repayment begins while the student is enrolled.

Private Alternative Loans - loans available to students with satisfactory credit histories. Students may generally borrow up to their entire cost of attendance minus other financial aid received. Interest rates vary, and interest accrues while the students are enrolled. In most cases, repayment begins six months after the student graduates or maintains less than half-time enrollment. Additional information on these loans is available from the financial aid office.

Endowed and Other Graduate Scholarships

Awards from endowed funds are made periodically as income permits. Selected endowed scholarships and their eligibility restrictions are listed below.

The Alumni Legacy Scholarship (*Direct descendants of Pacific alumni*)

Louis P. Busch Memorial Scholarship (*MAT*)

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*)

Jaggar Family Scholarship (*Physical Therapy*)

McGill Scholarship (*Careers in the health sciences*)

Harry W. Olson Memorial Scholarship (*Physical therapy*)

Carol Pratt Scholarship (*Optometry*)

Patrick Maloney Scholarship (*Pre-medicine*)

Josiah Hill III PA Memorial Scholarship (*Physician Assistant Studies*)

Miles Shishido Scholarship (*Hawaiian student*)

Barbara F. Sowers Scholarship

Edith Clare Steele Scholarship (*Minority student*)

Elbridge and Mary Stuart Scholarship

Hermion 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

Washington Mutual Scholarship (*MAT minority student*)

Wellington Wallace Washburn Memorial Scholarship Narcissa Jewett and Carl G. Washburne Scholarship

Hazel Jones Wolf Endowed Memorial Scholarship

Glenn Zurcher Scholarship

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.

Physician Studies students are strongly encouraged not to work while enrolled in the PA program. Any student who chooses to work is required to attend all program related activities and will not be granted an excused absence for work obligations.

School of Education

Willard M. Kniep, Ph.D., *Dean*

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.

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.

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 Master of Arts in Teaching Fifth-Year program. Until 1992, this program offered only secondary endorsement areas, at which time it was expanded to include an elementary education component.

Teacher education programs had been located within the College of Arts and Sciences for many years. However, as an increasing number of teacher education students opted for programs at the masters level, it became clear that the opportunities and demands associated with teacher education extended substantially beyond

GENERAL INFORMATION

The School of Education was founded on the mission cited above. The founding faculty were also very clear about the values that they espoused and that are actualized in the offerings of the School of Education. These values include:

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

- professional educators who, as reflective practitioners, continually strive to improve the effectiveness of their teaching.

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

I. Graduates of the School of Education 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. Graduates of the School of Education will possess relational and instructional skills that emerge from a commitment to effective communication, collaboration, and the celebration of diversity. They will:

- Develop and utilize a comprehensive repertoire of instructional strategies
- Design curricula that appropriately integrate disciplines
- Create student-centered environments that promote inquiry
- Promote the active construction of student understandings
- Accept and nurture a broad range of learning styles and intelligences
- Design activities appropriate for students' developmental levels

- Recognize the impact of language and culture on student learning
- Continue to expand their receptive and expressive communication skills

III. Graduates of the School of Education 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 and Programs

The School of Education offers programs at two sites, Forest Grove and Eugene. At the main campus in Forest Grove, the School of Education offers the following programs:

- An undergraduate teacher education program offered in conjunction with the College of Arts and Sciences
- MAT Fifth-Year program – full-time cohort program for those holding a bachelor's degree and seeking an initial license
- MAT/Flex program – part time for those holding a bachelor's degree and seeking an initial license
- Continuing Teaching License program for in-service teachers who have completed bachelor's and/or master's degrees and who hold either a basic or an initial license
- MAT/Special Educator program for persons seeking initial licensure in special education

- Alternative Pathways to Teaching (APT) Mathematics and Science program – MAT program for persons seeking initial licensure in mathematics and science
- Master of Arts in Education /Curriculum Studies (MAE/CS) – advanced degree program not leading to licensure
- Master of Education/Visual Function in Learning (MEd/VFL) – advanced degree program for optometry students or practicing optometrists

The second site in Eugene was established in 1992 to serve Lane County and the surrounding area. Here the School of Education offers the following programs:

- An undergraduate teacher education program offered in conjunction with Lane Community College, limited to those seeking early childhood or elementary authorizations
- MAT Fifth-Year program – full-time cohort program for those holding a bachelor's degree and seeking an initial license (January to December)
- MAT/Flex program – part time for those holding a bachelor's degree and seeking an initial license
- Continuing Teaching License program for in-service teachers who have completed bachelor's and/or master's degrees and who hold either a basic or an initial license
- Master of Education/School Counseling program for those seeking an initial license in school counseling

Description of Programs

The School of Education offers two types of programs: those which lead to an Initial or Continuing 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
- MAT Fifth-Year program-one year full-time cohort
- MAT part-time program (MAT/Flex)

The School of Education also offers Initial License programs for School Counseling (Eugene campus only) and for Special Education (Forest Grove campus only). Both programs are graduate level programs which include the Initial License and a master's degree.

The Continuing Teaching License (CTL) program is offered for those practicing teachers with a Basic or Initial License who must move to the Continuing 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 teach@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. 2222.

Graduation

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

All 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 or December commencement ceremony.

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 licensure courses in the School of Education.

Admission to Undergraduate Study in Education

Prior to taking the coursework necessary for teacher licensure, students must be admitted to the School of Education. Students who wish to enter a teaching

career should consult with the Coordinator of the Undergraduate Education Program early in the freshman year, and should take the introductory education course, Educ 260, Foundations of Education, by the fall of the sophomore year. Application to the School of Education may be accomplished as a part of the Educ 260 class. 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 Oregon Initial Teaching License as an undergraduate a student must apply for admission to the School of Education. The application for admission to the School of Education should be submitted at the end of the freshman year or at the beginning of the sophomore year.

The application process may be accomplished as a part of the Educ 260 class. 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

Phil 101	Knowledge and Reality	.....3
Psy 150	Introduction to Psychology	.....3

Social Foundations: one of the following3

Anth 101	Introduction to Anthropology	
Soc 102	Social Problems	
PolS 101	Power and Community	

Development: one of the following3

Psy 180	Lifespan Human Development	
Psy 318	Applied Human Development	

Cognition: one of the following3

Psy 225	Human Learning and Motivation	
Psy 248	Mind, Theory and Method	
Psy 315	Cognitive Neuroscience	
Psy 352	Physiological Psychology	

Education: all of the following

Educ 260	Foundations of Education	.....2
Educ 300	Introduction to Early Childhood Education	.....4
Educ 305	Learning Communities	.....3
Educ 361	Foundations of Human Development and Psychology	.....3
Educ 370	School and Society	.....2

Educ 397	Field Experience	.....2
Educ 420	Normal Language Development	.....2
Educ 427	Psychology of Reading Instruction	.....2

Required capstone experience: one of the following

Educ 490	Integrating Seminar	.....6
Educ 475	Student Teaching	.....12

Required Professional Courses for Early Childhood and Elementary School Authorizations

The following courses are required to qualify for the Oregon Initial Teaching License with authorizations for Early Childhood Education or Elementary Education. Some of these courses will also fulfill requirements for the Education and Learning major.

Educ 305	Learning Communities: Personal Awareness and Diversity	.....3
Educ 370	School and Society	.....2
Educ 361	Foundations of Human Development and Psychology	.....3
Educ 436	Technology Across the Curriculum	.....2
Educ 431	Integrated Methods I: General Methods	.....3
Educ 408	Integrated Methods II: Reading and Language Arts in Early Childhood Education	.....4
	OR	
Educ 444	Integrated Methods II: Reading and Language Arts in Elementary Education	...4
Educ 409	Integrated Methods IIIa: Math in Early Childhood Education	.....2
	OR	
Educ 343	Integrated Methods IIIa: Math in Elementary Education	.....2

Educ 328	Integrated Methods IIIb: Science and Health in Early Childhood Education	2
	or	
Educ 329	Integrated Methods IIIb: Science and Health in Elementary Education.....	2
Educ 410	Integrated Methods IV: Expressive Arts in Early Childhood Education.....	2
	or	
Educ 445	Integrated Methods IV: Thematic Teaching through SS and the Arts.....	2
Educ 397	Field Experience.....	1
Educ 459	Preparing the Work Sample	2
Educ 477	Minor Authorization Practicum	3
Educ 476	Learning Communities III: Reflection and Practice.....	2
Educ 475	Student Teaching	12

Middle School and High School Authorizations

Students who plan to complete the requirements for the Middle School and High School authorizations should major in the content area in which they wish to teach, complete the required coursework in professional education, and successfully meet the requirements of 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 Oregon Initial Teaching License as an undergraduate a student must apply for admission to the School of Education. The application for admission to the School of Education should be submitted at the end of the freshman year or at the beginning of the sophomore year. The application process may be accomplished as a part of the Educ 260 class.

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 requirements 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.

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

Educ 305	Learning Communities: Personal Awareness and Diversity.....	3
Educ 370	School and Society.....	2
Educ 361	Foundations of Human Development and Psychology.....	3
Educ 436	Technology Across the Curriculum	2
Educ 327	Teaching and Assessment in the Middle School.....	2
	OR	
Educ 326	Teaching and Assessment in the High School.....	2
Educ 314	Reading and Writing Across the Curriculum.....	2

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

Educ 302	Teaching Art in the Middle and High School	3
Educ 303	Teaching Music in the Middle and High School	
Educ 338	Teaching Science in the Middle and High School	
Educ 339	Teaching PE in the Middle and High School	
Educ 349	Teaching Math in the Middle and High School	
Educ 447	Teaching Foreign Language in the Middle and High School	
Educ 451	Teaching Social Studies in the Middle and High School	

Educ 452	Teaching Language Arts in the Middle and High School	
Educ 397	Field Experience.....	1
Educ 459	Preparing the Work Sample	2
Educ 477	Minor Authorization Placement.....	3
Educ 476	Learning Communities III: Reflection and Practice.....	2
Educ 475	Student Teaching	12

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
	OR	
Hum 325	Hispanics in the United States	3
ED/Sp 467	Practicum in Tapalpa, Mexico	3

Continuation in the Program

1. Students must maintain good academic standing.
2. Students must maintain a 2.75 minimum GPA in all professional education and endorsement area coursework with no grade lower than a “C”; a “C-“ is not acceptable.
3. Students must complete all required coursework before student teaching.
4. Students must pass all tests required for licensure before student teaching.

Requirements for Program Completion

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

GRADUATE STUDY IN EDUCATION

Pacific University offers seven master's degree programs in education. Two programs, the MAT Fifth-Year and the MAT/Flex, are initial licensure programs. The MAT/Special Educator program prepares teachers for special education classrooms in elementary, middle, and high schools. The MEd/School Counseling program prepares school counselors at the elementary, middle, and high school levels. The CTL program is designed for practicing teachers seeking a Continuing Teaching 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 authorizations or endorsements to current licenses.

MASTER OF ARTS IN TEACHING FIFTH-YEAR PROGRAM

In cooperation with local school districts, the School of Education offers the MAT Fifth-Year program, 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.

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. 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. 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 March 15 for the Forest Grove program. In Lane County, applications are accepted from August through October 15. Admission is selective. The admissions criteria and procedures for the MAT Fifth-Year program are the same for both campuses, although they operate on different schedules.

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**

Educ 504	Learning Communities I: Personal Awareness.....	2
Educ 570	School and Society.....	2
Educ 515	Foundations of Human Development and Psychology (ECE/Elem)....	4
	or	
Educ 516	Foundations of Human Development and Psychology (MS/HS)	4
Educ 601	Teachers as Consumers of Research.....	2

The Methods Block - Early Childhood Education authorization

Educ 505	Learning Communities II: Diversity.....	2
Educ 533	Integrated Methods I: General Methods	3
Educ 508	Integrated Methods II: Reading and Language Arts in ECE	4

Educ 509	Integrated Methods IIIa: Math in ECE	2
Educ 528	Integrated Methods IIIb: Science and Health in ECE.....	2
Educ 510	Integrated Methods IV: Expressive Arts in ECE	2
Educ 537	Technology Across the Curriculum	2
Educ 573	Practicum	2

The Methods Block - Elementary School authorization

Educ 505	Learning Communities II: Diversity.....	2
Educ 533	Integrated Methods I: General Methods	3
Educ 544	Integrated Methods II: Reading and Language Arts in Elementary Education	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 537	Technology Across the Curriculum	2
Educ 573	Practicum	2

The Methods Block - Middle School and High School authorizations

Educ 505	Learning Communities II: Diversity.....	2
Educ 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).....

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 537	Technology Across the Curriculum	2
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 the Program

1. Students must maintain good academic standing.
2. Students must maintain a 3.00 minimum GPA in all professional education and endorsement area coursework with no grade lower than a “C”; a “C-“ is not acceptable.
3. Students must complete all required coursework before student teaching.
4. Students must pass all tests required for licensure before student teaching.

Requirements for Program Completion

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

ALTERNATIVE PATHWAYS TO TEACHING (APT) MATHEMATICS AND SCIENCE

The APT Mathematics and Science program is a partnership between the School of Education and neighboring school districts, designed to identify, recruit, and prepare highly qualified individuals to serve as middle and high school teachers in areas of critical need – mathematics and the physical sciences primarily, and to some extent biology as well. It is intended to attract “second career” individuals who are ready to change their profession through this lateral entry option. A highly competitive program, it begins as a part-time program in the spring, becomes full time in the summer, and places the intern in a classroom at the beginning of the school year as the teacher of record. The program results in a Master of Arts in Teaching and fulfills the requirements for the Oregon Initial Teaching License.

Admission to the APT Math and Science Program

The admission requirements and procedures vary slightly from other MAT programs. Contact the Education Admissions Counselor for details.

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 (age 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 an 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 537	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 Elementary Education	4
Educ 509	Integrated Methods IIIa: Math in ECE	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 537	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).....

Educ 502	Teaching Art in the Middle and High School	3
Educ 503	Teaching Music in the Middle and High School	
Educ 536	Teaching Health in the Middle and High School	

Educ 538 Teaching Science in the Middle and High School

Educ 539 Teaching PE in the Middle and High School

Educ 546 Teaching Business in the High School

Educ 547 Teaching Foreign Language in the Middle and High School

Educ 549 Teaching Mathematics in the Middle and High School

Educ 551 Teaching Social Studies in the Middle and High School

Educ 552 Teaching Language Arts in the Middle and High School

Educ 553 Teaching Drama in the Middle and High School

Educ 397G Field Experience.....1

Educ 459G Preparing the Work Sample2

Educ 601 Teachers as Consumers of Research.....2

Educ 477G Minor Authorization Placement.....3

Educ 576 Learning Communities III: Reflection and Practice.....2

Educ 575 Student Teaching12

Continuation in the Program

1. Students must maintain good academic standing.
2. Students must maintain a 3.00 minimum GPA in all professional education and endorsement area coursework with no grade lower than a “C”; a “C-” is not acceptable.
3. Students must complete all required coursework before student teaching.
4. Students must pass all tests required for licensure before student teaching.

Requirements for Program Completion

1. Students must complete all coursework with satisfactory grades.
2. Students must complete field experience, required practica, and student teaching with a grade of Pass.
3. Students must complete requirements for two work samples. Requirements include preparation, teaching, and a satisfactory evaluation.

4. Students must pass all applicable tests required for licensure.

MASTER OF ARTS IN TEACHING / SPECIAL EDUCATOR (MAT/SPED)

In collaboration with local school districts, the School of Education offers an intensive teacher education program for persons seeking initial licensure in special education with authorization at either the Early Childhood/Elementary or Middle and High School level. Students complete academic requirements for the Oregon Initial Teaching License while also completing the Master of Arts in Teaching degree.

Admission to the MAT Special Educator Program

Applications are accepted from January to March 1. The admissions process is competitive and selective.

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, or PRAXIS Computer-Based Academic Skills Assessment (CBT)
4. Strong evidence of academic content (e.g., reading, social studies, mathematics, science) or passing score on the Multiple Subjects Assessment for Teachers (MSAT)
5. Three recommendations, one from each of the following:
 - a. An immediate supervisor in an education or social agency who can attest to the applicant’s ability to work with persons with disabilities and/or school-aged children or youth in volunteer or paid work experiences and as a team member in a professional or educational setting
 - b. A university or college professor with direct knowledge of applicant’s academic abilities
 - c. An employer

6. Completed application
7. Ability to write clearly and cogently as demonstrated by a brief essay which analyzes and discusses a current special education issue
8. Completed checklist of TSPC character questions

Selection Process

Preference will be given to candidates who have a background in working with individuals with disabilities in either a school-based setting or non-school setting, or who have taken coursework related to working with persons with disabilities (e.g., psychology, sociology) as a part of their undergraduate experience. Strong interpersonal skills and the ability to work as a member of a team in an educational setting are a must.

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

MAT Special Educator Curriculum

Required Courses for Early Childhood and Elementary Authorizations

SpEd 500	Foundations of Special Education	2
SpEd 505	Exceptionalities	2
SpEd 510	Behavior Management for Special Educators.....	3
SpEd 516	Classroom Management for Special Educators.....	1
SpEd 520	Assessment and Evaluation in Special Education	3
SpEd 530	Integrated Curriculum and Methods for Students with Disabilities: Academic.....	3
SpEd 535	Integrated Curriculum and Methods for Students with Disabilities: Functional	3

SpEd 540	Technology in Special Education	2
Educ 600	Orientation to Learning Communities	3
Educ 561	Foundations of Human Development and Psychology.....	2
Educ 605	Advanced Applications of Human Development and Psychology: Early Childhood and Elementary.....	2
Educ 501	Foundations of General Education	2
Educ 550	Practicum: General Education Early Childhood/Elementary.....	2
Educ 601	Teachers as Consumers of Research	2
SpEd 575	Student Teaching	6-15

Required Courses for Middle and High School Authorizations

SpEd 500	Foundations of Special Education	2
SpEd 505	Exceptionalities	2
SpEd 510	Behavior Management for Special Educators.....	3
SpEd 516	Classroom Management for Special Educators.....	1
SpEd 520	Assessment and Evaluation in Special Education	3
SpEd 530	Integrated Curriculum and Methods for Students with Disabilities: Academic.....	3
SpEd 535	Integrated Curriculum and Methods for Students with Disabilities: Functional	3
SpEd 536	Transition	1
SpEd 540	Technology in Special Education	2
Educ 600	Orientation to Learning Communities	3
Educ 561	Foundations of Human Development and Psychology.....	2
Educ 608	Advanced Applications of Human Development and Psychology: Middle and High School	2
Educ 501	Foundations of General Education	2

Educ 550	Practicum: General Education Middle and High School	2
Educ 601	Teachers as Consumers of Research.....	2
SpEd 575	Student Teaching	6-15

Continuation in the Program

1. Students must maintain good academic standing.
2. Students must maintain a 3.00 minimum GPA in all professional education and special education coursework with no grade lower than a "C"; a "C-" is not acceptable.
3. Students must complete all required coursework before the full-time internship.
4. Students must pass all tests required for licensure before the full-time internship.

Requirements for Program Completion

1. Students must complete all coursework with satisfactory grades.
2. Students must complete field experience, required practica, and full-time internship with a grade of Pass.
3. Students must complete requirements for two work samples. Requirements include preparation, teaching, and a satisfactory evaluation.
4. Students must pass all applicable tests required for licensure.

MASTER OF EDUCATION/SCHOOL COUNSELING

The MEd/ School Counseling program is designed for students who want to make a difference in the lives of individuals, schools, and communities. Through integration of academic and practicum experiences, the program provides the opportunity for students to qualify for the Initial School Counselor License with Early Childhood and Elementary or Middle and High School authorizations (OAR 584-070-0011). The program integrates and infuses issues of diversity and multiculturalism into every course. This rigorous and innovative program emphasizes prevention research and

practice, effective intervention procedures, and growth and development within one's self and one's community.

The MEd/School Counseling program has been designed to serve students with three different backgrounds: Those who possess an Initial Teaching License and have at least two years of successful teaching experience (Track I); those with at least a bachelor's degree and no teaching experience (Track II); and those with a master's degree in counseling, psychology, social work, or related fields (Track II-B). The length of the program will vary depending upon the specific track. Track I is designed as a 12-month program; Track II as an 18-month program; and Track II-B is an individually planned program, depending upon the student's previous graduate coursework and experiences.

Admission to MEd/ School Counseling Program

This program is currently offered at the Eugene campus only. Applications are accepted from August 1 through October 15. Admission is selective.

Requirements for admission include:

1. A baccalaureate degree from an accredited college or university (or a master's degree from an accredited college or university for Track II-B)
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 outlining the applicant's personal and professional goals
7. Completed checklist of TSPC character questions

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: Demonstrated commitment to counseling and/or schools through either volunteer experiences or paid employment, strengths of recommendations, and written communication skills as assessed in the essay. Selected applicants are invited for a personal interview, and at that time asked to complete a brief writing sample. Applicants will be notified of their status by mail.

School Counseling Curriculum

Counseling Competencies

EdCn 510	Basic Counseling Practice	2
EdCn 515	Conceptual Foundations of Counseling.....	2
EdCn 520	Professional Issues and Ethics	2
EdCn 525	Measurement and Appraisal in Counseling and Education	2
EdCn 530	Group Counseling Procedures	2
EdCn 535	Counseling Diverse Populations.....	2
EdCn 545	Career Counseling and Life Planning	2
EdCn 565	Current Issues in Prevention Research and Practice	2
EdCn 567	Special Topics	1
EdCn 571	Counseling Practicum.....	3
EdCn 585	Counselors as Researchers	2
EdCn 596	Research Project	2

School Counseling Competencies

Educ 515/516	Foundations of Human Development and Psychology	4
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EdCn 540	Principles of School Counseling.....	2
EdCn 560	Consultation, Collaboration, and Counseling: Schools in the 21st Century.....	2
EdCn 575	School Counseling Internship.....	6-12
EdCn 590	Portfolio Development	1

Teaching Competencies (Tracks II and II-B only)

Educ 570	School and Society.....	2
Educ 526/527	Teaching and Assessment in the Middle and High School.....	3
OR		
Educ 533	Integrated Methods I: General Methods	3
Educ 550	Student Teaching Internship.....	4
Educ 576	Seminar: Learning Communities	2

Continuation in the Program

1. Students must maintain good academic standing.
2. Students must maintain a 3.00 minimum GPA in all professional education and counseling coursework with no grade lower than a "C"; a "C-" is not acceptable.
3. Students must complete all required coursework before the full-time internship.
4. Students must pass all tests required for licensure before the full-time internship.

Requirements for Program Completion

1. Students must complete all coursework with satisfactory grades.
2. Students must complete field experience, required practica, and full-time internship with a grade of Pass.
3. Students must complete work sample requirements. Requirements include preparation, teaching, and a satisfactory evaluation.
4. Students must pass all applicable tests required for licensure.

State Requirements for Licensure

Upon completion of coursework and internship, students may submit an application to the Oregon Teacher Standards and Practices Commission (TSPC) to obtain an Initial School Counselor License. TSPC requires passing scores on a basic skills test and the PRAXIS Examination for School Guidance and Counseling prior to licensure. The application must include documentation of passing scores on all required exams.

CONTINUING TEACHING LICENSE

The Continuing Teaching 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.

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 to CTL Program

Teachers who have completed the Basic or Initial License programs at Pacific University are automatically accepted into the program. Those teachers wishing to begin the program must submit the following prior to being assigned an advisor:

1. Letter of intent
2. Current resume that includes professional work history
3. Official transcripts from any college or university where coursework has been completed since completing the Pacific University teacher education program
4. Copy of Oregon Basic or Initial License

Teachers completing licensure programs at other universities must apply to the program. Applications are accepted throughout the year. 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 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. Current resume that includes professional work history
5. Completed application
6. Essay addressing an aspect of teaching on which the applicant wishes to concentrate in a professional development program
7. Copy of Oregon Basic or Initial Teaching License

Selection Process

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

Curriculum

The Continuing Teaching License program is designed to meet the needs of two populations of teachers: those who fulfilled the requirements for an Initial Teaching License in an undergraduate program and have yet to earn a master's degree, and those who fulfilled the requirements for an Initial Teaching License in a MAT Fifth-Year program. The curriculum varies for each of those populations.

The MAT program 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 660	Advanced Teaching and Learning	2
Educ 611	Meeting the Needs of All Students.....	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

The license only program for candidates holding an Initial License and master's degree from Fifth-Year Program (10 credits)

1. Advanced Classroom Competencies

Educ 660	Advanced Teaching and Learning	2
Educ 611	Meeting the Needs of All Students.....	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
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Professional Portfolio

The capstone experience for graduate students obtaining the Continuing Teaching License is the development of the Professional Portfolio. The Professional Portfolio will provide candidates for the Continuing Teaching License the opportunity to document the required advanced competencies. It will also serve as the basis for determining whether or not the candidate will be recommended to TSPC for the Continuing Teaching License.

The Professional Portfolio will include both required components and optional ones chosen by the candidate. The required components will include the 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 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 coursework.

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 Teaching License.

A cumulative GPA of 3.00 is required for all coursework. 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.

All Continuing Teaching 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 Education Admissions Counselor.

ADDING AUTHORIZATIONS, ENDORSEMENTS, OR SPECIALTIES

A. ADDING CONTIGUOUS AUTHORIZATIONS TO A CURRENT LICENSE

Contiguous authorizations may be added to current Initial or Continuing Teaching 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 Counselor, 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.

Required Professional Courses

Adding an Early Childhood Authorization

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

Adding an Elementary Authorization

Educ 605	Human Development and Psychology for ECE and Elementary Education.....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 on 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 the practicum requirement, the candidate will prepare and teach one work sample. The University advisor will supervise the preparation and implementation of the work sample.
4. Candidates must complete a practicum for each authorization added.

B. ADDING SUBJECT AREA ENDORSEMENTS TO A CURRENT LICENSE

Subject area endorsements may be added to current Initial or Continuing Teaching Licenses. Endorsements may be added by a combination of coursework and supervised practica. Endorsements may be added in the following subject areas: Art, Business, Drama, Foreign Language (French, German, Japanese, 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 Counselor, 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.

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 Counselor, 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 Techniques and Practicum Grades 6-12	3
Educ 647	Advanced Reading, Writing and Study Skills Techniques in the Content Areas.....	2
Educ 649	Young Adult Literature and Media Literacy, Grades 6-12	2

D. SPECIALTY — SPANISH FOR ELEMENTARY TEACHERS

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

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 U.S.	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 for admission 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:

Professional Education Coursework	12-15
Liberal Arts Coursework	12
Educ 601 Teachers as Consumers of Research	2
Educ 585 Teachers as Researchers	2
Educ 596 Education Research Project	2

Research Project

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

Academic Procedures

Upon admission into the graduate program, the student will be assigned a faculty advisor to assist in designing the planned program of study. This planned program must be approved by the advisor and the Dean of the School of Education before the end of the first semester following admission. Meetings should be scheduled with advisors at least once a year.

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

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 program 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 curriculum13

Area II: Optometry

VED/Opt 744 Visual Problems That Relate to Learning Difficulties with lab.....3

VED/Opt 765 Seminar in Multidisciplinary Service1

Area III: Research and Thesis (minimum 6 hours)

Educ 596 Education Research Project6

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 designees. The proposal must be approved seven months before the date of proposed

graduation. The Thesis Committee will then advise the student during the course of research and the preparation of the thesis.

2. When the final, bound thesis is approved and signed by the Thesis Committee, the student must submit two copies of the thesis to the library two weeks before commencement.
3. The Thesis Committee will include the following members:
 - a. Chair, appointed by the Coordinator, MEd/VFL. The chair serves as the student's advisor and instructor of credit for the thesis hours.
 - b. Faculty Member, appointed by the Coordinator, MEd/VFL.
 - c. Faculty Member nominated by the student and approved by the Coordinator, MEd/VFL.
4. A cumulative GPA of 3.00 is required for all coursework. Grades must be "C" or above to be credited toward the graduate degree; "C-" is not acceptable.
5. Students who are within six hours of completing their program may participate in the May commencement ceremony.

PROFESSIONAL AND ACADEMIC STANDARDS IN THE SCHOOL OF EDUCATION

Good academic standing in the School of Education is defined as continued enrollment, satisfactory progress toward a degree or licensure, satisfactory performance in practica and/or student teaching, 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 Teacher 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.

Grading Policy

The School of Education uses an "A" through "F" grading scale including "+" and "-". (Please see the section Academic Policies and Procedures for numerical values used in calculating grade point averages.) In graduate courses, all work below a "C" is considered failing and is not credited toward a graduate degree.

Incompletes

Instructors may issue a grade of Incomplete only when the major portion of a course has been completed satisfactorily, but health or other emergency reasons prevent the student from finishing all requirements of the course. The instructor and the student should agree upon a deadline by which all work will be completed. Students may not begin student teaching until all Incompletes are removed. Please see the section "Academic Policies and Procedures" for a more complete description of an Incomplete grade.

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 Teacher Standards and Practices Commission. The following legislative guidelines apply to teacher education students while at Pacific University:

The Competent Educator

584-20-010 The teacher or administrator demonstrates a commitment to:

1. Recognize the worth and dignity of all persons;

2. Encourage scholarship;
3. Promote democratic citizenship;
4. Raise educational standards; and
5. Use professional judgment.

Statute Authority: ORS Ch. 342.175 to 342.190

The Ethical Educator

584-20-035 The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district, and the profession.

1. The ethical educator, in fulfilling obligations to the student, will:
 - a. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and family; and
 - b. Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues.
2. The ethical educator, in fulfilling obligations to the district, will:
 - a. Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;
 - b. Conduct professional business, including grievances, through established lawful and reasonable procedures;
 - c. Strive for continued improvement and professional growth;
 - d. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
 - e. Not use the district's or school's name, property, or resources for noneducational benefit without approval of the educator's supervisor or the appointing authority.
3. The ethical educator, in fulfilling obligations to the profession, will:
 - a. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;

- b. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; and
- c. Respond to requests for evaluation of colleagues and keep such information confidential as appropriate.

Statute Authority: ORS Ch. 342.175 to 342.190

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 Appeals Board.

TITLE II REPORT CARD INFORMATION

The following information is provided in compliance with Title II of the Higher Education Act.

Total number of students enrolled during 1999-2000.....	253
Total number of students in programs of supervised student teaching during academic year 1999-2000	175
Number of supervising faculty who were:	
Appointed full-time faculty in professional education	13
Appointed part-time faculty in professional education, but full time in the institution.....	0
Appointed part-time faculty in professional education, not otherwise employed by the institution.....	20
Total number of supervising faculty during 1999-2000.....	33
Student/faculty ratio	5.3:1

The School of Education's teacher preparation program is currently accredited by the Teacher Standards and Practices Commission of the State of Oregon. The program is NOT under a designation of "low-performing" by the State of Oregon.

	MAT Fifth-Year Forest Grove	MAT Fifth-Year Eugene	MAT/Flex,UG Forest Grove & Eugene
Practicum Hours/week	16	16	2
Total Weeks	18	15	45
Total Practicum Hours	288	240	90
Student Teaching Hours/week	40	40	40
Total Weeks	18	15	18
Total Student Teaching Hours	720	600	720

Test Pass Rates: Because passing of basic skills and subject matter tests is required for program completion in Oregon, the state pass rate is 100%. Those who do not pass the required tests are not considered program completers and are not eligible for Initial Teaching Licenses.

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 service learning in an early childhood classroom. 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 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
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.

**Educ339(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. Corequisite: Educ 397. 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: Junior standing. 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 course work. 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 are based on broad concepts drawn from social studies. Integrates the arts, sciences, humanities, and social sciences. Emphasizes identifying appropriate social studies themes, relating curriculum to national and state content standards, and finding and analyzing resources. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: Educ 397. 2 hours.

Educ 447(G) Special Methods: Teaching a Foreign Language in the Middle and High School

Develops a wide range of teaching tools designed to enhance proficiency oriented teaching in the 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. 3 hours.

Educ 456 (G) Mexico: A Cultural Mosaic

Focuses on Mexican history, folklore, culture, music, and visual arts as they relate 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 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 bring 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 550. 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 501 Foundations of General
Education**

Acquaints students with instructional methods and materials used in general education classrooms and curriculum. Opportunities for observation in general education classrooms will occur. 2 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 MAT Fifth-Year 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 MAT Fifth-Year 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 MAT Fifth-Year program or consent of instructor. 2 hours.

**Educ 505 Learning Communities II:
Diversity**

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Includes communication skills, diversity, special needs students, and classroom management. Prerequisite: Admission to MAT Fifth-Year program or consent of instructor. 2 hours.

**Educ 508 Integrated Methods II:
Reading and Language Arts
in Early Childhood
Education**

Introduces preservice educators to the survey and implementation of specific curricular methods for early childhood educators. 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 MAT Fifth-Year program or consent of instructor. 4 hours.

**Educ 509 Integrated Methods IIIa:
Teaching Mathematics in
Early Childhood Education**

Introduces early childhood educators to the theories, strategies, resources, and technology applications appropriate to mathematics methodology. Emphasizes linkage to state and national standards, integrated curriculum design, and developmentally appropriate pedagogy. Prerequisite: Admission to MAT Fifth-Year program or consent of instructor. 2 hours.

**Educ 510 Integrated Methods IV: The
Expressive Arts in Early
Childhood Education**

Assists aspiring early childhood teachers to become knowledgeable about methods for teaching art, music, and physical 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 MAT Fifth-Year program or consent of instructor. 2 hours.

**Educ 515 Foundations of Human
Development and
Psychology: Early
Childhood and Elementary**

Acquaints students with the terminology, concepts, theories, and issues central to child development and educational psychology, and explores the relationship between these fields as they are applied in elementary school classrooms. Prerequisite: Admission to MAT Fifth-Year program or consent of instructor. 4 hours.

**Educ 516 Foundations of Human
Development and
Psychology: Middle and
High School**

Acquaints students with the terminology, concepts, theories, and issues central to adolescent development and educational psychology, and explores the relationship between these fields as they are applied in secondary school classrooms. Prerequisite: Admission to MAT Fifth-Year program or consent of instructor. 4 hours.

**Educ 517 Special Methods: Teaching
Art in the Elementary
School**

Introduces the basic methods of art instruction for the elementary school classroom. Examines creativity, developmental levels, discipline-based art education, and state and national standards. Includes hands-on experiences with art media and lesson plans. Prerequisite: Admission to MAT Fifth-Year program or consent of instructor. 3 hours.

**Educ 518 Special Methods: Teaching
Music in the Elementary
School**

Examines the fundamental principles, techniques, and procedures for teaching music in the elementary school. Prerequisite: Admission to MAT Fifth-Year program or consent of instructor. 3 hours.

**Educ 519 Special Methods: Teaching
Physical Education in the
Elementary School**

Prepares preservice teachers to teach early childhood/elementary school physical education. Emphasizes curriculum, developmental levels, teaching strategies, and classroom management. Prerequisite: Admission to MAT Fifth-Year program or consent of instructor. 3 hours.

**Educ 526 Teaching and Assessment in
the High School**

Develops skills in designing and organizing lessons and units for high school students 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 a graduate education 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 school students 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 a graduate education 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 MAT Fifth-Year 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 MAT Fifth-Year 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 graduate education 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 MAT Fifth-Year 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 readings, presentations, lab work, small group work, and independent exploration. Prerequisite: Admission to MAT Fifth-Year program or consent of instructor. 2 hours.

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 MAT Fifth-Year 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 MAT Fifth-Year program or consent of instructor. 3 hours.

**Educ 541 Reading and Writing
 Across the Curriculum**

Introduces middle school and high school educators to the application of reading and writing theories in individual content areas. 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 MAT Fifth-Year 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 MAT Fifth-Year 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 MAT Fifth-Year 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 are based on broad concepts drawn from social studies. Integrates the arts, sciences, humanities, and social sciences. Emphasizes identifying appropriate social studies themes, relating curriculum to national and state content standards, and finding and analyzing resources. Prerequisite: Admission to MAT Fifth-Year 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 MAT Fifth-Year 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 MAT Fifth-Year 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 MAT Fifth-Year program or consent of instructor. 3 hours.

Educ 550 Practicum

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

**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 MAT Fifth-Year 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 MAT Fifth-Year 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 MAT Fifth-Year program or consent of instructor. 3 hours.

Educ 561 Foundations of Human Development and Psychology

Introduces the developmental issues of students who will be interns in 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, and evaluation. Additional school observations are required concurrent with the course. Prerequisite: Admission to APT/Math & Science program (3 hours) or MAT/Special Educator program. (2 hours).

Educ 565 Seminar: Educational and Optometric Connection

Explores the connection between public school procedures and optometric procedures regarding vision function and learning, specifically reading. 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 MAT Fifth-Year 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 year-long course, which is highly integrated across the curriculum. Emphasizes the team planning process and appropriate selection and blending of resources. Prerequisite: Admission to MAT Fifth-Year 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 graduate education 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 MAT Fifth-Year 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 graduate education program or consent of instructor. 15 hours. P/NP.

Educ 576 Learning Communities III

Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. Helps aspiring teachers develop a rich understanding of how to meet the needs of all students by participating in a democratic, inclusive, reflective learning community. Prerequisite: Admission to graduate education 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. Prerequisite: Admission to graduate education program or consent of instructor. 2 hours.

Educ 595 Teachers as Researchers

Introduces the current methods of conducting research as they relate 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 600 Orientation to Learning Communities

This seminar-based experience lays the foundation for students' successful participation in the program as it introduces them to the culture of standards-based schools. Explores the personal, relational, and community aspects of communication, collaboration, congruency, cooperation, and competition. The course will also refine students' observational skills, which they will apply to concurrent visits to public school classrooms. Prerequisite: Admission to APT/Science & Math program or MAT/Special Educator program. 3 hours.

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 608 Human Development and Psychology for Middle School and High School Education

Examines developmental issues of students in middle school and high school classrooms. Includes behavioral, physical, personal, social, and cognitive issues. Relates psychology to teaching and learning including the role of the 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 609 Focus on School and Students

Provides a general introduction to education reform, standards-based education, instructional design, and the role of assessment. Prerequisite: Admission to APT/Math & Science program. 4 hours.

Educ 610 Focus on Instructional Skills

Introduces models of teaching and a variety of instructional strategies with a focus on classroom management. In this course students design, teach, and refine lessons and develop teaching units. Prerequisite: Admission to APT/Math & Science program. 3 hours.

Educ 611 Meeting the Needs of All Students

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 is 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. 1-2 hours.

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

Survey of formal and informal reading and language development instruments. Evaluation of student scores for instructional purposes. Reading program management skills including development of the IEP and Title I procedures. 3 hours.

Educ 632 Current Issues in Literacy

Survey of issues regarding foundations of reading and reading processes, survey of current literacy issues such as politics, research, reading and literacy philosophies, assessment philosophies, literacy methodologies. Oregon and National Standards and related materials and resources. 2 hours.

Educ 635 Language Development and Literacy

Exploration of the development of linguistic competencies as a basis for understanding the emergent reading process and language readiness for reading. 1 hour.

Educ 637 Advanced Teaching of Reading Techniques and Related Practicum, Grades K-8

Survey of reading resources, methodologies, techniques and ways to implement philosophical approaches to reading. Survey of Title I procedures. Includes a 45-hour supervised clinical experience working with students with reading difficulties. 3 hours.

Educ 639 Children's Literature and Media Literacy

Survey of authors, illustrators, and specific books for children. Includes an overview of media literacy for children such as technology to support reading, environmental reading, newspapers, magazines, and television. 1 hour.

Educ 641 Comprehending Expository Text through Reading and Writing, Grades K-8

Strategies to help teachers prepare their students to meet Oregon grades 3 and 5 benchmarks regarding the comprehension of expository text. Includes writing strategies for reading performance. 2 hours.

**Educ 645 Advanced Teaching of
Reading Techniques
and Related Practicum,
Grades 6-12**

Survey of reading resources, methodologies, techniques and ways to implement philosophical approaches to reading. Survey of Title I procedures. Includes a 45-hour supervised clinical experience working with students with reading difficulties. 3 hours.

**Educ 647 Advanced Reading, Writing,
and Study Skills
Techniques In the
Content Areas**

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

**Educ 649 Young Adult Literature and
Media Literacy, Grades 6-12**

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

Educ 651 Preparing to Teach

Working with their Teacher Education Associate and other APT and district personnel, interns use this opportunity to study available resources in their district and building, and plan the instruction for at least the first six weeks of the school year. Prerequisite: Admission to the APT/Math & Science program. 2 hours.

Educ 655 Supervised Practicum

Offers practicum credit while participating in a school setting under the guidance of a classroom teacher and university supervisor. 2 hours.

**Educ 660 Advanced Teaching and
Learning**

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 661 Foundations of Teaching
Mathematics/Science**

Depending on the endorsement they seek, students attend either the mathematics or the science section of this course, which includes an introduction to mathematics and science education reform, with a special emphasis on the appropriate national standards. Other topics addressed are statewide testing in mathematics/science, equity issues, a self-evaluation of content knowledge, and a content refresher. Prerequisite: Admission to the APT/Math & Science program. 4 hours.

**Educ 663 Special Methods of
Teaching Mathematics/
Science**

Depending on the endorsement they seek, students attend either the mathematics or the science section of this course, which includes further development of content-specific pedagogy, integration of reading and writing in the content areas, and a special focus on the appropriate use of instructional technologies. Prerequisite: Admission to the APT/Math & Science program. 3 hours.

**Educ 677 Teaching and Learning
Seminar**

This seminar-based experience is designed to serve as both a support and knowledge base for APT interns. During this course interns will design, teach, and submit one work sample. Course must be taken Fall and Spring semesters. Prerequisite: Admission to the APT/Math & Science program. 3 hours.

School Counseling

EdCn 510 Basic Counseling Practice

Students will learn basic counseling techniques utilizing a micro-counseling skills approach. Primarily an experiential class, students will learn basic counseling skills by practicing the component skills in role plays and simulated counseling sessions. Attention will be given to the impact of interview settings, gender, age, and social, economic, cultural, and ethnic backgrounds of clients. Students will develop the beginnings of a personal theory of counseling. Prerequisite: Admission to School Counseling program or permission of instructor. 2 hours.

EdCn 515 Conceptual Foundations of Counseling

This course provides an overview of the major theoretical approaches to counseling. Utilizing actual case samples, similarities and differences of each approach will be examined, and how each impacts our work with clients. Prerequisite: Admission to School Counseling program or permission of instructor. 2 hours.

EdCn 520 Professional Issues and Ethics

Identification and discussion of professional issues in counseling, including the roles and functions of school counselors, history of the profession, relevant professional organizations, ethical standards, and continuing education. Case studies applicable to an understanding of current issues related to being a school counselor will be discussed. Prerequisite: Admission to School Counseling program or permission of instructor. 2 hours.

EdCn 525 Measurement and Appraisal in Counseling and Education

Examines the strategies of analyzing behavior through both objective and projective assessment instruments in aptitude, achievement, and personality, including administration, scoring, and interpretation. Examines the role of assessment with students from diverse backgrounds. Provides a survey of available instruments, stressing the relationship of test and non-test data in intervention planning and implementation. Specific features of the Education Reform Act, including CIM, CAM, and benchmarks, are discussed. The student is introduced to basic statistics and research terminology. Prerequisite: Admission to School Counseling program or permission of instructor. 3 hours.

EdCn 530 Group Counseling Procedures

The study of group dynamics and the procedures utilized in working with groups. Multicultural and gender perspectives are integrated throughout the course. Prerequisite: Admission to School Counseling program or permission of instructor. 2 hours.

EdCn 535 Counseling Diverse Populations

Designed to help students develop the knowledge, skills, and attitudes necessary for effective counseling with culturally diverse groups and individuals. Focuses on multicultural and gender perspectives of counseling. Prerequisite: Admission to School Counseling program or permission of instructor. 2 hours.

EdCn 540 Principles of School Counseling

Investigates the history, organization, and philosophy underlying counseling and student programs in the schools. The roles and functions of the school counselor will be examined in depth, as well as the ability to formulate prevention and intervention programs in the schools. Special features of the Education Reform Act, including CIM, CAM, and benchmarks, are included in the course. Prerequisite: Admission to School Counseling program or permission of instructor. 2 hours.

EdCn 545 Career Counseling and Life Planning

Critically examines vocational development theories; integrating career counseling into the academic curriculum; examining concerns of clients from a variety of cultural backgrounds; exploring current technologies and resources available. Prerequisite: Admission to School Counseling program or permission of instructor. 3 hours.

EdCn 560 Consultation, Collaboration, and Counseling: Schools in the 21st Century

Examines the role of the school counselor for 21st century schools. Discussion includes creating and implementing counseling groups in the schools, collaboration with teachers and administrators in creating and implementing programs, and consulting techniques and procedures. Students will participate in a semester-long practicum experience in the schools as part of this course. Prerequisite: Admission to School Counseling program or permission of instructor. 3 hours.

EdCn 565 Current Issues in Prevention Research and Practice

Examines the construct of prevention as a way to impact individuals and systems. Includes study of prevention research as well as programs (including substance abuse, school violence, teen pregnancy, HIV/AIDS) that are currently being implemented on both local and national levels. Prerequisite: Admission to School Counseling program or permission of instructor. 2 hours.

EdCn 567 Special Topics

Includes presentation and discussion of current relevant professional and clinical issues, including ADHD, school violence, crisis intervention, etc. Topics offered may vary each year. Multicultural and gender perspectives are integrated into each topic. Prerequisite: Admission to School Counseling program or permission of instructor. 1 hour.

EdCn 571 Counseling Practicum

Application of knowledge and skills acquired in prior coursework. Allows students opportunities to engage in clinical work with individuals, groups, and families (in community agencies and schools). Students engage in the full spectrum of counseling services including intake (interviewing skills, history taking), treatment planning, case conceptualization, goal setting, evaluation, and termination. Students are closely supervised by a faculty member in the counseling program and at the practicum site. Students also participate in a weekly group supervision meeting. Prerequisite: Admission to School Counseling program or permission of instructor. 3 hours.

EdCn 575 School Counseling Internship

Supervised field placement in a public school setting arranged in consultation with an advisor. Prerequisite: Admission to School Counseling program or permission of instructor. 6-12 hours.

EdCn 585 Counselors as Researchers

Enables students to critically read a broad range of research in school counseling, to discuss and propose research ideas, and to design research projects that are scientifically sound and clinically relevant. Emphasis will be on generating ideas for Research Project. Prerequisite: Admission to School Counseling program or permission of instructor. 2 hours.

EdCn 590 Portfolio Development

Supports students in designing, organizing, and presenting a professional teaching and school counseling portfolio. Emphasis is on designing, preparing, and selecting materials that describe and illustrate the desirable degree of exemplary performance in both the classroom and as a school counselor. Prerequisite: Admission to School Counseling program or permission of instructor. 1 hour.

EdCn 596 Research Project

Students execute research project designed in EdCn 585. Includes a student reflection on how research project impacts school improvement. Students are encouraged to undertake a collaborative project supporting school improvement objectives. Prerequisite: Admission to School Counseling program or permission of instructor. 2 hours.

Special Education

SpEd 500 Foundations of Special Education

An introduction and overview of the field of Special Education including a historical perspective, best practice, curricular and social considerations, programs, and legal provisions for educating individuals with disabilities. Explores collaborative teaming and consultation. Prerequisite: Admission to Special Educator program or permission of instructor. 2 hours.

SpEd 505 Exceptionalities

An overview of characteristics of high, low, and rare incidence disability conditions. Explores pedagogy associated with specific disabilities. Emphasis on the person within the context of school, family, and society. Prerequisite: Admission to Special Educator program or permission of instructor. 2 hours.

SpEd 510 Behavior Management for Special Educators

Develops skills in individualized and group behavior management skills. Emphasis on functional analysis and preventative strategies. Guides students in the development of positive behavioral support plans. Course content includes legal issues. Prerequisite: Admission to Special Educator program or permission of instructor. 3 hours.

SpEd 516 Classroom Management for Special Educators

Acquaints students with organization of physical classroom space, scheduling, and the management of instructional assistants. Content addresses safety factors, legal issues, and medical factors. Prerequisite: Admission to Special Educator program or permission of instructor. 1 hour.

SpEd 520 Assessment and Evaluation in Special Education

Develops skills in formative and summative evaluation methods for students with mild, moderate, or severe disabilities in an academic or functional curriculum. Emphasis on instructional assessment with ongoing evaluation and data-based decision making. Prerequisite: Admission to Special Educator program or permission of instructor. 3 hours.

SpEd 530 Integrated Curriculum and Methods for Students with Disabilities: Academic

Develops skills in reading and language arts and math instructional methods and materials for students with high incidence disabilities (i.e., mild). Emphasis on adaptations and modifications to the general education curriculum (e.g., literacy, math, science, social studies, art, music, PE). Guides students in designing and implementing individualized and small group instruction to support the acquisition and remediation of general education skills, learning strategies, and effective social skills. Prerequisite: Admission to Special Educator program or permission of instructor. 3 hours.

SpEd 535 Integrated Curriculum and Methods for Students with Disabilities: Functional

Develops skills in instructional methods and materials for students with moderate or severe disabilities. Emphasis on functional, age-appropriate longitudinal curriculum development. Includes teaching students who may have accompanying physical, behavioral, and/or sensory impairments. Adaptations and modifications for students in a life skills curriculum are addressed. Prerequisite: Admission to Special Educator program or permission of instructor. 3 hours.

SpEd 536 Transition

Develops skills in formulating and implementing a transition plan for secondary-aged students with disabilities. Includes information on community agencies. Prerequisite: Admission to Special Educator program or permission of instructor. 1 hour.

SpEd 540 Technology in Special Education

Examines assistive technology for persons with disabilities at all levels (mild, moderate, severe, and profound), across various categories (mental retardation, learning disabilities, sensory impairments, physical impairments, health impairments, emotional disorders, behavior disorders), and all ages (early childhood, children, youth, and adults). Emphasis on selecting the appropriate tool to match an identified need. Includes information related to hardware, software, peripherals, evaluation, instruction, and management. Prerequisite: Admission to Special Educator program or permission of instructor. 2 hours.

SpEd 575 Student Teaching

Provides a classroom setting for preservice teachers to apply principals of special education pedagogy and methodology. Prerequisite: Admission to Special Educator program or permission of instructor. Variable credit: 6-15 hours. P/NP.

School of Education Academic Calendar 2001-02

2001 SUMMER

June

June 18 MAT Fifth-Year classes begin (Forest Grove)

August

August 17 MAT Fifth-Year summer classes end (Forest Grove)

2001 FALL

August

August 27 Classes begin UG & MAT/Flex (Forest Grove)

August 27 MAT Fifth-Year Internship begins (Eugene)

September

September 3 Labor Day
No classes

September 5 MAT Fifth-Year fall classes begin (Forest Grove)

October

October 12 No classes-Prof. Inservice Day
MAT Fifth-Year (Forest Grove)

November

November 21, 22, 23 Thanksgiving Holidays

December

December 4 Last day of classes UG & MAT/Flex (Forest Grove)

December 5 Reading day UG & MAT/Flex (Forest Grove)

December 6, 7, 10, 11, 12 Final examinations UG & MAT/Flex (Forest Grove)

December 8 Commencement MAT Fifth-Year (Eugene)

December 14 Last day of classes MAT Fifth-Year (Forest Grove)

December 14 Full-time internship ends - MAT Fifth-Year (Eugene)

2002 WINTER III

January

January 3 Classes begin MAT Fifth-Year (Eugene)

January 3 Classes begin MAT Fifth-Year (Forest Grove)

January 18 Classes end MAT Fifth-Year (Forest Grove)

2002 SPRING

January

- January 28** MAT Fifth-Year Internship begins (Forest Grove)
- January 29** Classes begin UG & MAT/Flex (Forest Grove)

March

- March 25-29** Spring Break

April

- April 2** Professional Educator Fair

May

- May 7** Last day of classes UG & MAT/Flex (Forest Grove)
- May 9** Reading day UG & MAT/Flex (Forest Grove)
- May 9, 10, 13, 14, 15** Final examinations UG & MAT/Flex (Forest Grove)
- May 18** Commencement

2002 SUMMER

June

- June 17** MAT Fifth-Year classes begin (Forest Grove)

August

- August 16** MAT Fifth-Year classes end (Forest Grove)

2002 FALL

August

- August 16** Classes end MAT Fifth-Year (Forest Grove)
- August 26** Fall Semester begins UG & MAT/Flex (Forest Grove)
- August 26** MAT Fifth-Year Internship begins (Eugene)

September

- September 2** Labor Day
No classes
- September 4** MAT Fifth-Year fall classes begin (Forest Grove)

October

- October 11** No classes-Prof. Inservice Day
MAT Fifth-Year (Forest Grove)

November

- November 21, 22, 23** Thanksgiving Holidays

December

- December 3** Last day of classes UG & MAT/Flex (Forest Grove)
- December 4** Reading day UG & MAT/Flex (Forest Grove)
- December 5, 6, 9, 10, 11** Final examinations UG & MAT/Flex (Forest Grove)
- December 7** Commencement MAT Fifth-Year (Eugene)
- December 13** Last day of classes MAT Fifth-Year (Forest Grove)
- December 13** Full-time internship ends - MAT Fifth-Year (Eugene)

School of Occupational Therapy

Molly McEwen, M.H.S., OTR, FAOTA *Director*

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).

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. Professional Entry-Level Occupational Therapy Programs are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. ACOTE's phone number is 301-999-7979, AOTA's phone number is 301-652-AOTA.

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.

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. Services are provided through direct, educational or consultative modes of delivery. Practitioners may work with infants and children, adolescents, adults or the elderly promoting health and or facilitating prevention, maintenance or restoration of health related to physical, cognitive, social or environmental issues. Career opportunities exist nationwide and 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 community based 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, 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 admission process. This process provides the applicant with an opportunity to assess her/his "fit" with the program and also allows the admission committee to further assess essential skills and traits of the applicant which may or may not have been reflected in the application.

During the application review and during the on-campus visit, 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 core requirements below).

Following is a list of prerequisite coursework which must be completed prior to enrollment in the occupational therapy professional program. Quarter credit hours are acceptable but need to be translated into semester hours. To convert credit hours divide quarter credits by 1.5 to obtain semester credits. Refer to the application packet for details. If, after careful review, there is doubt about transfer of certain course credits or stated requirements, please consult with the Pacific University Office of Admission.

Natural Sciences: 12 semester hours

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 (need not be calculus based) and a course in kinesiology 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, abnormal psychology and courses which promote an understanding of both normal and abnormal adaptive development at both the individual and group level.

Completion of this prerequisite will enable the applicant to: 1) gain a deeper understanding of various levels of the human experience (self and others) including the individual experience, the social experience, and the cultural experience, 2) enhance critical thinking skills through written and verbal communication, 3) engage in and develop skills in self-reflection, 4) develop a greater awareness of social systems, and 5) use these skills, to identify and develop skills necessary to influence and change society.

Writing: 3 semester hours

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

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

Applied Arts: 9 semester hours

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

Completion of this prerequisite will enable the applicant to: 1) 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 not be accepted for this requirement.

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

Humanities: 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 and certification in first aid including CPR must be current at time of 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:

- 1) satisfactory academic performance;
- 2) sound practice skills;
- 3) adherence to University and School rules and procedures;
- 4) behavior that leads to professional competence and positive interpersonal and professional relations; and
- 5) appropriate professional/ethical conduct and attitudes.

Students receive feedback regularly in these five areas.

Academic Performance and Development of Practice Skills

To maintain good academic standing and to progress adequately in the development of practice skills (which refer to performance in both academic and fieldwork courses), students must attain a grade of "C" (or better) or a "Pass" in all OT coursework.

A grade of "C-" (or lower) or No Pass (NP) in any academic or fieldwork course is grounds for academic probation or dismissal from the program. Grading methods are clearly outlined within each course syllabus. Students also must maintain a minimum semester and cumulative grade point average (GPA) of 2.7 for all graded OT coursework. Failure to maintain minimal GPA required will result in academic standing review (see Academic Standing Procedures below). A "Pass" (P) in any coursework is not calculated into the student's GPA. A minimum of 2.7 cumulative GPA is required in order to graduate from the program.

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 maintain requirements and provide documentation for immunizations, TB screenings, CPR, and First Aid according to the School of Occupational Therapy guidelines will result in academic standing review (see Academic Standing Procedures below).

Professional/Ethical Conduct

The School of Occupational Therapy reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students in regard to them. To maintain good academic standing, students must demonstrate professional/ethical conduct and attitudes that lead to professional competence. Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, Pacific University Code of Student Conduct, the most current AOTA Code of Ethics for Occupational Therapy and state and federal laws governing the conduct of Occupational Therapy practitioners. Students must demonstrate behavior

that leads to professional competence and positive interpersonal and professional relations. Demonstration of behavior that is clearly unprofessional or that does not lead to positive interpersonal and professional relations is considered evidence that a student is not suited to a professional career and, thus, constitutes adequate cause for academic standing review (see Academic Standing Procedures below).

In cases of flagrant or intentional violations of the AOTA Code of Ethics, the University Code of Academic Conduct, and/or the University Code of Student Conduct, a student may be removed from the program without previous warning, at any time.

It is expected that students become familiar with and adhere to the conduct guidelines and regulations further outlined in the University's Student Handbook, Pacific Stuff, as well as the School of Occupational Therapy Student Handbook.

Academic Standing Procedures

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

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

School faculty meet to evaluate academic progress and identify the status of each student at midterm and at the end of each grading period. Student status is identified and described as any one of the following:

Acceptable. Student demonstrates:

1. satisfactory progress in academic performance;
2. satisfactory progress in the development of sound practice skills;
3. adherence to University and School rules and procedures;
4. development of behaviors leading to professional competence and positive

interpersonal and professional relations; and

5. appropriate professional/ethical conduct and attitudes.

At Risk. Student demonstrates behaviors which place her/him at risk for successful academic progress in any of the 5 academic standing areas defined. A student may be identified "at risk" if a course instructor, fieldwork supervisor, or academic advisor has concerns about the student's performance in any of the academic standing areas defined.

Academic Warning. An official "warning" may be given for any one of the following:

- Semester GPA below 2.7;
- Continued prevalence or increased frequency of previously cited risk factors; or
- Failure to comply with School/University rules or procedures or professional /ethical behavior at a level of greater concern than merely a "risk" factor.

Academic Probation. A student is placed on academic probation for any one of the following:

- Semester GPA below 2.7 for more than one semester at any time during academic program;
- Cumulative GPA below 2.7;
- Failure to meet the terms of an action plan designed as the result of an academic warning; or
- Lack of compliance with School/University rules or procedures or inappropriate professional/ethical conduct at a level of greater magnitude than that considered to be a "warning".

Dismissal. A student may be dismissed from the program due to:

- Receipt of a C- or below for a course grade, or a NP (No Pass) for any requirement, course or fieldwork experience;
- Cumulative GPA below 2.7 for more than one semester at any time during the academic program;
- Academic probation status for more than one semester at any time during the academic program;

- Failure to meet the terms of an action plan designed as the result of an academic probation; or
- Flagrant or intentional violations of the AOTA Code of Ethics, the University Code of Academic Conduct, and/or the University Code of Student Conduct.

Students are given regular feedback on their progress in the program. Faculty evaluate students' 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 AOTA Code of Ethics. Such evaluations occur throughout a student's enrollment in academic and fieldwork courses. Additionally, at least once a semester, each student meets with his or her School academic advisor to receive feedback regarding his or her overall academic standing and performance. This formally scheduled biannual advising session is also intended to identify potential academic difficulties for a student and to identify those students whose academic standing may be at risk due to failure to meet program requirements. Identification of difficulties or risk factors results in the development of a plan of action.

In the case of an "At Risk" status, the academic advisor and student collaborate in designing an action plan which will eliminate risk factors and facilitate acceptable performance. An action plan will include behavioral outcomes, time-lines and responsibilities of appropriate parties. The action plan will be signed by both the student and academic advisor and will be utilized as a guide for remediation.

In the case of academic warning, academic probation, or dismissal from the program, the following procedures are utilized:

1. The course instructor, supervisor, and/or academic advisor informs the Program Director in writing of the unsatisfactory performance demonstrated by the student. A copy is sent to the student.
2. The Program Director brings the issue to the faculty at large within two calendar weeks of receipt of the letter. The faculty determine the student's status for continuing in the program and propose a plan of action appropriate to the remediation of the unsatisfac-

tory performance demonstrated.

3. Students placed on either academic warning or academic probation will receive formal written notification outlining the reasons for warning or probation and expectations that must be met in order for the student's academic status to be returned to "acceptable."
4. The academic advisor meets with the student to review the student's academic performance and the faculty's decision regarding the student's academic standing.
5. The student and academic advisor identify and discuss issues influencing successful performance and develop a plan of action for remediation.
6. The student, Program Director and Academic Advisor all sign the plan of action and place a copy in the student's academic file.
7. A student who fails to meet the terms of the action plan may be dismissed from the program.
8. There may be times when extenuating circumstances warrant an exception to the procedures outlined above. Request for modifying the action plan procedures must be made to and approved by the Program Director and full time faculty. There may also be exceptional circumstances where the first action plan will be to terminate the student.
9. Per University policy, a student may appeal a decision of the School through the School of OT Standards and Appeals Committee.

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.

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.

OT 401	Cultural, Historical, Contextual Search for Meaning In Human Occupation I	6
OT 403	Foundations of Human Occupation & Occupational Therapy	6
OT 405	Practicum I.....	1
OT 408	Professional Skill Competencies	1
OT 412	Occupational Explorations I	1
		<hr/> 15

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.

OT 402	Cultural, Historical, Contextual Search for Meaning In Human Occupation II.....	7
OT 404	Human Occupation Across the Lifespan	7
OT 406	Practicum II	1
OT 409	Research Skill Competencies	1
OT 413	Occupational Explorations II.....	1
OT 520	Level I A Fieldwork	4
		<hr/> 21

Second Year

Fall Semester

Prerequisites

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

OT 501	Professional Body of Knowledge Guiding Practice I.....	7
OT 504	The Human Condition: Health and Wellness Continuum	4
OT 521	Level IB Fieldwork	2
OT 410	Evaluation/Intervention Skill Competencies	2
OT 414	Occupational Explorations III	1
OT 509	Evidence-Based Practice	1
		<hr/> 17

Winter-Spring-Summer Semesters

Prerequisites

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

OT 621	Level IIA Fieldwork	6
OT 502	Professional Body of Knowledge Guiding Practice II	5
OT 503	Synthesis and Integration of Treatment Planning Process.....	3
OT 601	Systems Analysis and Program Planning/ Management.....	2
OT 622	Level IIB Fieldwork	8
		<hr/> 24

Third Year

Fall Semester

Prerequisites

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

OT 623	Level IIC Fieldwork.....	7
OT 624	Fieldwork Seminar	1
OT 602	System Analysis and Program Planning and Management II	3
OT 604	Professional Research Project	3
OT 610	Tutorials/Independent Study.....	2
		—
		16

Winter-Spring Semesters

Prerequisites

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

OT 625	Level IID Fieldwork: Emerging Practice.....	7
OT 626	Emerging Practice Seminar	2
OT 603	Emerging Practice Foundations.....	3
OT 604	Professional Research Project II	3
OT 611	Tutorials/Independent Study.....	2
		—
		17

COURSE DESCRIPTIONS

OT 401 Cultural, Historical, Contextual Search for Meaning in Human Occupation I

Exploration of personal cultural heritage supports professional growth and development through how people have occupied their time throughout the ages. Diverse ways of viewing the world and diverse ways of knowing about the world developed to support critical reasoning/thinking. Introduction to research theory, as the "modern" way of knowing, which was born in ancient history. 6 credits.

OT 402 Cultural, Historical, Contextual Search for Meaning in Human Occupation II

Understanding/exploration of self as a product of familial, ancestral, and social historical context. Emphasis on the development and evolution of concepts of health and health care over the past five hundred years, culminating in the emergence of occupational therapy in the 20th century. Exploration of research theory as the "scientific method" sweeps through the western world. Comparisons between the "scientific method," medical model health care approach and exploration of their compatibility or in-compatibility with OT. Prerequisite: OT 401. 7 credits.

OT 403 Foundations of Human Occupation & Occupational Therapy

Explore major concepts/tenets of human occupation and occupational therapy, enhancing critical reasoning to understand relationship between health, well-being and engagement in both daily and therapeutic self-care, productive, and play/leisure activities (occupations). 6 credits.

OT 404 Human Occupation Across the Lifespan

Examine engagement in everyday activities (occupations) across the lifespan, including interaction with environmental and sensorimotor, cognitive, and psychosocial factors. Exploration and application of OT models of practice and biopsychosocial development; expansion and application of biological and social science knowledge. Focus on OT evaluation and intervention process to promote occupational functioning for individuals and groups across the lifespan. Prerequisite: OT 403. 7 credits.

OT 405 Practicum I

Utilize service learning to appreciate cultural diversity and use critical reasoning to explore and understand person-environment-occupation interaction within community environments where people live, work, and play. To be taken concurrently with OT 403 and OT 412. 1 credit. P/NP.

OT 406 Practicum II

Utilize OT evaluation and intervention process to provide services that promote health and well-being for individuals and groups across the lifespan within community environments. Prerequisite: OT 405. To be taken concurrently with OT 404 and OT 413. 1 credit. P/NP.

OT 408 Professional Skill Competencies

Develop professional skills, including library literacy, presentations, interpersonal communication, professional behavior, and basic research. 1 credit.

OT 409 Research Skill Competencies

Develop and apply knowledge and skill with qualitative and quantitative research design and methodologies from a human occupation perspective. Prerequisite: OT 408. 1 credit.

OT 410 Evaluation/Intervention Skill Competencies

Experiential opportunities to develop technical competencies required for provision of OT services including evaluation/ tools for intervention and documentation. To be taken concurrently with OT 501 and OT 504. 2 credits. P/NP

OT 412 Occupational Explorations I

Explore a variety of therapeutic activities and develop skill in occupational (activity) analysis. Prerequisite: To be taken concurrently with OT 403 and OT 405. 1 credit.

OT 413 Occupational Explorations II

Continued exploration of therapeutic activities; develop skills to design and implement OT group activities for persons across the lifespan living within community environments. Prerequisite: OT 412. To be taken concurrently with OT 404 and OT 406. 1 credit.

OT 414 Occupational Explorations III

Develop skills in utilizing occupations and applying occupational analysis through planning and implementing therapeutic groups in the community for individuals experiencing occupational dysfunction. 1 credit.

OT 501 Professional Body of Knowledge Guiding Practice I

Analysis, synthesis and integration of organizing theoretical constructs utilized in practice of OT. Develop knowledge and skill in OT evaluation and intervention with individuals across the age span experiencing occupational dysfunction. Application of biological and social sciences knowledge. Emphasis on development of critical reasoning. 7 credits.

OT 502 Professional Body of Knowledge Guiding Practice II

Expanded application and integration of organizing theoretical constructs utilized in the practice of OT. Emphasis on greater depth of knowledge and skills related to evaluation/intervention services with individuals across the age span and in varied community facilities. Enhancement of critical reasoning emphasized. Prerequisite: OT 501. 5 credits.

OT 503 Synthesis and Integration of OT Process

Further develop critical reasoning through synthesis and integration of knowledge and skills learned in prior coursework with those learned during Level IIA. Evidence-based practice emphasized. To be taken concurrently with OT 621 Level IIA Fieldwork. 3 credits. P/NP.

OT 504 Conditions Impacting Occupational Performance

Focus on interaction of various conditions potentially impacting client's occupational performance, health and wellness. Development of analysis and critical reasoning skills utilized in evaluating impact of condition on client's daily occupations. Enhancement and application of biological and social science knowledge to support reasoning process. 4 credits.

OT 509 Evidence Based Practice

Analysis and synthesis of professional literature supportive of best-practice. Development of skills in role as consumer of research. 1 credit.

OT 520 Level IA Fieldwork

Full-time four-week experience in a non-profit community service organization which provides programs for the general population. Prerequisite: Successful completion of first year coursework. 4 credits. P/NP.

OT 521 Level IB Fieldwork

Part-time experience in programs in which people seek services when occupational dysfunction occurs. Prerequisite: OT 520. To be taken concurrently with OT 501 and OT 504. 2 credits. P/NP.

OT 601 Systems Analysis and Program Planning/Management I

Study and analysis of systems and variables which impact the provision of OT services. Examination and beginning knowledge/skill development related to responsibilities required of varied professional roles (leader, change agent, and consumer advocate, manager) necessary for practice in 21st century. 2 credits.

OT 602 Systems Analysis and Program Planning/Management II

Continuation of skill development in systems analysis, OT program development and management for practice in 21st century. Proposal developed for innovative program collaborating with existing community based system. Prerequisite: OT 601. 3 credits.

OT 603 Emerging Practice Foundations

Business knowledge and skills developed for designing, leading and managing emerging OT practice. Development of business plan for proposing new OT programs. Pre-requisite: successful completion of third-year fall semester. 3 credits.

OT 604 Professional Research Project

Professional research project proposal developed and implemented. Course continues across academic year with 3 credits in the fall and 3 credits in Winter/Spring.

OT 610 Independent Study/Tutorial

Focused study in OT practice areas. 2 credits. P/NP.

OT 611 Independent Study/Tutorial

Advanced study in OT practice areas of interest. 2 credits. P/NP.

OT 621 Level IIA Fieldwork

Eight week (4 days per week) continuation of IB Fieldwork experience in a program in which people seek services when occupational dysfunction occurs. 6 credits. P/NP

OT 622 Level IIB Fieldwork

Eight week, full time experience in programs in which people seek services when occupational dysfunction occurs. Prerequisites: successful completion of second year coursework. 8 credits.

OT 623 Level IIC Fieldwork

Eight week, full time experience in programs in which people seek services when occupational dysfunction occurs. OT Practice areas explored at deeper level. Prerequisite: OT 621. 7 credits. P/NP.

OT 624 Fieldwork Seminar

Analysis of critical reasoning process utilized in the provision of services during OT 623. Taken concurrently with OT 623. 1 credit. P/NP.

OT 625 Level IID Fieldwork Emerging Practice

Experience in developing program/services in settings where people seek to promote, maintain, or regain occupational function. Prerequisite: OT 623. 7 credits. P/NP.

OT 626 Emerging Practice Seminar

Small group seminars focusing on issues impacting development of emerging practice; community supervision. Taken concurrently with OT 625. 2 credits. P/NP.

School of Occupational Therapy Academic Calendar 2001-02

2001 FALL SEMESTER

August

- August 22** Class of 2004 Fall Advising and Classes begin
- August 27** Classes of 2002 & 2003 Fall Classes begin Class of 2002 Advising
- August 28** All School meeting

September

- September 3** Labor Day (no classes)
- September 10** Class of 2003 Advising

October

- October 15 - 19** Fall Break/All Classes
- October 22** Level IIC FW
- **December 14** (Class of 2002)

November

- November 21, 22, 23** Thanksgiving Break (no classes)

December

- December 13** Last Day of Term Classes of 2003 & 2004
- December 15** Holidays/No Classes
- **January 11**

2002 SPRING SEMESTER

January

- January 14** Classes of 2002, 2003, 2004 Begin Spring Semester Class of 2002 Advising
- January 28** Advising Classes of 2003 & 2004

February

- February 11** Level IID FW
- **Apr 5** Class of 2002
- February 18** Level IIA FW
- **April 12** Class of 2003

March

- March 25 - 29** Spring Break Classes of 2002 & 2004

April

- April 15 - 19** Spring Break Class of 2003

May

- May 3** Last day of semester for Class of 2003
- May 6 - June 28** 8 weeks Full-time Level IIB FW/Class of 2003
- May 16** Last Day of Term for classes of 2002 & 2004
- May 18** Commencement
- May 20 - June 14** 4 weeks Full-time Level IA FW/Class of 2004

2002 FALL SEMESTER

August

August 21 Class of 2005 Fall
Advising and
Classes begin

August 26 Classes of 2003 & 2004
Fall Classes begin
Class of 2003 Advising

September

September 2 Labor Day (no classes)

September 9 Class of 2004 Advising

October

October 14-18 Fall Break/All Classes

October 21 Level IIC FW
- **December 13** (Class of 2003)

November

November 20, 21, 22 Thanksgiving Break
(no classes)

December

December 12 Last Day of Term
Classes of 2004 & 2005

December 16 Holidays/No Classes
- **January 10**

College of Optometry

Leland W. Carr, O.D., *Dean*

MISSION STATEMENT

The Pacific University College of Optometry educates 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. We constantly challenge and expand the range of the profession through the acquisition, dissemination, and application of new knowledge.

GENERAL INFORMATION

The essential purpose of the College is to produce practitioners with high competence to render professional and ethical care, who understand their professional role in society and within the health care system, who analyze information critically, who advance vision and health care through study and scientific inquiry, and who qualify for the increasing number of careers best served by an individual with an optometric education.

The College supports educational programs which culminate in the awarding of the:

- Doctor of Optometry Degree (O.D.)
- Master of Science in Clinical Optometry Degree (M.S.)
- Certificate of successful completion in the Teaching Fellowship Program, or
- Certificate of successful completion in a post-doctoral Residency.

The College provides learning opportunities and instruction embracing the full scope of contemporary optometric science. Students are prepared to enter the modern health care system with a high level of competence and self-assurance. They are

encouraged to respect public health issues. They are expected to uphold high ethical standards. And they are called upon to make a commitment to serving their communities and profession.

Career Opportunities

Most optometry graduates enter private practice after taking the examinations of the National Board of Examiners in Optometry and one or more state board examinations. Practice opportunities are continually increasing because of the country's expanding population and greater public recognition of the importance of vision. Direct appointments as optometry officers are available in the Army, Navy, Air Force, and Public Health Service. Many optometrists pursue careers in research and development in industry 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, low vision and visual rehabilitation, and industry consulting work to improve vision and job performance.

Questions about career or practice opportunities may be directed to the Assistant Director of Student Services 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 local/state optometric associations.

THE DOCTOR OF OPTOMETRY (OD) 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

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.

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 letters of recommendation. (One letter must be from an optometrist; another should be from a college faculty member.)
- 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 may be required as a contributing factor in the admissions 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 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.

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 academic 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. 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

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

Social Sciences: 12-32 semester hours taken from the following disciplines: anthropology, business, cultural studies, economics, geography, history, political sciences, psychology, sociology (also see pre-optometry courses that can satisfy some of the requirements in Social Sciences).

Humanities: 12-32 semester hours taken from the following disciplines: art, English, history, humanities, languages, music, philosophy, religion, speech, theater (also see pre-optometry courses that can satisfy some of the requirements in Humanities.)

Professional Courses In Optometric Science: 45 semester hours taken during the first two years of the standard curriculum while enrolled in the College of Optometry.

Promotion

In order to be promoted unconditionally in the College of Optometry from the first to the second year and from the second to the third year, a student must receive a 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 Academic and Professional Standards Committee (see Academic Regulations).

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

Transfers and Non-Traditional Admission to Optometry

A special advisory body is available to meet on an as-needed basis to review all requests for transfer or non-traditional admission into the Doctor of Optometry Program. This group is the standing recommending body that reviews transfer requests, advanced placement requests, requests for readmission (following dismissal or withdrawal from other programs), and all other non-traditional placements. This group will be convened by the Associate Dean for Academic Programs (Chief Academic Officer), who will supply a final recommendation to the Dean.

Membership is to be as follows:

1. Associate Dean for Academic Programs
2. Representative(s) from the Admissions Committee of the College
3. Representative(s) from the Academic and Professional Standards Committee of the College
4. Assistant Director of Professional Admissions/Enrollment Management
5. Student Representative (one) designated from the Admissions Committee

Additional Points

1. The Associate Dean for Clinical Programs will be consulted on an as-needed basis on all nontraditional placements into the Professional Program.
2. Applicants requesting transfer or non-traditional admission are required to pay a non-refundable Application Fee of \$55.00 at the time they make formal application for admission.

3. Applicants for transfer will be required to supply written support (approval) documentation from a principal academic administrator at their current institutions to be considered eligible for transfer to the Pacific University College of Optometry. They will also be required to supply updated transcripts, curriculum documents, and course descriptions as requested by the Associate Dean for Academic Programs.
4. The Director of International Programs for the College will provide input to the special committee in cases involving international student requests.
5. The Director of Student Services for the College will provide input to the special committee in cases involving students with prior academic history at the College.

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, equipment and supplies. Clinical instruments, which may be used later in actual practice, make up a portion of the total four-year cost.

As a requirement of the clinic course sequence, students receive a portion of their training in off-campus clinics. **The student bears all living and transportation costs incurred during the off-campus clinical rotations.**

Note: All fees are subject to change by action of the Board of Trustees.

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 Services 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.

Deans Scholarship Award—These awards are offered to selected students based on criteria established annually. Award amounts vary.

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 Loans; students who do not show need or who have remaining need are eligible to borrow unsubsidized Federal Direct Stafford Loans. 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
email: 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

This is an overview of scholarships and awards that are available in the College of Optometry. Scholarships and available funds are subject to change.

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.

Dean's Scholarship—Awarded to new students entering the College of Optometry. This scholarship is awarded to students who demonstrate outstanding academic achievement and ability, knowledge and commitment to the profession of optometry and a strong history of community service. An admissions application makes a person eligible for the Dean's Scholarship.

Dr. Howard Freedman Scholarship — Established in 1998, this scholarship assists 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., 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 —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.

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.

Washington Association of Optometric Physicians (WAOP), King County Optometric Scholarship — Awarded to a Washington State resident, member of Washington Association of Optometric Physicians. Nominations shall be based on professional leadership, academic achievement and public concern

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

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.

Biocompatibles Eyecare Innovative Research Award (AOF) — Given to a third or fourth year student attending an ASCO accredited college. Applications are submitted to the Peer review committee of the AOF's section on Cornea & Contact Lenses. Awarded to a student demonstrating knowledge in the field of contact lenses and associated technology. One \$2,000 award recipient at each school. Of the seventeen award recipients, an additional \$5,000 will be granted to the best overall research paper.

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 \$8,000, 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 eight 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. 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.

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.

College of Optometrists in Vision Development (COVD) 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 application. Selection is based on the highest accumulated grade point average in optometry school during the academic year preceding the application. Funds awarded are to be used for optometric instruments and books. Award is \$500.

Maine Optometric Association, Hilda L. Rand Scholarship —One \$2,000 scholarship awarded to an optometry student from Maine. Selection is based on financial need, scholastic achievement, and character.

Michigan Optometric Association, Student of the Year Award —Michigan resident who is a third year student who demonstrates outstanding leadership and academic achievement. Award is \$100 and a plaque.

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 Kettleston 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 third 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 Grew Start Award —

Presented to a fourth year student who demonstrates exceptional accomplishments in practice business management. The award is \$1,000.

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.

Designs for Vision, Inc., 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.

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

Vision Service Plan Scholarship —

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

CODE OF ACADEMIC CONDUCT

Academic and Professional Standards

These program-specific policies supercede University guidelines:

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

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

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

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

- Indications of poor academic performance;
- Insufficient progress in the development of clinical skills;
- Failure to comply with College rules or procedures;

- Unprofessional conduct, unethical conduct, or illegal conduct; and
- Evidence of behavior that may hinder professional competence and interpersonal or professional relations.

Guidelines for Professional Behavior

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

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

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

Ability to work independently: Students are expected to initiate and pursue study independently and to accept responsibility for their own learning.

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

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

Citizenship: Students are expected to serve humankind, displaying those attributes expected of a member of a learned profession; demonstrate social awareness and a sense of social responsibility; and, exemplify good citizenship in all social and community interactions. They must conform with all city, state, and federal laws and regulations, and should expect to be held accountable for their actions. Individuals convicted of a felony may not be eligible for licensing in optometry. Students are urged to contact the appropriate licensing agency for further information.

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

Optometric Code of Ethics

It shall be the ideal, the resolve and the duty of the members of the profession of optometry*:

- To keep the visual welfare of the patient uppermost at all times
- To promote in every possible way, better care of the visual needs of mankind
- To enhance continuously their educational and technical proficiency to the end that their patients shall receive the benefits of all acknowledged improvements in visual care
- To see that no person shall lack for visual care, regardless of financial status
- To advise the patient whenever consultation with an optometric colleague or reference for other professional care seems advisable
- To hold in professional confidence all information concerning a patient and to use such data only for the benefit of the patient
- To conduct themselves as exemplary citizens
- To maintain their offices and their practices in keeping with professional standards

- To promote and maintain cordial and unselfish relationships with members of their own profession and of other professions for the exchange of information to the advantage of mankind.

* *Modified from the Code of Ethics of the American Optometric Association.*

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

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 courses 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).

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", "F", or "NP") during a semester are required to make an appointment with their instructor(s) to discuss their performance.

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 five percent.

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 short answer or 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 instructors should not cancel examinations at the last minute.

Instructors are expected to possess personal qualities depicting honesty, dedication, responsibility, and strong ethical values; and demonstrate an understanding for cultural differences and diversity. Instructors are expected to treat students, patients, and peers with respect; provide an environment that is conducive to learning; and serve as effective role models for the College's Code of Academic Conduct.

Academic Performance Review

Faculty Instructors 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, Optometric Code of Ethics, Guidelines for Professional Behavior, and other appropriate documents. A student who is not performing adequately according to the standards will receive notification through written feedback and/or individual advisement.

All academic disciplinary actions are based upon the action of the Academic and Professional Standards Committee, a duly appointed standing faculty committee. Near the middle of each semester the Academic and Professional Standards Committee will convene 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 confidential review is to identify at an early stage any students who are exhibiting academic, clinical or behavioral deficiencies to allow for effective remediation. The Academic and Professional Standards Committee will advise the appropriate Associate Dean on remedial actions indicated.

The academic progress of each student is also reviewed by the Academic and Professional Standards Committee at the end of each grading period. Semester grades of less than "C", that is, "C-", "D", "F", or "NP" 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 agree to in writing, a means of remediating the substandard grade within 21 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 Academic and Professional Standards Committee within 21 days. 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 Academic and Professional Standards 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 Academic and Professional Standards Committee will consider a recommendation for Academic Probation when a single grade of "F" or "NP" 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 combination of these, exist on the student's transcript at any time.

Students placed on academic warning or probation will receive formal written notification from the Associate Dean for Academic Programs, outlining the reasons for probation and expectations that must be met in order for probation to be lifted. After such notification, failure to meet the requirements in a timely manner or improve performance before the next scheduled evaluation may result in dismissal from the College.

Dismissal: The Academic and Professional Standards Committee will consider a recommendation for Dismissal if a student fails to sustain satisfactory progress toward completion of the 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. Per University Policy, a student can appeal the decision.

Violations of the Code of Academic and Professional Conduct

Because 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, the Academic and Professional Standards 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. Violations of the Code of Academic and Professional Conduct can result in the dismissal of the student without previous warning at any time in his or her academic career. If such a violation occurs while a student is on a clinical rotation, the student may be removed from the rotation pending an investigation.

Any faculty member, instructor, or other individual with direct knowledge of a student's violation of the Code of Academic and Professional Conduct, should immediately notify the Dean and appropriate Associate Dean, verbally and in writing. The person(s) making the complaint must be willing to explain the problem in writing, must sign the statement of complaint, and must participate in the review process as needed.

The Dean will immediately contact the student to notify him/her of the complaint and to schedule a meeting of the student with the Academic and Professional Standards Committee as soon as possible but no later than two calendar weeks from the receipt of the complaint. The Dean also notifies the Vice President of Academic Affairs.

The student will be asked to attend a meeting with the Academic and Professional Standards Committee, which includes the presence of the Dean and appropriate Associate Dean, to discuss his/her conduct. The person making the accusation may also be asked to meet with the Academic and Professional Standards Committee and the Deans.

All committee deliberations concerning a possible violation and its remediation will be done without the student or complainant present. The Committee will develop a written recommendation for the Dean and appropriate Associate Dean of the College of Optometry. In some cases,

the committee may need additional information prior to rendering a decision, and a plan will be developed to obtain such information.

After receiving the written recommendation from the Academic and Professional Standards Committee, the Dean and appropriate Associate Dean will determine an action plan. If the student is to be terminated from the program, the Vice President for Academic Affairs and the Dean of Students will be notified immediately. The action plan will be reviewed with the student within two working days, and the student, Dean and appropriate Associate Dean will sign the written plan. The written plan will be placed in the student's file.

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 Dean.

Per University Policy, a student can appeal the decision.

Appeals

Per University Policy, a student can appeal a disciplinary decision. 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 Academic and Professional Standards Committee action will not vote on the appeal.

In general, program decisions regarding academic standing are final. A decision may be appealed only if the student can show that 1) there was an error in the procedure used by the faculty, 2) there is new evidence sufficient to alter the decision, or 3) the sanction imposed was not appropriate to the severity of the violation of professional or academic standards. Appeals based on these criteria must be submitted in writing to the Vice President of Academic Affairs within 10 working days after the faculty's decision is received by the student. Such appeals are heard by the University Standards and Appeals Board.

Decisions of the University Standards and Appeals Board are final.

LEAVE OF ABSENCE

Students enrolled in the program have the right to request a leave of absence at any point during the calendar year for extenuating circumstances. A letter requesting the leave of absence should be sent to the Dean after consultation with the College's Director of Student Services. Students should be aware that they are expected to retain an understanding of previous course material and maintain current levels of expertise while on leave. Upon re-entry, the student may be required to demonstrate levels of proficiency to aid in the determination of placement in the curriculum.

WITHDRAWAL FROM PROGRAM

Students enrolled in the program have the right to withdraw from the program. Because withdrawal is regarded as permanent severance from the institution and is considered final, a student should consult with the College's Director of Student Services before initiating this action. In rare circumstances, the College of Optometry may choose to readmit previous students in good standing provided that space is available. In order to be re-admitted to the program a former student needs to reapply to the institution by writing a letter to the Dean, who will request a review by and recommendations from the Admissions Committee and the Academic and Professional Standards Committee.

PROGRAMS OF STUDY

Bachelors Degree

Students must earn a bachelors degree through an appropriately accredited program, 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

Requirements for the Doctor of Optometry (O.D.) degree include completion of pre-optometry requirements, a bachelors degree, and satisfactory completion of the optometry core requirements. None of the core courses may be challenged for credit by examination. 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 under the full-time student tuition fee. 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 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 convenient for the student. However, there are times when individual student preferences cannot be accommodated and program goals must take precedence.

Each eligible candidate must make application for a 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; they do not constitute a contract between an applicant or a student, and Pacific University. When changes are made, a revised curriculum is made available to students advising them of the new requirements. Options for extenuating circumstances and for a smooth transition to the new requirements will be provided.

2001-2002 Academic Year Curriculum for Students Enrolled in the Doctor of Optometry (O.D.) Degree Program

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

First Professional Year

Fall Semester:	Hours
Opt 501 Geometric Optics with Laboratory	4
Opt 516 Clinical Experience I.....	0.5
Opt 531 Ocular Anatomy, Physiology and Biochemistry with Laboratory	4.5
Opt 535 Functional Neuroanatomy and Neurobiology.....	3
Opt 536 Pharmacological Principles and Autonomic Agents.....	3
Opt 546 Clinical Procedures: Non-refractive Diagnostic Tests with Laboratory	3
Opt 562 Behavioral Optometric Science with Laboratory	4
	22
Spring Semester:	Hours
Opt 502 Physical Optics with Laboratory	3
Opt 503 Visual Optics and Ocular Motility with Laboratory...4	
Opt 517 Clinical Experience II	0.5
Opt 532 Anatomy of the Visual System with Laboratory	3
Opt 533 Microbiology, Genetics and Immunology; Pharmacology of Antiinfective Drugs; Diseases of the Lid and Lacrimal System.....	3
Opt 534 Laboratory Procedures for Assessment of Ocular Disease.....	1
Opt 537 Etiology, Diagnosis and Management of Systemic Diseases; Pharmacology of Systemic Medications I	4
Opt 547 Clinical Procedures: Binocular Testing and Optics with Laboratory.....	2
	20.5

Prerequisites: First Professional Year

To enroll in first year classes, students must be admitted members of the entering optometry class, or obtain approval from the course instructor and the Associate Dean for Academic Programs.

Second Professional Year

Fall Semester:	Hours
Opt 601 Ophthalmic Optics	3
Opt 602 Sensory-Motor Interactions in Vision with Laboratory .4	
Opt 616 Theory and Methods of Refraction.....	3
Opt 620 Clinical Experience III.....	0.5
Opt 631 Diagnosis and Treatment of Anterior Segment Diseases.....	2
Opt 632 Detection, Assessment and Treatment of Anterior Segment Diseases.....	1
Opt 637 Etiology, Diagnosis and Management of Systemic Diseases; Pharmacology of Systemic Medications II.....	2
Opt 646 Clinical Procedures: Refractive Error Measurement with Laboratory	2
Opt 647 Ophthalmic Dispensing Procedures with Laboratory	2
Opt 661 Physiological, Psychological and Cognitive Changes During the Lifespan	2
	21.5
Spring Semester:	Hours
Opt 617 Optometric Case Analysis.....	4
Opt 618 Theory and Practice of Spherical Rigid and Soft Contact Lenses with Laboratory	3
Opt 621 Clinical Experience IV.....	0.5
Opt 633 Diagnosis and Treatment of Posterior Segment Diseases.....	3
Opt 634 Detection, Assessment and Treatment of Posterior Segment Diseases.....	1
Opt 638 Etiology, Diagnosis and Management of Systemic Diseases with Laboratory; Pharmacology of Systemic Medications III	2
Opt 648 Clinical Procedures: Phorometry and Ocular Health with Laboratory	4

Opt 662	Visual Information Processing and Perception with Seminar	4
		21.5

Prerequisites: Second Professional Year

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

Third Professional Year

Summer Semester (10 week term): Hours

Opt 715	Patient Care: First Session	1
Opt 716	Theory and Practice of Specialty Contact Lenses with Laboratory	4
Opt 721	Clinical Experience V	0.5
Opt 726	Normal and Abnormal Visual Perception	2
Opt 761	Public Health Optometry	2
Opt 763	Environmental, Occupational and Recreational Vision	2
Opt 791	Optometric Thesis: Orientation and Planning	1
	Elective(s) *	
		12.5

Fall Semester: Hours

Opt 718	Advanced Optometric Case Analysis with Laboratory	4
Opt 720	Vision Therapy for Binocular and Oculomotor Dysfunction with Laboratory	4
Opt 722	Patient Care: Second Session	2
Opt 724	Pediatric and Developmental Optometry	2
Opt 728	Assessment and Management of the Partially Sighted Patient	2
Opt 733	Assessment and Management of Ocular Disease Patients.....	2
	Elective(s) *	
		16

Spring Semester:..... Hours

Opt 723	Patient Care: Third Session	2
Opt 725	Assessment and Management of Strabismus and Amblyopia with Laboratory	4
Opt 727	Evaluation and Management of Patients with Perceptual Problems with Laboratory	3
Opt 735	Applied Ocular Therapeutics	1
Opt 762	Communication in Optometric Practice with Laboratory	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, with prior authorization by the student's academic advisor it may be possible to substitute the following: 1) courses taken on an independent study contract; 2) courses taken at Pacific University outside of the College of Optometry; or, 3) courses taken at other institutions with credits transferable to Pacific University (the costs of any courses taken at other institutions are the responsibility of individual students).

Prerequisites: 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 residency-like clinical rotations. One of these rotations is internal, wherein the students provide optometric care in several

of the Pacific University College of Optometry Vision Centers in the Portland metropolitan area. The other rotations are external preceptorships. During these external rotations, students provide optometric care in a variety of health care 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
	— 46

Affiliated Preceptorship Sites

Air Force Academy Hospital, Colorado
 Alaska Eye Care Centers, Alaska
 Alderwood Vision Therapy Center,
 Washington
 Allina Medical Clinic-Northfield Eye
 Center, Maine
 Andrews Air Force Base, Maryland
 Applewood Vision Associates, Colorado
 Atlanta Eye Surgery Group, Georgia
 Bandon Vision Center, Oregon
 Barnet Dulaney Eye Centers, Arizona
 Bassett Army Community Hospital,
 Arkansas
 Bellevue Vision Clinic, Nebraska
 Cannon Air Force Base/27th Medical
 Group, New Mexico
 Carl Albert Indian Health Facility,
 Oklahoma

Carolina Eye Associates, North Carolina
 Chemawa Indian Health Center, Oregon
 Colorado Optometric Center, Colorado
 Columbia Park Clinic, Minnesota
 Conroy Eye Center, South Dakota
 Dakota Eye Institute, North Dakota
 Darnall Army Community Hospital, Texas
 Discover Vision, Kansas
 Dayton VA Medical Center, Ohio
 Dr. Ziegler and Leffingwell Eye Care,
 Wisconsin
 Edmonds Eye Care Associates,
 Washington
 Eugene Optometrists, Oregon
 Eye Associates, Iowa
 Eye & Contact Lens Center of Utah, Utah
 Eye Foundation Of Utah, Utah
 Eye Institute of Utah, Utah
 Eyecare Associates, North Dakota
 Eyecare Specialties, Nebraska
 Eye Surgery Institute, Oregon
 Eyes of Arizona, Arizona
 Family Eye Care, Inc., New Mexico
 Family Optometry, Arizona
 Fort Hall Indian Health Center, Idaho
 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
 Hellerstein & Brenner Center, PC, Colorado
 Hickam Air Force Clinic, Hawaii
 Honolulu VAMC, Hawaii
 Hot Springs VA Medical Center,
 South Dakota
 Imhoff Eye Center, Georgia
 Inscription House, Arizona
 Jensen Optometrists, PLC, Iowa
 John - Kenyon Eye Center, Indiana
 Kaiser - Honolulu, Hawaii
 Kaiser Permanente - Maui, Hawaii
 Kaiser Permanente - Portland, Oregon
 Kayenta Indian Health Center, Arizona
 Landstuhl Army Regional Medical Center,
 Germany

Lawton Indian Hospital, Oklahoma
 Lovelace Montgomery Eye Clinic,
 New Mexico
 Luke Air Force Base, Arizona
 Madigan Army Medical Center, Washington
 Malmstrom Air Force Clinic, Montana
 Marshfield Clinic, Wisconsin
 McCord Air Force Base, Washington
 Miami Indian Health Center, Oklahoma
 Minnesota Vision Therapy Center,
 Minnesota
 Minot Air Force Hospital, North Dakota
 Mountain Valley Eye Care, Oregon
 Nellis Air Force Base, Nevada
 Nome IHS - Norton Sound Health Corp.,
 Arkansas
 Northwest Eyecare Professionals, Oregon
 Office of Dr. Dorothy Parrott, Colorado
 Office of Dr. Gary Reiner, North Dakota
 Office of Dr. Roger Christian Ede, Hawaii
 Office Of Dr. Scott Cowell, Oklahoma
 Office of Drs. Au & Lau, Hawaii
 Omni Eye Services, Tennessee
 Optometric Physicians Northwest,
 Washington
 Optometric Vision Development Center,
 California
 Pacific Cataract & Laser Centers, Washington
 Patrick Air Force Base, Florida
 Phoenix Indian Medical Center, Arizona
 Philadelphia VAMC, Pennsylvania
 Pine Ridge IHS, South Dakota
 Portland Metro Optometrists, Oregon
 Portland VA Medical Center, Oregon
 Professional Eyecare Centers,
 North Dakota
 Puget Sound Health Care System,
 Washington
 Reynolds Kohake & Associates, Kansas
 Rolling Hills Eyecare, WA
 Roosevelt Vision Clinic, Utah
 Rosebud IHS, South Dakota
 Roseburg VAMC, Oregon
 Salt Lake VAMC, Utah
 San Diego Naval Medical Center, California

Sheppard Air Force Base, Texas
 Snowy Range Vision Center, Wyoming
 Spokane VAMC, Washington
 Teplick Laser Surgery Centers, Oregon
 The Children's Eye Doctors, Washington
 The Office of Dr. Brett Hagen, Washington
 The Office of Dr. Randall K. Corey, Oregon
 TLC Northwest Eye, Washington
 Travis Air Force Base Optometry Clinic,
 California
 Tripler Army Medical Center, Hawaii
 Tsawwassen Optometric Clinic,
 British Columbia
 Tualatin Eye Associates, Oregon
 Tyndall Air Force Hospital, Florida
 Valley Vision, Washington
 Vision & Conceptual Development Center
 Walla Walla VAMC, Washington
 Wind River Indian Health Service,
 Wyoming
 Yakima Indian Health Center, Washington

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 optometrists 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 for graduation with the M.S. in Clinical Optometry. 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. All regulations and policies related to professional and academic standards described elsewhere in the College of Optometry section of this catalog pertain to students in the M.S. in Clinical Optometry Program. These standards relate to academic performance, course attendance, professional behavior, grades and other matters. Violations of these standards can result in the student being placed on warning or probation, or dismissal from the program.

Academic Procedures 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.

The goal of the graduate studies program in Clinical Optometry is to provide graduate education in optometry directed toward preparing individuals for careers in optometric education, and the delivery of secondary and tertiary levels of optometric care.

The objectives of the Clinical (general track) program are:

1. To provide the student the opportunity to learn from original sources in the library, from studies conducted in the laboratory, through creative scholarship, through research, and through professional practice in the field.
2. To provide the student with an opportunity to develop knowledge and skills in advanced concepts of optometric science embracing general optometry, rehabilitative optometry, pediatric optometry and special diagnostic procedures; and to develop special expertise in a selected area of concentration within clinical optometric science.

Core SeminarsHours

Opt 901	Seminar in New Ophthalmic Instrumentation and Materials	1
Opt 916	Seminar in Functional Vision and Pediatrics.....	1
Opt 917	Seminar in Visual-Motor Function	1
Opt 918	Seminar in Contact Lenses	1
Opt 919	Seminar in Environmental Vision.....	1
Opt 931	Seminar in Visual System Structure, Function, and Biochemistry.....	1
Opt 932	Seminar in Ophthalmic/Systemic Disease.....	1
Opt 961	Seminar in Information Processing	1
Opt 962	Seminar in Presentation Methods in the Health Professions.....	1
Opt 991	Research and Data Analysis Methods	4

For Research Option:

Opt 995	Thesis Research	2*
Opt 995	Thesis Research	2*
Opt 995	Thesis Research	2*

For Comprehensive Study Option:

Opt 996	Special Study	2*
Opt 996	Special Study	2*
Opt 996	Special Study	2*

* The student has the option of doing graduate research for 6 semester credit hours or enrolling in special topic courses for 6 semester credit hours. Students pursuing the research option must prepare a graduate thesis; those pursuing the special topic option must pass an in-depth examination on the specialty area chosen. The academic advisor will appoint and coordinate the faculty members to administer the examination.

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

**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, offered 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. Nominal additional tuition is required of students enrolling in the M.Ed./V.F.L. program. (See page 16.)

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	3
Educ 514	Principles of Guidance and Counseling.....	2
Educ 531	The Exceptional Child.....	2
Educ 565	Seminar: Educational and Optometric Connections....	1
Educ 555	Independent Study.....	1
		—
		14

Area II: Optometry

VED/Opt 744	Visual Problems That Relate to Learning Difficulties with lab	3
VED/Opt 765	Seminar in Multidisciplinary Service.....	1
		—
		4

Area III: Research and Thesis (minimum 6 hours)

Educ 596	Education Research Project	6
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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 and Associated Clinics, Forest Grove and Portland, Oregon

Residency in Ocular Disease / Refractive and Ocular Surgery
Eye Care Associates of Nevada, Reno and Las Vegas, Nevada

Residency in Primary Eye Care Optometry/ Refractive and Surgical Co-Mangement
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

SPONSOR AND EDUCATIONAL

AFFILIATE: Pacific University College of Optometry, Forest Grove, Oregon

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

Program Goals

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

Residency in Ocular Disease Refractive and Ocular Surgery

SPONSOR: Eye Care Associates of Nevada, Reno & Las Vegas, Nevada

MISSION: The program is designed to enhance the clinical skills necessary to diagnose and manage visually impaired patients whose visual loss emanates from various ocular and systemic disease processes. Eye Care Associates' main

emphasis is on cataract and refractive surgery. The patient population is referred by local optometrists and medical doctors. Optometric/ophthalmologic medical/surgical co-management care is stressed. The program develops the communication skills necessary to interact with referring optometrists and other health care professionals.

Program Goals

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

Residency in Primary Eye Care / Refractive & Surgical Co-Management

SPONSOR: Department of Veterans Affairs Medical Center Jonathan M. / Pacific Cataract and Laser Institute (PCLI) Kennewick, Washington

MISSION: This unique residency program brings together the rich clinical experiences of a full scope therapeutics primary eyecare clinic located in the Jonathan M. Wainwright Memorial Veterans Affairs Medical Center of Walla Walla, with Pacific Northwest's premier surgical co-management system at Pacific Cataract and Laser Institute's modern surgicenter in Kennewick, Washington. This one year optometric residency gives real life, hands-on exposure to all topical and oral therapeutic agents, procedures including fluorescein angiogram and ophthalmic surgery, as well as surgical co-management of cataract, oculoplastics, glaucoma, retina, and refractive surgery. The resident becomes an integral member of the healthcare team, with multidisciplinary experiences in internal medicine, radiology and neuro-imaging, laboratory medicine, and specialty clinics. Scholarly activities include case conferences and journal review, opportunities to lecture to nursing students, medical staff and others, clinical teaching of optometry interns, and creation of a publishable quality case report for presentation at the annual Northwest Optometry Resident's Conference. Walla Walla serves as a hub for eastern Washington and Oregon, and north-central Idaho for medical care, education and services. Three colleges in the community offer a range of opportunities for lifelong education and social opportunities. The cost of living is very reasonable, the climate is mild, and the area is rich in history and scenery. Cultural and outdoor recreation opportunities abound with mountain biking, downhill and cross-country skiing, water sports, hiking and wilderness experiences nearby.

Program Goals

1. Strengthen resident's primary care management skills.
2. Enhance resident's capacity to provide outstanding care to geriatric patients.
3. Integrate resident as a member of the multidisciplinary team.
4. Increase knowledge and skill in co-management of medical-surgical eye conditions.
5. Stimulate in the resident an appreciation for scholarly activity and life-long learning.
6. Instill in the resident the fundamentals of continuous quality improvement in healthcare organizations.

Residency in Primary Eye Care

SPONSOR: Department of Veterans Affairs Medical Center, Portland,

MISSION: This Primary Eye Care Optometric Residency is a one-year post-doctoral training program sponsored by the Department of Veterans Affairs Medical Center (VAMC) in Portland, Oregon, and is affiliated with Pacific University College of Optometry in Forest Grove, Oregon. This residency program offers qualified doctors of optometry an educational opportunity for exceptional and broad-based development as an optometric practitioner. The educational experience will concentrate on the delivery of primary eye and vision care to a predominantly outpatient veteran population from Oregon and Southwest Washington, and the medically indigent population of Portland. Primary eye and vision care experiences include, but are not limited to, ocular disease management, binocular vision, contact lenses, and low vision. Compassionate and individualized patient care is expected. An interdisciplinary approach to the delivery of health care will be cultivated, and full utilization of the medical center and university's resources will be encouraged. Residents will also develop clinical didactic teaching skills.

Program Goals

1. Enhance the primary eye and vision care assessment and the management skills of the residents through significant broad-based clinical experience.
2. Foster the residents' active participation as members of an interdisciplinary health care team.
3. Develop the residents' skills as educators.
4. Encourage the residents' pursuit of scholarly activities.

Residency in Primary Eye Care / Geriatric Optometry

SPONSOR: Department of Veterans Affairs Medical Center, Roseburg, Oregon, and Spokane and Tacoma, Washington.

MISSION: This Primary Eye Care / Geriatric Optometry Residency is a one-year post-doctoral training program sponsored by the VA Health Care System. This residency program offers qualified Doctors of Optometry an educational opportunity to treat an exceptional outpatient veteran population. Primary eye and vision care experiences include, but are not limited to, ocular disease management, low vision, and limited binocular vision and contact lenses. Compassionate and individualized patient care is expected. An interdisciplinary approach to the delivery of health care will be cultivated and full utilization of the medical center and university's resources will be encouraged. Residents will develop clinical and didactic teaching skills.

Program Goals

1. Enhance the primary eye and vision care assessment and the management skills of the residents through significant and broad-based clinical experience.
2. Foster the residents' active participation as members of an interdisciplinary health care team.
3. Develop the residents' skills as educators.
4. Encourage the residents' pursuit of scholarly activities.
5. Provide excellent facility and administrative support to maximize the residents' 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. All candidates requesting positions are required to process through the ORMS (Optometric Residency Matching Service) matching program.

Applicants must submit:

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

Gross and microscopic anatomy of the brain and spinal cord. Vasculature, blood-brain barriers, and cerebrospinal fluid. Principles of signaling. Central control mechanisms. Neurology of the oculo-rotary muscles. Vestibular and cerebellar functions. Neuropathology and its effect on visual fields. Neuropharmacology. 3 hours.

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 with Laboratory; 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 measure, 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 Medications 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 Medications 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 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 with Seminar

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. 0.5 hour

**Opt 722 Patient Care: Second
Session**

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

Opt 723 Patient Care: Third Session

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

**Opt 724 Pediatric and
Developmental Optometry**

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

**Opt 725 Assessment and
Management of Strabismus
and Amblyopia with
Laboratory**

Clinical management of strabismus and amblyopia with emphasis on primary care. Differential diagnosis, prognosis, and evaluation of therapeutic procedures. Vision therapy techniques, lenses, prisms, and co-management for strabismic and amblyopic patients. Epidemiology of relevant ocular and visual anomalies. 4 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 management of a particular disease, emphasizing the therapeutic drug or drugs for effective treatment. 1 hour.

Opt 761 Public Health Optometry

Public health philosophy and concepts. Biostatistics/epidemiology. Health economics and planning. Social aspects of health and federal/state role in health care. Contemporary health care developments. The evolving role of optometry in community health. 2 hours.

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. 2 hours.

Opt 763 Environmental, Occupational, and Recreational Vision

The interface between human and the environment with emphasis on optometric concerns. Industrial, occupational, and recreational demands on vision; methods of evaluation. Radiation and selective absorption. Illumination. Eye hazards, blindness, and compensation. Motorist, pilot and VDT operator vision. Vision ergonomics and protective equipment. 2 hours.

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.

Opt 791 Optometric Thesis: Orientation and Planning

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-mydratric fundus cameras, traditional fundus cameras, and anterior segment slit lamp cameras. Video, film and digital image capture techniques; the use of computer enhancement/modification of images. 1 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 766 Business Principles for Optometric Practice

The goal of this course is to provide interested students, particularly those without prior business background, with foundational knowledge in important areas of business prior to their enrollment in Opt 764 Optometric Economics and Practice. 1 hour.

Opt 767 Glaucoma: Evidence Based Diagnosis and Management

This elective is designed to assist students in finding key current research, evaluating it, and applying the information to patient care in the area of glaucoma. This course will encourage students to study the literature to understand the current rationales for diagnosing and managing this disease. 2 hours.

Course Descriptions: Masters of Science (M.S.) in Clinical Optometry Degree Program**Opt 901 Seminar in New Ophthalmic Instrumentation and Materials**

Review of current literature on new ophthalmic instrumentation and materials. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on instrumentation and materials will be given by faculty members and invited guests. 1 hour

Opt 916 Seminar in Functional Vision and Pediatrics

Review of current literature on functional vision and pediatrics. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on functional vision and pediatrics will be given by faculty members and invited guests. 1 hour

Opt 917 Seminar in Visual-Motor Function

Review of current literature on visual-motor function. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on visual-motor function will be given by faculty members and invited guests. 1 hour.

Opt 918 Seminar in Contact Lenses

Review of current literature on contact lenses. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on contact lenses will be given by faculty members and invited guests. 1 hour

Opt 919 Seminar in Environmental Vision

Review of current literature on environmental vision. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on environmental vision will be given by faculty members and invited guests. 1 hour

Opt 931 Seminar in Visual System Structure, Function, and Biochemistry

Review of current literature on the structure, function, and biochemistry of the visual system. Students will read and present reports of relevant articles from current issues of selected journals. Special topics will be assigned for more extensive student reports. Presentations will be given by invited guests. 1 hour

Opt 932 Seminar in Ophthalmic/Systemic Disease

Review of current literature on disease etiology, diagnosis, and management. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on disease etiology, diagnosis, and management will be given by faculty members and invited guests. 1 hour

Opt 962 Seminar in Presentation Methods in the Health Professions

Methods used to teach and present information. Setting long and short term goals, designing lesson plans, presentation techniques and styles, examinations, and innovative teaching methods, including the use of audiovisual and computer technology. 1 hour

Opt 991 Research and Data Analysis Methods

Research design strategies and data analysis procedures. Use of computerized data recording, analysis, and reporting procedures will be stressed. Methods for preparing material for publication or oral presentation will be covered. 4 hours

Opt 995 Thesis Research

Conducting a research project with the guidance and cooperation of a faculty thesis committee. Following completion of the project to the satisfaction of the faculty committee, an oral presentation is made to the faculty and a written report is prepared for submission to the University library. May be repeated three times for credit. *2 hours

Additional information on Opt 995: Project topics will be suggested by faculty members or may be originated by students themselves. Following discussions with potential faculty thesis committee members, an oral and written presentation describing the project is made to the College of Optometry Research and Awards Committee for review and comment (see section entitled "Academic Procedures"). Project topics may include case studies, literature reviews, clinical trials, development of new procedures or techniques, instrument evaluations, etc. The written report must be approved and signed by all members of the faculty committee; it may be in the form of a

formal thesis or it may be a major paper (or papers) suitable for publication in an optometric/vision journal (or book). Presentation of the project at local and national meetings is strongly encouraged.

Opt 996 Special Study

Intended as an alternative or in addition to Opt 995 Thesis Research. Involves conducting a complete literature review or participating in a series of smaller projects/experiences on a special topic of the student's choice and taking a comprehensive written and/or oral examination on the topic. Students should confer with their advisor before selecting this option and must have their special topic approved by the advisor. May be repeated three times for credit. The examination will be given in the final term of Opt 996. *2 hours

Residency Option

Students who desire to combine a residency with their Masters program will participate in a clinical experience (Opt 920) two days per week for five academic semesters.

Opt 920 Clinic Experience

Participation in delivery of clinical services. May be repeated five times for credit. Must be taken five times to qualify for Residency certification. 3 hours (two days per week)

**Interest Area and Elective Courses:
Masters of Science (M.S.) in Clinical
Optometry Degree Program**

Some courses are given by departments or divisions outside the College of Optometry and are subject to their scheduling. Some optometry courses are given on an as needed basis. With advisor approval, students may select an interest area and elective courses other than those listed below. Students can choose from the several hundred advanced courses offered by the various departments and divisions of Pacific University.

**Sample Elective Courses: Masters of
Science (M.S.) in Clinical Optometry
Degree Program**

BA 300G Management Principles

This course provides an understanding of the duties and responsibilities of managers. Basic management knowledge, attitudes, skills and managerial processes are stressed. 3 hours

**BA 320G Human Resource
Management**

Functions of a personnel program in a business organization. Contributions of research in the social sciences to personnel administration. Operation and techniques of a personnel department including job evaluation, psychological testing, employment counseling, wage administration, and other personnel programs. 3 hours

Opt 963 International Optometry

Review of the comparative education base of optometry in various nations and the relation to scope of practice and practice modes. Examination of barriers to growth of the profession and an exploration of strategies to promote orderly progress. 3 hours

**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 2001-2002

SUMMER SEMESTER – 2001

May

- May 4 - 6** NBEO Part III ***
- May 7 - 11** Faculty Prep Time
- May 11** Clinic Staff and Faculty In-Service (All Clinics Closed)
- May 14** FIRST DAY of Summer Semester Classes, 4th Yr Clinics and Preceptorships *

3rd Year Summer Clinic Orientation

4th Year Summer Clinic Orientation **

No Patient Care Scheduled
- May 15** 3rd Year Summer Clinic begins

4th Year Summer Clinic begins
- May 19** Commencement: Class of 2001

No patient care scheduled
- May 26 - 30** Memorial Day Holiday

No classes/patient care scheduled

July

- July 4** Independence Day Holiday. No classes/patient care scheduled
- July 21** LAST DAY of 3rd Year Summer Clinic
- July 23** FIRST DAY of Optional 3rd Year Summer Clinic
- July 18 - 21** FINALS conducted during this week (see course syllabi)
- July 24** LAST DAY of 3rd Year Summer Semester Classes

August

- August 7 - 8** NBEO Part I ***
- August 20 - 21** All Faculty Conference
- August 18** LAST DAY of 4th Year Summer Internal Clinics *
- August 21** LAST DAY of 4th Year Summer Preceptorships *
- August 20 - 23** Optional 4th Year Summer Clinic ****

FALL SEMESTER – 2001

August

- August 20 - 21** All Faculty Conference
- August 22 - 24** Faculty Prep Time
- August 23 - 24** First Year Student Orientation
- August 24** Clinic Staff and Faculty In-Service
No patient care scheduled
- August 27** FIRST DAY of Fall Semester Classes, 3rd Yr Clinic and Preceptorships *
4th Year Fall Internal Clinic Orientation **

September

- September 1 - 3** Labor Day Holiday
No classes/patient care scheduled

October

- October 18 - 20** GWCO (MUST submit approved Absence Request Form to Clinic Staff)
- October 25** Academic and Professional Standards Committee
Mid-Semester Review (1:00 PM - 3:00 PM)

November

- November 21** Thanksgiving Holiday
Classes and Clinics end at Noon
Admin/Clinic Offices Close at Noon
- November 23 - 25** Thanksgiving Holidays
No classes/patient care scheduled

December

- December 3 - 5** No 4th Year Patient Care
- December 4 - 5** NBEO Part II ***
- December 5** LAST DAY of classes and 3rd Year Fall Clinic before Finals
- December 6 - 10** American Academy of Optometry Annual Meeting (MUST submit approved Absence Request Form to Clinic Staff)
- December 10 - 14** FINALS: Fall Semester - 1st, 2nd, and 3rd Year
- December 14** LAST DAY of Fall 4th Year Clinics and Preceptorships *
- December 17 - 21** Optional 3rd and 4th Year Patient Care ****
- December 22 - January 1** December/New Year Holidays
No classes/patient care scheduled

SPRING SEMESTER – 2002

January

- December 31** New Year Holiday
- **January 1** No classes/patient care scheduled
- January 2 - 11** Administrative/Clinic Offices Open
- January 7 - 11** Faculty Prep Time (Faculty Workshop TBA, attendance expected)
- January 11** Clinic Staff and Faculty In-Service
No patient care scheduled
- January 14** FIRST DAY of Spring Semester Classes, 3rd Year Clinic and Preceptorships *
4th Year Clinic Orientation **

SUMMER SEMESTER – 2002

March

March 7 Academic and Professional Standards Committee

Mid-Semester Review
(1:00 PM - 3:00 PM)

March 23-30 Spring Break - 1st, 2nd, 3rd and 4th Year *

Administrative/Clinic Offices Open

March 25 - 30 Optional 3rd and 4th Year Patient Care ****

April

April 26 LAST DAY of classes and 3rd Year Clinic before Finals

April 29 - May 3 FINALS: Spring Semester - 1st, 2nd, and 3rd Year

May

May 3 LAST DAY of Spring Semester, 4th Year Clinics, and Preceptorships *

May 6 - 9 Optional 3rd and 4th Year Patient Care ****

May 18 Commencement: Class of 2002

No patient care scheduled

May

May 10 Clinic Staff and Faculty In-Service

No patient care scheduled

May 13 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 administration dates.

**** Please see Marti Fredericks, Director of Clinical Operations.

School of Physical Therapy

Daiva A. Banaitis, Ph.D., P.T., *Director*

GENERAL INFORMATION

The School of Physical Therapy offers education for entry into the profession and for advanced study. The Doctor of Physical Therapy (DPT) is the degree granted to students who complete the entry-level program and to clinicians who complete the recredentialing (transitional) program. The Master of Sciences in Health Sciences degree (MSHS) is an advanced degree for physical therapist.

The School (previously the Department of Physical Therapy) has been graduating professional physical therapists since 1977. In 1985, the degree Bachelor of Science, was replaced by the Master of Science in Physical Therapy (MSPT) as the entry-level degree into the profession. The Commission on Accreditation in Physical Therapy Education (CAPTE) has granted "Interim Accreditation" for the DPT program and the new DPT program was initiated with the class entering Fall 2000.

THE DOCTOR OF PHYSICAL THERAPY DEGREE (DPT)

Entry-Level General Information

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 hospitals, outpatient clinics, rehabilitation centers, private practices, school systems, specialized hospitals and home health agencies. Although the majority of these affiliates are in the Portland area and in Oregon, students also go to many other states including Idaho, Utah, Alaska, Washington, Hawaii, California, Arizona, Montana and Minnesota. New clinical sites are continually added in order to provide variety and quality to the students' clinical experiences.

Students are required to participate in off-campus rotations for a portion of their clinical training and can expect to spend at least two clinical internships outside of the Portland-Metro area. Students are responsible for living and transportation costs incurred during these assignments. The School of Physical Therapy reserves the right to make final decisions regarding clinical placements.

Admission to the Professional Physical Therapy Program

Applicants to the professional program should request a physical therapy application packet from Enrollment Services. The application deadline is in early December. It is also available online.

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;
- Essay response
- 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 pre-professional students (e.g. pre-med, pre-pharmacy), and must include a laboratory. Low level, non-science major courses will be unacceptable in meeting the prerequisites. Applicants will need to demonstrate competency in more recent coursework if previous science courses were taken more than seven years prior to application. Listed below are the prerequisites and the Pacific University courses which satisfy the requirements.

Biological Sciences: 12 semester/18 quarter hours. Must include general biology sequence (Botany portion may be excluded), complete human or vertebrate anatomy, and complete human or animal physiology courses. Sequential courses combining human anatomy and physiology are acceptable. A single course combining human anatomy and physiology will not meet this requirement. All courses must include laboratory. (If taken at Pacific University: Biol 202; Biol 204; Biol 224; Biol 240.)

Chemistry: 8 semester hours/12 quarter hours. Must include a standard one-year course in general chemistry. Courses must include laboratory. (If taken at Pacific University Chem 220, 221; 230.)

Physics: 8 semester hours/12 quarter hours. A standard two-semester course or the quarter system equivalent. This course need not be calculus based. All courses must include laboratory. (If taken at Pacific University; Phy 202/204 [or Phy 232/242].)

Psychology: 6 semester/9 quarter hours. Must include a course in general psychology. (If taken at Pacific University: 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.

Pre-Physical Therapy

Pacific University offers all of the pre-physical therapy course requirements for those students interested in preparing for the professional program. All pre-professional students complete the baccalaureate requirements along with the pre-physical therapy requirements. Students should note that while there are advantages to completing the pre-physical therapy requirements at Pacific, doing so does not guarantee subsequent admission to the professional physical therapy program.

Bachelor Degree Requirements

The 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.)

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, 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, academic policies and procedures, clinical policies and procedures, the appeals process, and the academic conduct policies, please see the following documents:

- School of Physical Therapy Student Handbook
- School of Physical Therapy Intern Clinical Education Manual
- Physical Therapy course syllabi
- Pacific University Graduate Professions Catalog
- "Pacific Stuff"

Additional resources are available in the Director's Office.

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

COURSES IN THE DPT PROFESSIONAL PROGRAM

First Year, First Semester (15/16 weeks)

DPT 500	Human Anatomy I.....	5
DPT 510	Clinical Biomechanics I.....	4
DPT 520	Rehabilitation Neuroscience I.....	2
DPT 530	Physical Agents and Mechanical Modalities.....	3
DPT 540	Patient Assessment, Intervention and Therapeutic Exercise	2
		<hr/> 16

First Year, Second Semester (19 weeks)

DPT 501	Human Anatomy II	2
DPT 511	Clinical Biomechanics II	4
DPT 521	Rehabilitation Neuroscience II	4
DPT 531	Electrotherapeutic Agents, Orthotics and Prosthetics ..	4
DPT 550	Applied Physiology.....	4
DPT 560	Physical Therapy: Professional Considerations.....	2
DPT 570	Clinical Internship I.....	4
		<hr/> 24

Second Year, First Semester (15/16 weeks)

DPT 600	Neurosciences Seminar (elective)	(1)
DPT 610	Adult Neuromuscular System: Examination and Intervention I.....	3
DPT 620	Motor Control and Motor Learning	2
DPT 630	Musculoskeletal Examination and Intervention for the Extremities	4
DPT 640	Clinical Internship II	4
DPT 650	Medical Disabilities and Therapeutic Interventions I	3
DPT 660	Research Methods and Statistics I	2
		<hr/> 18 (19)

Second Year, Second Semester (19 weeks)

DPT 611	Adult Neuromuscular System: Examination and Intervention II	3
DPT 631	Musculoskeletal Examination and Intervention for the Neck and Trunk	3
DPT 641	Clinical Internship III	4
DPT 651	Medical Disabilities and Therapeutic Interventions II.....	2
DPT 661	Research Methods and Statistics II.....	1
DPT 670	Psychological Aspects of Illness Disability.....	2
DPT 680	Geriatrics and Gerontology.....	3
DPT 685	Pediatric Neuromuscular System: Examination and Interventions	3
DPT 690	Educational Strategies for Physical Therapists.....	3
		24

Third Year, First Semester (15/16 weeks)

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
		19

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
		21

Course Descriptions

Doctorate in Physical Therapy (DPT)

DPT 500 Human Anatomy I

DPT 501 Human Anatomy II

Advanced study of the gross structure and histology of the human body. Special emphasis is placed on the musculoskeletal, nervous, cardiovascular and respiratory systems. The course is organized by regions of the body, with the emphasis on the gross anatomy of each region. In addition, the microstructure specific to the tissues discussed will be studied. The course has a lecture and a laboratory component. The lab sessions will involve regional dissection of cadavers, and parallel the information covered in the lecture material. DPT 500 encompasses upper and lower extremities, including bones, joints, muscles, nerves, blood vessels and connective tissues. DPT 501 is a study of the back, head and neck, thorax, abdominal wall and abdominal contents. DPT 500: 5 hours; DPT 501: 2 hours. Sanders

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. Medeiros

**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. Lundy-Ekman

**DPT 521 Rehabilitation
Neuroscience II**

Continuation of Rehabilitation Neuroscience I. Topics include: peripheral nervous system, spinal region, cranial nerves, brain stem region, auditory, vestibular, and visual systems, cerebrum, blood supply to the nervous system, and the cerebrospinal fluid system. Neural disorders commonly encountered in practice and differential diagnosis are emphasized. Active learning, as described for DPT 505, continues in this course. 4 hours. Lundy-Ekman

**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. Bush

**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. Bush, Ourada

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. Salzman, Farrell

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. Rutt

**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. Banaitis

**DPT 600 Neurosciences Seminar
(elective)**

Discussion, problem solving and student case-history presentation. Prerequisite: DPT 520, 521. 1 hour. Lundy-Ekman

**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. Cicirello, Farrell, Banaitis

**DPT 611 Adult Neuromuscular
System: Examination and
Intervention II**

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. Cicirello, Farrell

**DPT 620 Motor Control and Motor
Learning**

Introduction to theories in motor control and motor learning. Application of these theories to the clinical practice of physical therapy. Application of research evidence to the treatment of specific clients is emphasized. Topics include: identifying primary problems in motor control, quantifying motor control, types of feedback and feedback schedules, practice conditions, task-oriented practice, strategies for improving ambulation, and disorders of upper limb control. 2 hours.

**DPT 630 Musculoskeletal
Examination and
Intervention for the
Extremities**

An in-depth study of musculoskeletal impairments and functional limitations of children and adults. The course includes pathology, medical evaluation and physical therapy examination. Students will also plan and execute therapeutic interventions. The course consists of lecture, laboratory practice, student research, student presentations and problem solving activities. The course is organized by anatomic region. DPT 630 covers the upper and lower extremities. 4 hours. Bush, Rutt

**DPT 631 Musculoskeletal
Examination and
Intervention for the Neck
and Trunk**

This course covers etiology, pathology, examination and intervention related to conditions of the TMJ, cervical, thoracic, lumbar and pelvic regions of the body. Examination schema will be presented in a regional approach, and will include relevant

procedures to screen for medical disease. Intervention techniques will include passive movement, neural tissue mobilization, therapeutic exercise, muscle energy and other clinical techniques. Physical therapy intervention will be directed at resolution of specific impairments and functional limitations, but will also address contributing factors and prophylaxis. 3 hours. Nee

DPT 650 Medical Disabilities and Therapeutic Interventions I

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. Rutt

DPT651 Medical Disabilities and Therapeutic Interventions II

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. Rutt

DPT 660 Research Methods and Statistics I

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. Bush

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. Starbird

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. Farrell

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. Cicirello

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. Narode

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. Thomas

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. Medeiros

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. Medeiros, Nee

DPT 730 Professional Lecture Series

A series of lectures, demonstrations, or workshops focusing on specialties and other areas germane to the practice of physical therapy. Examples of topics included are hand orthotics, clinical education, woman's health issues, professional communication, and industrial/occupational health. Topics will be presented by faculty and other clinical experts. 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. Swain

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. Marengo

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. Causton

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 570 Clinical Internship I
4 hours.

DPT 640 Clinical Internship II
4 hours.

DPT 641 Clinical Internship III
4 hours.

DPT 720 Clinical Internship IV
8 hours.

DPT 721 Clinical Internship V
8 hours.

DPT 722 Clinical Internship VI
8 hours.

These courses emphasize application and integration of academic/didactic coursework into the clinical setting. Interns are directly supervised by licensed physical therapists in community-based clinical sites available throughout the US and Canada.

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

This program is no longer open to new applicants. Interested therapists are directed to the section on the post professional DPT degree.

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 online 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.

Admissions Requirements

1. Submission of a completed application form with fee.
2. A bachelors degree or its equivalent from an institution accredited by the Commission on Accreditation of Physical Therapy Education (international students may substitute comparable credentials).
3. Minimum of two years of full time professional practice.
4. Evidence of licensure in the United States.
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. International students must also meet Pacific University's requirements for international student admission including results of the TOEFL (600 minimum score).
8. A personal interview with the Coordinator of the Post-Professional 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**

Theory and terminology of orthopedic manual physical therapy. Australian approach to manual therapy. Methods of orthopedic examination, assessment, and treatment. Principles of overall patient management, including exercise, ergonomics, and self-management. 4 hours. Kaiser faculty.

Six-month Advanced Clinical Fellowship

Advanced methods of examination, assessment and treatment of the spine and all peripheral joints. Advanced manual therapy techniques. Advanced clinical reasoning concepts. Medical differential diagnostic skills in preparation for primary care PT roles. 8 hours. Kaiser faculty.

POST PROFESSIONAL DOCTOR OF PHYSICAL THERAPY DEGREE**GENERAL INFORMATION**

Pacific University is providing an opportunity for practicing physical therapists to build on their existing experience and earn a clinical doctoral level credential. The post professional DPT program will enable practitioners to augment clinical knowledge, skills and behaviors. Students pursue advanced understanding of clinical reasoning and evidence based practice through courses offered in a structured non-traditional format. A self-assessment of clinical practice patterns allows each participant to apply program content in meeting the demands of their unique practice environment.

Admission to the Post Professional DPT Program

Admission to the post professional program occurs on a continuous basis. Applications are accepted throughout the year. Admission requires submission of the following:

1. A completed application form with fee.
2. Proof of current physical therapy licensure in the United States.
3. A current resume.
4. Official transcripts for physical therapy education.
5. Letters of recommendation from three professional references.

Program of Study

The post professional doctor of physical therapy degree requires successfully completing 32 semester hours (s.h.) of credit. A minimum of 21 s.h. must be earned through Pacific University and must be completed within five years from date of official acceptance into the program. Credits transferred from an affiliated body must be transferred within seven years of completion.

Non-matriculated Students

Students may take up to 8 s.h. of study prior to official acceptance into the program. Not all courses are available for non-matriculated students. (See Course Descriptions)

COURSES IN THE POST PROFESSIONAL DPT PROGRAM

PDPT 610	Professional Self Assessment	2*
PDPT 620	Movement Science.....	3
PDPT 630	Issues in Health Care and Policy	4
PDPT 640	Medical Screening - Upper quadrant.....	3
PDPT 641	Medical Screening - Lower quadrant.....	3
PDPT 650	Educational Strategies.....	3
PDPT 700	Evidence Based Practice/ Research	4
PDPT 710	Clinical Reasoning.....	4 credits
PDPT 720	Clinical Project	6*
		—
		32

* Course participation requires official acceptance into the program.

PDPT 711	Clinical Skills for the Cervical Spine	2
PDPT 712	.....Clinical Skills for the Lumbar Spine.....	2
PDPT 730	Independent Study.....	1-3
PDPT 790	NAIOMT - Level II	4
PDPT 791	NAIOMT - Level III.....	3
PDPT 792	NAIOMT - Level IV.....	3
PDPT 793	Kaiser 3 month Mentorship	4
PDPT 794	Kaiser 6 month Fellowship	8

Course Equivalents

- PDPT 710 Clinical Reasoning (4 s.h.) may be substituted by:
- PDPT 711 and PDPT 712 Clinical Skills for the Cervical and Lumbar Spine (4 s.h.)
 - PDPT 790 NAIOMT Level II (4 s.h.)
 - PDPT 793 Kaiser 3 month Mentorship (4 s.h.)

PDPT 640/641 Medical Screening Upper Quadrant and Lower Quadrant (6 s.h.) may be substituted by:

- PDPT 791 NAIOMT Level III (3 s.h.) and PDPT 792 NAIOMT Level IV (3 s.h.)
- PDPT 791 NAIOMT Level III (3 s.h.) and PDPT 730 Independent Study (3 s.h.)
- PDPT 794 Kaiser 6 month Fellowship (8 s.h.)

The additional 2 s.h. of credit apply toward PDPT 720 Clinical Project

Residency Affiliations

Kaiser Permanente Residency in Advanced Orthopedic Manual Therapy North American Institute of Orthopaedic Manual Therapy

Pacific University recognizes that residency education provides an optimal environment for integrating academic and clinical knowledge. Students who have successfully completed clinical residency and/or mentored training through the Kaiser Permanente Residency in Advanced Orthopedic Manual Therapy or the North American Institute of Orthopaedic Manual Therapy can apply their work toward the required 32 s.h. (See Course Descriptions). Students currently participating in or planning to participate in these programs are also encouraged to apply to the post professional DPT program.

Course Descriptions in the Post Professional DPT program

PDPT 610 Professional Self Assessment

Identification and evaluation of clinical competence across the (a) systems areas (musculoskeletal, neurologic, cardiopulmonary, and integumentary); (b) research, and (c) business and management using a portfolio model. The portfolios are meant to be dynamic, changing over time and representing performance-based assessment using a variety of evidence. Prerequisite: Official acceptance in to the program. Independent Study. 2 semester hours.

PDPT 620 Movement Science

Critical examination of the topics of motor control and motor learning. Introduction to theories of motor control, including information processing, control loops, and motor programming. Motor learning includes analysis of common assumptions and research evidence regarding motor learning, inquiry into the teaching, practice, and memory variables that affect learning outcomes, and methods to optimize motor learning. Practical application, particularly to patient populations, is stressed. 3 semester hours. Lundy-Ekman.

PDPT 630 Issues in Health Care and Policy

This course will involve study and analysis of health policy, ethics, practice and personnel management, information systems, reimbursement, diversity, project planning and marketing. The course format is variable with readings, discussions, lecture, case studies and student presentations. 4 semester hours.

PDPT 640/641 Non-musculoskeletal Pathology: A Regional Approach to Medical Screening

Non-musculoskeletal pathology may be the source of symptoms a patient reports to the physical therapist. Medical screening procedures (e.g. specific questioning, abdominal palpation, palpation of peripheral pulses, auscultation, percussion, etc.) used by a physical therapist to identify non-musculoskeletal pathology will be presented. In addition, laboratory and diagnostic resources (e.g. hematology, urinalysis, toxicology, pulmonary function, cardiac testing, radiographic imaging, etc.) commonly used in the medical diagnosis of non-musculoskeletal disease will be reviewed. Course content for **PDPT 640** will enable the clinician to adequately screen for non-musculoskeletal pathology in patients presenting with symptoms in the upper quadrant region. Course content for **PDPT 641** will enable the clinician to adequately screen for non-musculoskeletal pathology in patients presenting with symptoms in the lower quadrant region. 3 semester hours each. Nee.

PDPT 650 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. Learning theory is emphasized. 3 semester hours. Narode.

PDPT 700 Evidence Based Practice/Research

An introduction to the research process and evidence based practice relevant to physical therapy. The research component will address research design, hypothesis testing, data analysis and critical review of professional literature. Concepts and skills from the research component will be applied to the writing of research articles and to the introduction of evidence based practice. In evidence based practice, the clinician makes management decisions by combining information from relevant external research with knowledge of an individual patient situation. 4 semester hours.

PDPT 710 Clinical Reasoning

A clinical reasoning/problem-solving approach to patient scenarios will assist the clinician in synthesizing evidence based practice concepts with specific patient problems. Each participant will present a patient scenario to illustrate how the clinician incorporated concepts of evidence based practice in her/his clinical reasoning process for differential diagnosis and/or intervention of a patient problem. 4 semester hours.

PDPT 711 Clinical Skills for the Cervical Spine

Manual therapy evaluation and treatment techniques for musculoskeletal disorders of the cervical spine. Clinical reasoning and evidence-based practice will be emphasized in examination and intervention planning. This course emphasizes acquisition of manual therapy skills. 2 semester hours. Nee. In combination with PDPT 712 this course may substitute for PDPT 710 Clinical Reasoning.

PDPT 712 Clinical Skills for the Lumbar Spine

Manual therapy evaluation and treatment techniques for musculoskeletal disorders of the lumbar spine. Clinical reasoning and evidence-based practice will be emphasized in examination and intervention planning. This course emphasizes acquisition of manual therapy skills. 2 semester hours. Nee. In combination with PDPT 711 this course may substitute for PDPT 710 Clinical Reasoning.

PDPT 720 Clinical Project

The project requires completion of a formal thesis or an article suitable for publication in a peer-reviewed journal. The topic of the juried project may include a traditional scientific research question, or a non-traditional research question in areas such as: (a) clinical practice (e.g. single subject design), (b) administration, (c) physical therapy education, etc. Prerequisite: Official acceptance into the program. 6 semester hours.

PDPT 730 Independent Study

This course is intended to allow a student to pursue a specialized or unique interest that is not part of the curriculum, but is related to it. 1-3 semester hours.

North American Institute of Orthopedic Manual Therapy**PDPT 790 NAIOMT Level II**

Upper Quadrant, Lower Quadrant: Develops detailed biomechanical assessment and mobilization techniques of spine and extremities with rationale for mobilizations. 4 semester hours. NAIOMT faculty. This course may substitute for PDPT 710 Clinical Reasoning.

PDPT 791 NAIOMT Level III

Upper Quadrant, Lower Quadrant: Integration of information generated from the assessment, and illustration of how dysfunction remote from the symptomatic source may be causal or contributory. Advanced biomechanical assessment, mobilization and stabilization techniques, and extremity joint manipulation is taught. 3 semester hours. NAIOMT faculty. In combination with PDPT 792 NAIOMT Level IV or PDPT 730 Independent Study this course may substitute for PDPT 640/641 Medical Screening Upper Quarter and Lower Quarter.

PDPT 792 NAIOMT Level IV

Advanced techniques. 3 semester hours. NAIOMT faculty. In combination with PDPT 791 NAIOMT Level III this course may substitute for PDPT 640/641 Medical Screening Upper Quarter and Lower Quarter.

Kaiser Permanente Residency in Advanced Orthopedic Manual Therapy**PDPT 793 Kaiser 3 month Mentorship**

Full time program which includes 100 hours of clinical course work, 55 hours of 1:1 supervision and small group tutorials, and 26 hours per week of patient care. Clinical course content includes: 1) theory and terminology of orthopedic manual physical therapy, 2) manual therapy examination, assessment, treatment selection and progression, 3) differential diagnosis, 4) principles of patient management, including exercise and self-management, 5) practical examinations. 4 semester hours. Kaiser faculty. This course may substitute for PDPT 710 Clinical Reasoning.

PDPT 794 Kaiser 6 month Advanced Fellowship

Full time program which includes 270 hours of clinical course work, 130 hours of 1:1 clinical mentoring and small group tutorials, 26 hours per week of patient care. Course content includes: 1) advanced methods of examination, assessment and treatment, 2) advanced differential diagnosis and clinical reasoning concepts, 3) anatomy, biomechanics, and medical lecture, 4) review and critique of the literature, 5) teaching and consulting, 6) completion of a community-teaching project, 7) practical examinations. 3-month Mentorship a prerequisite. 8 semester hours. Kaiser Faculty. This course may substitute for PDPT 640 Medical Screening Upper Quadrant, PDPT 641 Medical Screening Lower Quadrant, and 2 credits toward PDPT 720 Clinical Project.

School of Physical Therapy Academic Calendar 2001-2002

2001 FALL SEMESTER

August

August 20 - 21 Conference for Faculty/
Administrators

August 23 9:30 a.m. - 3 p.m. First
Year Physical Therapy
Student Orientation

August 13 - (8 wk) Third Year
October 5 Students - Clinical
Internship IV

August 27 First Day of Classes
First and Second Year
Students

September

September 3 Labor Day Holiday
no classes

October

October 8 Third Year Students
Start of Classes

October 8 - (4 wk)
November 2 Second Year Students
Clinical Experience II

October 13-15 OPTA Fall Conference
Portland MAC

October 26-28 APTA National Student
Conclave
(Tentative)

November

November 21 (noon), 22, 23
Thanksgiving Vacation

December

December Final Examinations
5,6,7,10,11,12

December 13 Christmas Vacation
- **January 2**

2002 SPRING SEMESTER

January

January 3 First Day of Classes -
First and Second Year
Students

January 2 - (8 wk) Third Year
February 22 Students - Clinical
Internship V

February

February 22 & 23 Mid-Winter Break
First and Second Year
Students

February 20-24 CSM - APTA - Boston,
MA

February 25 Third Year Students
- **March 8** Special Topics Classes

February 11 (4 wk) Second Year
- **March 8** Students - Clinical
Experience VI

March

March 6 Job Fair

March 11 -May 3 (8 wk) Third Year
Students - Clinical
Internship VI

March 25-29 Spring Break - First and
Second Year Students
(tentative)

April

April 29 - May 3 First Year Students
Final Examinations

May

May 8 - 10 OPTA Spring
Conference - Hilton,
Eugene

May 6 - May 31 (4 wk) First Year
Students - Clinical
Internship I

May 6 Third Year Students
Final draft of thesis due

May 15-16 Third Year Students
Thesis Presentations

**May 8-10 and
13-15** Second Year Students
Final Examinations

May 16 Third Year Students
Last Day for submission
of finished thesis

May 18 Commencement

June

June 5-8 APTA National
Conference
Cincinnati, OH

2002 FALL SEMESTER

August

August 19 - 20 Conference for Faculty/
Administrators

August 22 9:30 a.m. - 3 p.m. First
Year Physical Therapy
Student Orientation

**August 12 -
October 4** (8 wk) Third Year
Students - Clinical
Internship IV

August 26 First Day of Classes
First and Second Year
Students

September

September 2 Labor Day Holiday
no classes

October

October 7 Third Year Students
Start of Classes

**October 7 -
November 1** (4 wk)
Second Year Students
Clinical Experience II

October TBA OPTA Fall Conference
TBA

October 25-27 APTA National Student
Conclave TBA

November

November 20 (noon), 22, 23
Thanksgiving Vacation

December

**December
4,5,6,7,10,11** Final Examinations

**December 12 -
January 2** Christmas Vacation

Subject to change

School of Physician Assistant Studies

Christine F. Legler, PA-C, M.S., *Director*

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 lifestyles
- 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

GENERAL INFORMATION

The Physician Assistant (PA) is a respected member of the health care team who works interdependently with his or her supervising physician to provide diagnostic and therapeutic patient care in a variety of medical settings.

Physician Assistants are trained to take comprehensive medical histories, perform complete physical examinations, order and interpret diagnostic tests, diagnose illnesses, develop treatment plans, assist in surgery, and perform minor procedures. In addition, PAs also promote preventive health care and emphasize patient participation in health care decisions.

Employment opportunities for physician assistants exist in Oregon, as well as throughout the United States. The Physician Assistant is ranked as one of the 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.

ACCREDITATION

The Pacific University School of Physician Assistant Studies has received full accreditation from the Accreditation Review Committee on Education for the Physician Assistant, Inc. Graduates from an ARC-PA accredited program are eligible to sit for the national Physician Assistant certification examination.

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

The Master of Science in Physician Assistant Studies is designed to provide a comprehensive primary care training program that combines didactic course work with clinical experiences to enable the graduate to work in a variety practice settings. The clinical project provides an opportunity to learn the research process and prepares the graduate to be a critically thinking clinician who can effectively respond to the ever-changing demands of the health care system.

Admission to the Physician Assistant Program

Applicants to the program are required to apply on-line through the Central Application Service for Physician Assistants (CASPA): <www.caspaonline.org>. The CASPA deadline is in September. Applicants are also required to submit the Pacific University's Supplemental Application. The application may be downloaded in a PDF file from <www.pacificu.edu/admissions/grad/pa/pa_app.pdf> or requested from the Admissions Office for Professional Programs. The deadline for the supplemental application 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. Admission is offered only into the first year. The Physician Assistant Program does not accept transfer students.

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. Science and statistics prerequisite courses require a GPA of 2.5 or higher. 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
 - 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
 - Organic Chemistry or Biochemistry (one course, no lab)
 - Two other Chemistry Courses with lab
- Statistics 3 semester hours
 - Course must be taken in the department of psychology, sociology, statistics, or math.

- Psychology or Sociology 3 semester hours (one course)
Any psychology or sociology course
- English/writing 6 semester hours (two courses taught at an English speaking university/college)
Must include at least one writing course beyond the introductory level. Courses must be taken in either the English or writing department.

Clinical Experience

Minimum 1,000 hours
(paid or volunteer)

At the time of application submission, applicants must be able to provide documentation of a minimum of 1,000 hours of experience with direct patient contact in a health care setting. A wide range of types of experience will be considered such as: nurse RN/LPN, paramedic/EMT/corpsman, medical assistant/nurses aide, medical technologist/technician, respiratory therapist, physical therapist/assistant, occupational therapist/assistant, medical office manager, speech therapist/assistant, psychologist/therapist/counselor, hospital/clinic/nursing home facility volunteer, home health aide, outreach worker, social worker, 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, 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 – Level I (alert only)

1. During the didactic year, a student maintaining a grade of “C” or lower in a course will be asked to meet with the course instructor, academic coordinator and academic advisor to discuss the student’s academic standing. If the academic coordinator is also the course instructor or advisor, another faculty member will also attend the meeting. An action plan will be developed to improve the student’s performance. If the student’s GPA for the current semester is below 3.0, then a level II Academic Review will be held.
2. During a rotation in the clinical year, any concerns expressed by a preceptor about the clinical or professional performance may result in the clinical coordinator meeting with the student to address these concerns. An action plan will be developed identifying areas for improvement in the remainder of the rotation. If the student receives any less than satisfactory score for any item on the rotation evaluation, then a Level II Academic Review will be held.
3. The faculty will notify the Program Director about any student on Level I academic review.
2. The academic review process is intended to identify potential academic difficulties for a student and to develop an action plan to address these issues as soon as possible after a problem is identified. The review process also is intended to identify students who may not be capable of completing the program.
3. The Academic Performance Committee is chaired by the Program Director and comprised of the following individuals:
 - Academic Coordinator
 - Clinical Coordinator
 - Patient Evaluation Coordinator
 - Clinical Project Coordinator
 - Associate Faculty (as indicated)
 - Medical Director
 - Instructor for Course in Question
 - Advocate from Student Advocate Service (if requested by student)
4. The following steps are taken if a student receives a final grade below a “C”, a “no pass” in a seminar course, an unsatisfactory rating on any item on a clinical rotation evaluation, an overall GPA below 3.0, or if a course instructor or academic advisor has concerns about a student’s clinical reasoning skills, academic or professional 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.

ACADEMIC REVIEW – Level II

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 required 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.

- 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 VP of 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 PA Profession Code of Ethics.
2. Violations of either of these policies can result in the dismissal of a student. If such a violation occurs while a student is on a clinical rotation, the student may be removed from the rotation pending an investigation.
3. Any faculty member, course instructor, clinical preceptor or other individual involved with observing the 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 2 calendar weeks from the receipt of the complaint. The Program Director notifies the VP of Academic Affairs and the Dean of Students regarding 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 2 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 VP of Academic Affairs and Dean of Students is notified immediately if the committee decides to terminate a student from the program.
7. There will be times when extenuating circumstances cause an exception to the

time frames outlined above. Requests for modifying the time frames must be made to and approved by the Program Director.

8. In the absence of the Program Director, the Academic Coordinator acts as the chairperson of the committee.
9. Per University Policy, a student can appeal a decision of the Physician Assistant Academic Performance Committee to the University Standards and Appeals Board.

APPEALS

1. Per University policy, a student can appeal a decision of the Physician Assistant Program Academic Performance Committee to the University Standards and Appeals Board. Such requests must be submitted in writing to the VP of 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:
 - a. there was an error in procedure by the committee
 - b. there is new information, if available, sufficient to alter a decision
 - c. the sanction imposed was not appropriate to the severity of the situation
3. Decisions of the University Standards and Appeals Board are final.

TESTING AND EVALUATION POLICY

Each course within the PA program curriculum has specific learning objectives that will be evaluated during the course. Instructors use this policy to determine the evaluation mechanism for the course and will provide the student a copy of the syllabus that outlines this process. The School of Physician Assistant Studies makes reasonable accommodation for all applicants and students with a documented learning disability.

GRADING

1. The following is the grading scale for all courses in the Physician Assistant Program:
 - A = 90-100%
 - B = 80-89 %
 - C = 70-79%
 - F = <70%
 - I = Incomplete
2. The instructor outlines the evaluation and grading process in the course syllabus. Instructors for seminar courses may use a pass/no pass grading system. The following are considered seminar courses: Current Topics in Healthcare, Preventive Medicine, Clinical Skills Seminar, Introduction to PA Profession and Professional Practice Seminars.
3. Any student receiving a grade below a "C", a "no pass" in a seminar course, an unsatisfactory rating on any item on a clinical rotation evaluation or has an overall GPA below 3.0 will be brought to the Academic Performance Committee for review.
4. Two or more unexcused absences in a course may result in a reduction of the letter grade or a "no pass" for a seminar course. Any unexcused absence from a clinical skills session may result in a "no pass" grade for that skill.
5. Any student who fails to complete all required course work in a timely manner may be subject to: dropping of letter grade(s), receiving an incomplete, or a failing grade for the course at the discretion of the course instructor.
6. INCOMPLETE – DIDACTIC COURSES
 - a. Any student who receives an incomplete grade must meet with both the course instructor and his/her academic advisor to develop an action plan to complete the course work. If the academic advisor is also the course instructor, another faculty member will attend the meeting. A student with an incomplete grade has until the beginning of the next semester to complete the work for any course.
 - b. The student, course instructor and the academic advisor (or other faculty member) sign the action plan and it is

placed in the student's file. If the student fails to meet the terms of the action plan, the student will receive a failing grade for the course and will be brought to the Academic Performance Committee for evaluation and may be dismissed from the program.

7. INCOMPLETE – CLINICAL ROTATIONS

- a. A student with an incomplete grade for non-completion of required written assignments has 7 calendar days from the conclusion of the rotation to complete the work for the previous rotation and the grade may be reduced one letter grade. A student who fails to complete the assignments will receive a failing grade for the rotation and may be dismissed from the program.
 - b. A student will receive an incomplete grade for any rotation missed during a leave of absence. These rotations must be completed at a later date per the leave of absence policy. The Clinical Coordinator will develop an action plan for completion of rotations that must be approved by the Program Director. The student, the clinical coordinator and the program director sign the action plan and it is placed in the student's file.
 - c. If the student fails to meet the terms of the action plan, the student will receive a failing grade for the course and be brought to the Academic Performance Committee for evaluation and may be dismissed from the program.
8. A student is not permitted to graduate until the graduate project is completed and the paper accepted by the faculty.
 9. The PA program does not allow a student to take a proficiency exam to test out of any course within the PA curriculum.

RE-TESTING

It is the prerogative of a course instructor to decide whether or not to allow a student who fails a test to re-take an examination. The instructor must clearly define his/her retesting policy in the course syllabus that is given to the students at the beginning of the course. If

re-testing is not mentioned in the syllabus, re-testing will not be permitted. A re-take examination is defined as the examination given to a student who fails either a written, oral or clinical skills examination.

If a re-take examination is not successfully passed and the student receives a failing grade for the course, the student will be brought to the Academic Performance Committee for evaluation and may be dismissed from the program.

COURSE FAILURE

1. If a student receives a failing grade with a course average between 65-69 for one of the basic sciences courses (anatomy, physiology or pharmacology I), the student will be allowed to take a test to evaluate the student's overall knowledge in the course. If the student passes this evaluation test, the student will be given a "C" for the course and be allowed to continue in the program and will be brought to the Academic Performance Committee for development of an action plan for the next semester. If the student fails this evaluation test, the student will not be permitted to continue to the next semester and will be brought to the Academic Performance Committee to determine action.
2. If a student receives a failing grade with a course average less than 65 for one of the basic sciences courses (anatomy, physiology or pharmacology I), the student will not be permitted to continue to the next semester and will be brought to the Academic Performance Committee to determine action.
3. If a student receives failing grades for two of the basic science courses (anatomy, physiology or pharmacology I), the student will not be permitted to continue to the next semester and will be brought to the Academic Performance Committee to determine action.
4. If a student receives a failing grade for any clinical course (all courses except basic sciences courses), the student will not be permitted to continue to the next semester and will be brought to the Academic Performance Committee to determine action.
5. If a student receives a failing grade for a clinical rotation, the student will not

be permitted to continue to the next rotation and will be brought to the Academic Performance Committee to determine action.

EVALUATION METHODS

1. Student performance is evaluated throughout the curriculum using one or more of the methods listed. The course instructor will determine the evaluation method for the course and explain the process in the course syllabus distributed at the beginning of the course. An instructor may use other evaluation methods.
2. Written examinations - The type of written examination varies depending on the course content and the instructor's preference and may include multiple choice, matching, True/False, short answer, essay and patient management scenarios.
 - a. Exams may be given at various points during the course such as at the end of each module.
 - b. A cumulative or non-cumulative mid-term and a final exam may be given.
 - c. Graded or non-graded quizzes may be used.
3. Clinical Skills Evaluations - Clinical skills evaluations occur throughout the curriculum where the student is evaluated on his/her ability to perform the clinical skill. During the didactic portion of the curriculum, the student demonstrates his/her ability to perform the clinical skill on another student and is evaluated by a program faculty member. During the clinical rotations, the student demonstrates his/her ability to perform the clinical skill on a patient and is evaluated by the Clinical Preceptor. Clinical skills are evaluated during the following courses:
 - a. Patient Evaluation I, II, III
 - b. Clinical Laboratory and Diagnostic Medicine
 - c. Clinical Medicine III - Emergency Medicine/Surgery
 - d. Clinical Skills Seminar
 - e. Clinical Rotations
 - f. Other courses, as determined by the instructor
4. Student Presentations - Students may be required to give oral presentations either individually or in a group, as a requirement for any course. The presentation may or may not be accompanied by a written report. The student is expected to arrange for the duplication of written materials and to arrange for the use of multimedia equipment, as needed.
5. Written reports - Students are required to complete written reports for various courses. The instructor determines the format for such reports. Reports are to be generated on the computer and may be submitted in a hard copy, on-line or on a disc as per instructor preference. The following are types of such written reports:
 - a. History and physical examinations
 - b. Case presentations
 - c. Clinical review reports
 - d. Report on assigned topic
 - e. Graduate project design
 - f. Graduate project report
6. Oral Examinations - An instructor may use an oral examination as a method of evaluation utilizing a checklist list to determine the student's performance.
7. Clinical Rotation Evaluations - The clinical preceptor monitors the student's ability to perform clinical skills and assess his/her knowledge progression on an ongoing basis. The preceptor conducts an informal review of the student's performance midway through the rotation and completes the formal written evaluation at the end of the rotation using the PA program evaluation form.
8. Standardized Examination - Students take a standardized examination, such as PACKRAT, at the end of the didactic year to evaluate clinical knowledge before beginning clinical rotations and the end of the clinical year to prepare for the national certification examination. Each student is sent an individual report from the testing agency that identifies areas of strengths and weakness. The PA program does not receive individual reports for each student but receives a composite report showing areas of deficiencies in the overall knowledge of the students

which the program can use to improve the curriculum, as indicated. In addition, the overall performance of the students is compared to students from other programs at similar points in the curriculum.

9. Professional Performance Evaluations- The faculty and clinical preceptors regularly monitor the student's ability to demonstrate professional behavior and attitude when interacting with patients, colleagues, other health professionals, the university community and the general public. The student's ability to meet these objectives will be assessed on an ongoing basis by faculty and clinical preceptors as the student progresses through the curriculum.
 - a. Academic Year - The academic advisor completes a review and written evaluation of the student's performance midway through each didactic semester, based on faculty input using the professional performance report form.
 - b. Clinical Year - The preceptor conducts an informal review of the student's performance midway through the rotation and completes the formal written evaluation at the end of the rotation using the preceptor evaluation form.

CLINICAL SKILLS EVALUATION

1. Didactic year - Student clinical skills are evaluated by the faculty that includes laboratory procedures, patient evaluation skills examinations, patient evaluation write-ups and videos.
2. Clinical year - The Clinical Preceptor evaluates a student's ability to perform clinical skills on a patient during the clinical year and review the evaluation with the student before submission to the clinical coordinator.
3. A student may submit a request for review of an evaluation within three calendar days of the clinical skills or preceptor evaluation. The student must submit the request to the program faculty member who evaluated the student for didactic year issues or to the clinical coordinator for clinical year issues. A copy of the request must also be given to the course instructor. The request can be submitted via e-mail.

4. The program faculty member or clinical coordinator has 5 calendar days to consider the request and review the clinical skills evaluation. The evaluator will notify the student and course instructor via e-mail of his/her decision.
5. Following review by the evaluator, a student may submit a request to the Academic Performance Committee for further mediation. The committee members will include the original evaluator (program faculty member for didactic year issues or clinical coordinator for clinical year issues), course instructor, and the PA program faculty. The decision of the Academic Performance Committee will be final.

STUDENT RESPONSIBILITIES

1. Academic honesty is required and the student is expected to behave in a manner consistent with all University and Program standards.
2. Tests begin at the time designated by the course instructor and the student should arrive early enough to allow sufficient time to be ready to begin the exam. When a student has finished an exam, he/she should leave the room and not return while other students are still completing the test. Once an exam is turned in, it is considered complete and no modifications are allowed.
3. Students who arrive late for an exam may not be permitted to take the exam, at the discretion of the instructor.
4. Professional Conduct: Students are to do their own work during examinations. Unacceptable behaviors include giving aid to another student, receiving aid from another student, improper use of notes (including those placed on hands, arms, bills of hats, etc.), improper use of textbooks or computers, and interfering with another student's work. Any violation of these behaviors will result in the student's failure of the course and a recommendation for dismissal from the University. Additionally, any student providing information about the exam to another student who is taking an exam at a later time will be subject to disciplinary action.
5. Students perform clinical skills exams

on each other and are individually graded by the evaluator. The student who is acting as the patient is not to interact with the student who is being evaluated unless they are instructed to do so by the evaluator.

6. Students are encouraged to participate in classroom discussions and other types of interactive learning processes.
7. The student giving a presentation to the class is responsible for the copying of handouts and the set-up and operation of multimedia equipment.
8. Each student meets with his/her academic advisor at least once during each semester to review his/her performance and more frequently if the student's performance is less than satisfactory.
9. The student is expected to notify the program and/or the course instructor if he/she must miss an examination or a presentation due to an illness or unexpected emergency. In all other circumstances, the student must obtain permission, at least one week in advance from the instructor to miss an exam or to postpone an oral presentation. Students with an unexcused absence will not be allowed to take the test or to give the oral presentation at another time.

INSTRUCTOR RESPONSIBILITIES

1. It is the responsibility of the course instructor to outline the evaluation process and re-testing policy for failed examinations in the course syllabus.
2. Test scores are confidential and are not posted unless permission is obtained from each student. Each course instructor determines the process for reviewing test results with students.
3. The instructor is available to meet with students during his/her posted office hours or by appointment.
4. The instructor is to immediately inform a student's academic advisor if the student's performance is less than satisfactory at any time during the course.

5. The course instructor is responsible for proctoring examinations and is responsible for the monitoring of student behavior during the test. If inappropriate behavior is observed, the proctor must take immediate corrective action and must report the incident to the Program Director for review by the Academic Performance Committee.
6. It is the prerogative of the instructor to determine whether or not to approve a student's request to miss an examination or postpone an oral presentation. For a student who has obtained prior approval or in the event of an unexpected illness or emergency, the instructor will determine how and when to test the student or to have the student give the oral presentation.

STUDENT EMPLOYMENT POLICY

Students are strongly encouraged not to work while enrolled in the PA Program. Any student who chooses to work is required to attend all program related activities and will not be granted an excused absence for work obligations.

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 Graduate Project
(12 weeks) at a clinical site selected by
the student

Phase I Didactic Year

Summer Semester

(12 weeks 17 semester hours)

PA 550	Gross Human Anatomy with Lab	6
PA 552	Human Physiology.....	3
PA 530	Patient Evaluation I	3
PA 540	Pharmacology I	1
PA 510	Current Topics in Healthcare Delivery	2
PA 515	Introduction to PA Profession.....	1
PA 555	Clinical Medicine Seminars.....	1
		<hr/>
		17

Fall Semester

(15 weeks 20 semester hours)

PA 531	Patient Evaluation II.....	3
PA 570	Internal Medicine.....	10
PA 541	Pharmacology II.....	4
PA 520	Psychosocial Dynamics of Health Care I	3
		<hr/>
		20

Spring Semester

(16 weeks 19 semester hours)

PA 532	Patient Evaluation III	2
PA 575	Primary Care and Pharmacology (Pediatrics/ Women's Health/Geriatrics/ Preventive Medicine/ Dermatology)	6
PA 580	Surgery/Emergency Medicine.....	6
PA 521	Psychosocial Dynamics of Health Care II	3
PA 595	Concepts in Evidence Based Healthcare.....	2
	Optional Spanish Language Seminar (non-graded/non-credit)	
		<hr/>
		19

Phase I Total 56

Phase II Clinical Rotations Year

Summer Semester

(14 weeks 15 semester hours)

PA 610	Clinical Skills Workshop (one week).....	2
PA 665	Professional Practice Seminar I (one week).....	1
Rotation 1	(4 week Rotation)*	4
Rotation 2	(4 week Rotation)*	4
Rotation 3	(4 week Rotation)*	4
		<hr/>
		15

Fall Semester

(17 weeks 17 semester hours)

PA 665	Professional Practice Seminar II (one week)	1
Rotation 4	(4 week Rotation)*	4
Rotation 5	(4 week Rotation)*	4
Rotation 6	(4 week Rotation)*	4
Rotation 7	(4 week Rotation)*	4
		<hr/>
		17

Spring Semester

(17 weeks 17 semester hours)

PA 665	Professional Practice Seminar 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
		<hr/>
		17

* Note: Each student must complete the following rotations:

PA 630	Family Practice.....	12
PA 631	Internal Medicine.....	8
PA 634	Surgery	4
PA 635	Community Mental Health	4
PA 636	Emergency/Urgent Care ...	4
PA 637	Elective Rotation I Public Health	4
PA 638	Elective Rotation II any specialty	4
PA 639	Elective Rotation III Primary Care (Pediatrics/Women's Health/Geriatrics/Family Medicine)	4

Phase II Total 49

Phase III Clinical Graduate Project	
Summer Semester (12 weeks 6 semester hours)	
PA 696	Graduate Project and Presentations (11 weeks)5
PA 665	Professional Practice Seminar IV (one week).....1
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Phase III Total	6

COURSE DESCRIPTIONS

All Physician Assistant courses require admission to the School of Physician Assistant Studies.

PA 510 Current Topics in Healthcare Delivery

Overview of the healthcare delivery system in the U.S. including the history of public health, health policy, cultural diversity and types of the healthcare providers. 2 hours; Summer Phase I.

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 principles 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 principles of routes of administration, pharmacokinetics, pharmacodynamics and toxicology, drug classes, disease management, use in patient types. Part II. 4 hours; Fall Phase.

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 555 Clinical Medicine Seminars

Series of seminars covering office lab techniques, principles of pathophysiology, venipunctures, injections and basic of problem based learning. 1 hour; Summer Phase I.

PA 570 Clinical Medicine I (Internal Medicine)

Study of the medical conditions and pathophysiology and diagnostic procedures for: cardiology, pulmonology, gastroenterology, urology, nephrology, neurology, dermatology, rheumatology, otolaryngology, allergy, ophthalmology, endocrinology, immunology, hematology, oncology, infectious disease, and radiology. Student lead problem based learning sessions utilizing case studies. 10 hours; Fall Phase I.

PA 575 Primary Care and Pharmacology (Pediatrics, Gynecology, Obstetrics, Geriatrics, Dermatology and Preventive Medicine)

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. Preventive health care recommendations for various age groups, nutrition, and patient education. Pharmacological principles related to each population. Student lead problem based learning sessions utilizing case studies. 6 hours; Spring Phase I.

PA 580 Surgery, Emergency Medicine

Overview of surgical conditions and pre/post operative care. Evaluation and treatment of emergency problems. Clinical skill sessions on suturing, splinting, IVs, sterile technique, gowning and gloving. Principles of ACLS, PALS, and BTLIS. Pharmacological principles related to surgery and emergency medicine. 6 hours; Spring Phase I.

PA 595 Concepts in Evidence Based Healthcare

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 12 weeks in a family practice medical office setting, including care of the adult, child and women. Required readings, and patient documentation. 12 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 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, long term care facility, Alzheimer's centers, or hospital based psychiatric setting. 4 hours; Phase II.

PA 636 Emergency/Urgent Care Rotation

Clinical rotation for 4 weeks in an emergency department, or urgent 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, prison, or an international site. Applied principles 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 639 Elective Rotation III (Primary Care)

Clinical rotation for 4 weeks in family medicine, pediatrics or women's healthcare as selected by the student. 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: cultural diversity, managed care, practice guidelines, outcome measures, quality management, ethics, 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.

School of Physician Assistant Studies Academic Calendar 2001-2002

DIDACTIC YEAR

SUMMER SEMESTER

May 23-August 17, 2001

May

May 23-24 Orientation - University

May 25 Orientation - Program

May 28 Holiday/Memorial Day

May 29 Summer Semester
classes begin

June

June 2 Welcome Picnic

July

July 4 Holiday/Fourth of July

August

August 3 Last day for Anatomy/
Physiology

August 6 First Day for
Pharmacology I

August 17 Last Day of Classes

August 18-26 Student Holiday Break

FALL SEMESTER

August 27 - December 14, 2001

August

August 27 Fall Semester
classes begin

September

September 3 Holiday - Labor day

November

November 21 (noon) Holiday
Thanksgiving

November 22-25 Holiday/Thanksgiving

December

December 14 Last Day of Classes

December 14 Holiday Party
both classes

December 15 Student Holiday Break
January 6

December 24 Faculty/Staff Holiday
- **January 1**

SPRING SEMESTER

January 7 - April 19, 2002

January

January 7 Spring Semester
classes begin

January 21 Diversity Celebration
Martin Luther King Jr.

March

March 23-31 Spring Break

April

April 26 Last Day of Classes

April 27-May 12 Student Break

CLINICAL ROTATION YEAR

SUMMER SEMESTER

May 7-August 10, 2001

May

May 7-11 Clinical Skills Seminar Week

May 14- June 8 Rotation 1 - 4 weeks

May 28 Holiday/Memorial Day

June

June 11 - July 6 Rotation 2 - 4 weeks

July

July 4 Holiday/Fourth of July

July 9 Rotation 3 - 4 weeks
- **August 3**

August

August 6-10 Professional Practice Seminar I

August 11-19 Student Break

FALL SEMESTER

August 20 - December 14, 2001

August

August 20-
September 14 Rotation 4 - 4 weeks

September

September 3 Holiday/ Labor Day

September 17-
October 12 Rotation 5 - 4 weeks

October

October 15 Rotation 6 - 4 weeks
- **November 9**

November

November 12 Rotation 7 - 4 weeks
- **December 7**

November 21 (noon) Holiday Thanksgiving

November 22-25 Holiday/Thanksgiving

December

December 10-14 Professional Practice Seminar II

December 14 Holiday Party both classes

December 15 Student Holiday Break
- **January 6**

SPRING SEMESTER

January 7 - May 3, 2002

January

January 7 Rotation 8 - 4 weeks
- **February 1**

February

February 4 Rotation 9 - 4 weeks
- **March 1**

March

March 4 Rotation 10 - 4 weeks
- **March 29**

April

April 1-26 Rotation 11 - 4 weeks

April 29 Professional Practice Seminar III
- **May 3**

May

May 4-19 Student Break

CLINICAL PROJECT YEAR

SUMMER SEMESTER

May 14 - August 10, 2001

May

May 14 - July 27 Clinical Project
10 weeks

May 19 University
Commencement

May 26-June 3 AAPA Conference Break

June

June 30 NCCPA Board
Application Due

July

July 30 Professional Practice
- **August 3** Seminar IV

August

August 6-10 Clinical Project
Presentations

August 11 Celebration
Class of 2001

EVENTS CALENDAR

May 2001-April 2002

May

May 25-30 AAPA/APAP/SAAPA
Annual Conference
Anaheim, CA

September

September 28-30 OSPA Fall Meeting

October

October 6 National PA Day

October 16-23 APAP Mid-Year Meeting
Albuquerque

October 1-31 NCCPA Boards

April

April 6-7 OSPA Spring Meeting

School of Professional Psychology

Michel Hersen, Ph.D., ABPP, *Dean*

MISSION OF THE SCHOOL OF PROFESSIONAL PSYCHOLOGY

The Pacific University School of Professional Psychology educates competent, ethical, informed practitioners of scientifically based professional psychology who are responsive to the latest empirical findings in the field. We strive to maintain a facilitative academic community based on collaborative inquiry. Faculty and students work together in multiple roles in program development 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 and emphasis on educating practitioners of professional psychology. This distinguishes the School

from more traditional academic programs with an emphasis on preparing students for careers primarily in teaching or research. 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 program in Clinical Psychology requires five years of full-time study and clinical work (four years for Advanced Standing students) leading to the Doctor of Psychology Degree. The academic portion of the program is offered on the Pacific University campus in Forest Grove and the clinic in downtown Portland. 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.

Overview Of The Counseling Psychology Program

Pacific University's School of Professional Psychology includes a Master of Arts program in Counseling Psychology. This is a two year program (three years for a part-time student) located in downtown Portland. Courses are held in the late afternoon and evening. The program is approved by the Oregon Board of Counselors and Therapists as meeting the educational standards for becoming a Licensed Professional Counselor.

The faculty espouse a local clinical scientist model and the program concentrates on teaching students to integrate the research foundation of the field into their practice. There is an art and a science to effective practice and our goal is for graduates to master both to become accomplished practitioners.

A required 600 hour practicum in the second year (third year for part time students) may be served in a variety of

settings, including sites which emphasize children or adolescents, adults and geriatric clients, employee assistance programs, as well as those offering a mix of all ages, issues, and cultures.

There are two specialty tracks: Behavioral Analysis (BA) and Organizational Behavior (OB). Students choose a track near the end of the first year. (Some take both tracks.) The BA track covers the life span and prepares students for working with clients at all levels of functionality. Emphasizing behavioral and cognitive-behavioral approaches, students learn strategies of demonstrated effectiveness. The OB track builds on the generalist foundation of the first year to create skills needed to work with adults in organizations with issues such as performance management, job stress, and organizational exchange and development. The OB track fits those students whose career goals include consulting, employee assistance, and working with adults in general.

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 January 10. Applications received after January 10 are considered on a space-available basis.

Applications for the M.A. in Counseling Psychology program are considered for Fall Term entry only. The priority deadline for application is March 15. 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 bachelors 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 will earn an M.S. in clinical psychology en route to the Psy.D.

Requirements for Admission to the Psy.D. in Clinical Psychology Program with Advanced Standing

Applicants who meet the above requirements and have been awarded a masters degree from an approved program in applied psychology or a related mental health field (e.g., 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:

GPSY720	Psychometrics (3 cr)
GPSY 725	Basic Clinical and Counseling Skills (3 cr)
GPSY727	Introduction to Diagnosis and Treatment Planning (3 cr)
GPSY735	Clinical and Counseling Skills Laboratory (1 cr)
GPSY737	Diagnosis and Treatment Planning Laboratory (1 cr)
GPSY738	Applied Intervention Skills (3 cr)
GPSY775	Professional Communication (3 cr)

Advanced Standing Prerequisites

Outstanding applicants without such preparation will be required to complete all the prerequisites listed in the letter of admission before beginning practicum (GPSY 720 and 775 may be completed during practicum). Prerequisites will include either GPSY 740 Advanced Clinical Skills Review or all of the following courses: GPSY 725, 727, 735, 737, and 738. Thus, advanced standing students may begin practicum no earlier than their second term in residence. Student admitted with advanced standing do not receive the M.S. degree in clinical psychology from Pacific University.

Requirements for Admission to the Respecialization Program

Applicants who hold doctorates in areas of psychology other than clinical may apply for respecialization. Upon completion of all program requirements, respecialization students receive a certificate of respecialization.

Requirements for Admission to the M.A. in Counseling Psychology Program

1. Satisfactory completion of a bachelors degree. A cumulative grade point average of 3.0 on a four-point scale is desired. Those who have less than a 3.0 undergraduate GPA, but show other evidence of high potential are encouraged to apply. (Applicants may demonstrate their academic potential by taking the optional Graduate Record Exam.)
2. Prerequisite courses: Introductory psychology, abnormal psychology, and statistics. CPSY 500 and CPSY 520 may count as meeting the 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.

Equivalence of Counseling Psychology Courses and Clinical Psychology Courses

The counseling psychology program housed within the School of Professional Psychology offers courses which are considered the equivalent of certain clinical psychology courses. Students who complete the counseling psychology program and successfully apply for admission to the clinical psychology program would enter with advanced standing and certain counseling psychology courses will be counted toward meeting the Psy. D. requirements. These are shown in the table on page 172.

Clinical psychology students may register for these counseling psychology courses if space is available, following the guidelines in the Counseling Psychology Program Guide.

Course Waivers

A course waiver documents that the student has met the requirements for the waived course, but s/he receives no academic credit. Rather, the credit affected

by a successful waiver is added to the student's elective course requirement.

A student may request a waiver of a required didactic course if either:

1. The student has taken previous coursework which qualifies for transfer, but the student chooses to take additional elective credit as part of his or her program, or
2. The student's coursework does not qualify for transfer, 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

Full-time enrollment is defined as 9-15 hours per term. Students must maintain a minimum enrollment of six credits per term. Students who have only dissertation credit enrollment required may enroll for one credit per term after completion of the 12 required credits. Permission by petition is required for enrollment of fewer than six credits except for dissertation and internship enrollment. A leave of absence must be requested, by petition, if a student does not maintain continuous enrollment.

For Counseling Psychology classes, full-time enrollment is defined as 9 hours or more per term. Students must be enrolled for at least one credit each term.

Students participating in student loan programs may lose student payment deferment status if they fall below half-time enrollment (below six credits per term for Clinical Psychology 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.

Withdrawal from Courses and Incomplete Grades/Time Limit for Completing Degree

Withdrawals from courses are permitted through, but not later than, the tenth week of a term. All withdrawal requests must be in writing and must be approved by the instructor and the student's academic advisor. Withdrawals during the first two weeks of a term are not recorded on the permanent transcript. After the second week, a grade of "W" and no credit is recorded. (See section VIII of the Program Guide for further details.)

An Incomplete ("I") may be requested by a student who has completed a substantial portion of the requirements for a course. The request must be made of the instructor by the time of the last class meeting. Incompletes are given at the discretion of the instructor. Approved Incomplete requests specify the exact criteria and the deadline for completion. (See section VII of the Program Guide for details of the policy and procedure.) All requirements for the Psy.D. degree must be completed within eight academic years of admission, except in the case of advanced standing and respecialization students, who must complete their program requirements within seven years of admission. All requirements for the M.S. and M.A. degrees in Clinical Psychology must be completed within 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/GRADING PROCEDURES

After completing coursework, students are rated with a letter grade as well as with supplementary comments by the course instructor. The three-point grading system (A, B, F) is competency-based rather than curve-based. Practicum, Advanced Practicum, Internship, Thesis, Dissertation, Laboratories, and Personal Growth are graded on a Pass/No Pass basis. (See section VII of the Program Guide for further details.)

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 s/he is readmitted.

Graduation

Pacific University offers three degree conferment dates during the academic year: fall, winter and spring. Formal commencement is held in spring only. All degree candidates must submit an Application for Degree form to the Registrar's Office by January 15 for spring; June 1 for summer; or September 15 for winter graduation. Students who will be finishing their Psy.D. degree requirements at the end of the Summer term may choose to participate in the previous May ceremony. If so, they must meet the following qualifications: have completed all degree requirements, including the dissertation, by the end of the Spring Semester, and be scheduled to complete the internship at the end of the upcoming Summer term.

Changes in Registration

Changes in course registration (cancellations, additions, or changes in credit hours or audit/credit status) may be made during the first two weeks of each term. Refund of tuition will be according to the University refund policy. Course cancellations after the second week of each term will be recorded as "W" on the transcript. 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, and sources and kinds of financial aid are found in this Catalog under "Financial Aid." The School of Professional Psychology also offers financial assistance to qualified Psy.D. students in the form of Service Scholarships, Graduate Assistantships, and Teaching Assistantships.

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 appli-

cable 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, 23 credits*

720	Psychometrics*.....3
725	Basic Clinical and Counseling Skills*.....3
727	Introduction to Diagnosis and Treatment Planning* .....3
735	Clinical and Counseling Skills Laboratory* .....1
737	Diagnosis and Treatment Planning Laboratory* .....1
738	Applied Intervention Skills* .....3
775	Professional Communication .....3
780	Thesis (2 credits X 3 terms) *6

—
23

Basic Sequence, 9 credits*

811	Biological Bases of Behavior*	3
812	Cognitive/Developmental Bases of Behavior*	3
813	Social/Individual Bases of Behavior*	3
		—
		9

Human Diversity Sequence (7 credits)

814	Human Diversity*	3
819	Human Diversity Lab*	1
	Approved elective	3
		—
		7

Assessment Sequence, 12 credits

820	Psychopathology*	3
821	Assessment I - Intelligence*	3
822	Assessment II - Objective*	3
	Assessment elective	3
		—
		12

Intervention Sequence, 18 credits

816	Intervention I*	3
817	Intervention II*	3
818	Intervention III*	3
	Intervention electives	9
		—
		18

Professional Sequence, 12 credits

870	Ethics and Professional Issues	3
871	Professional Roles I	3
872	Professional Roles II	2
873	Supervision Practicum	1
876	Business of Psychology	3
		—
		12

Research Sequence, 21 credits

880	Scientific Method I: Statistics*	3
881	Scientific Method II: Research Design*	3
882	Dissertation	12
	Research Elective	3
		—
		21

Supervised Clinical Experience, 30 credits

887	Practicum (4 credits x 3 terms)*	12
888	Advanced Practicum (4 credits x 3 terms)	12
890	Internship (2 credits x 3 terms)	6
		—
		30

Free Electives

Total credits required 148

Limit on transfer and waiver 21

*Credit hours which are required for the M.S. degree

Students have 8 years from matriculation to complete M.S./Psy.D. degree requirements.

Curriculum for Advanced Standing Students

Advanced Clinical Skills review	3
	—
	3

Basic Sequence, 9 credits

811	Biological Bases of Behavior	3
812	Cognitive/Developmental Bases of Behavior	3
813	Social/Individual Bases of Behavior	3
		—
		9

**Human Diversity Sequence
(7 credits, 3 of which must be 814)**

814	Human Diversity	3
819	Human Diversity Lab*.....	1
	Approved elective	3
		7

Assessment Sequence, 12 credits

820	Psychopathology	3
821	Assessment I - Intelligence	3
822	Assessment II - Objective	3
	Assessment elective.....	3
		12

Intervention Sequence, 18 credits

816	Intervention I.....	3
817	Intervention II	3
818	Intervention III	3
	Intervention electives	9
		18

Professional Sequence, 12 credits

870	Ethics and Professional Issues	3
871	Professional Roles I	3
872	Professional Roles II	2
873	Supervision Practicum.....	1
876	Business of Psychology.....	3
		12

Research Sequence, 21 credits

880	Scientific Method I: Statistics	3
881	Scientific Method II: Research Design.....	3
	Research Elective	3
882	Dissertation.....	12
		21

Supervised Clinical Experience, 30 credits

887	Practicum (4 credits x 3 terms)	12
888	Advanced Practicum (4 credits x 3 terms)	12
890	Internship (2 credits x 3 terms)	6
		30

Free Electives.....11

Total credits required 123-137*

Limit on transfer credits21
 * 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.

Equivalence of Counseling Psychology Courses and Clinical Psychology Courses

CPSY Course			GPSY Course		
#	Title	Hours	#	Title	Credits
501	Human Growth & Development	3	812	Cognitive/Developmental Bases of Behavior	3
510	Social & Cultural Foundations	3	813	Social/Individual Bases of Behavior	3
511	Counseling Theory	3	816	Intervention I	3
521	Research Methods	3	881	Research Design	3
535	Group Dynamics	3	818	Intervention III	3
502 & 505	Assessment of Individuals and Laboratory	4		Assessment of elective or new assessment course	3
520	Probability & Statistics	3	880	Statistics	3
561 or 571	Behavioral Analysis I or Organizational Behavior I	4		Free elective	
562-563 or 572-573	Behavioral Analysis II & III or Organizational Behavior II & III	4		Intervention electives	6
531	Career Development	3		Free elective	3
Total Hours Equivalent		37	Hours Replaced		33

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. Includes practical orientation and preparation for the practicum experience.

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 775 Professional Communication (3)

Coverage of use of various formats of professional communication, including electronic forms, letters, reports, etc., and APA style, scholarly writing, manuscript and report preparation, and presentation skills.

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 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)

Survey of projective measures. Theory, administration, scoring, and interpretation of Rorschach (Comprehensive System). Examples and practice, report writing. Prerequisites: 821, 822.

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)

Survey of theory and practice. Behavioral assessment and treatment of a variety of common clinical problems. Emphasis on more recent cognitive behavior therapy approaches. Prerequisite: 816.

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 836 Forensic Psychology (3)

Major domains of law reviewed (e.g., criminal, civil, family, and juvenile). Special topics within each domain that involve psychological decision making explored (e.g., insanity, dangerousness, psychological injury, child custody/visitation, child abuse, delinquency vs. dependency, and adolescent waiver to adult court). Professional practice issues addressed.

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 developmental arrest 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)

Program evaluation strategies and techniques. Needs assessment, goal clarification, outcome and activity evaluation; management information systems, accountability. Applied student projects. Prerequisites: 880, 881.

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. Prerequisite: 872.

GPSY 876 Business of Psychology (3)

Covers the basic financial, business, and legal issues surrounding practice as a psychologist; including financial management, legal forms of organization (proprietor, partnerships, corporation), planning, budgeting, and organizing, information management, quality control, contract negotiation and credentialing, third party systems and managed care. The variety of roles and venues of practice are considered including private and group practice, public and private agencies, and institutions.

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 third to one half are in direct service, one fourth in supervisory and training activities, and the remainder in administrative duties related to the above. The three terms of Practica are served in the Psychological Service Center or in other approved agencies. 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 third to one half are in direct service, one fourth in supervisory and training activities, and the remainder in administrative duties related to the above. Advanced Practicum training is available in the Psychological Service Center or in other approved agencies with the agreement of the Director of Clinical Training and the student's advisor. 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)

Probability, scaling and enumeration, descriptive and inferential statistics. Group comparisons and correlation/regression.

CPSY 555 Special Topics or Independent Study**CPSY 595 Research Participation**

School of Professional Psychology Calendar 2001-2002

FALL SEMESTER 2001

September 4 - December 15, 2001

August

- August 20-21** Faculty Planning Conference
- August 24-28** APA Convention, Washington DC
- August 20-25** PSC closed
- August 27-31** Intern Orientation Week
- August 27** Practicum/Internship begins at PSC
- August 28** PSC Orientation for Practicum Students
- August 29** Program Orientation for New M.A. Counseling Students
- August 31** Conferral date for Summer Term 2000 degree completion

September

- September 1** PSC closed
- September 3** Labor Day Holiday
No classes - Campus Office and PSC closed
- September 4** Fall Semester
M.A. classes begin
- September 4-5** Program Orientation for New Psy.D. Students
- September 5** Fall Semester
Psy.D. classes begin
- September 18** Final day to drop/add
Fall classes

October

- October 1** Application for Degree due for degree conferral
January 31, 2002

November

- November 13** Final day to withdraw from Fall classes
- November 21** Campus Office closes at noon — PSC closed.
No classes
- November 22-24** Thanksgiving Holiday
Campus Office and PSC closed. No classes

December

- December 3** Final day to register for Spring Semester
- December 14** Last day of Fall Semester - (All exams must be completed and all coursework is due)
- December 24 - January 1** Winter Holiday
Campus Office and PSC closed

SPRING SEMESTER 2002
January 7 - April 19, 2002

January

- January 7** Spring Semester Psy.D. and M.A. classes begin
- January 15** Application for Degree due for degree conferral May 18, 2002
- January 18** Final day to drop/add Spring classes
- January 31** Conferral date for Fall Semester 2001 degree completion

March

- March 15** Final day to withdraw from Spring classes
- March 25-29** Spring Break. No classes — Campus Office and PSC open

April

- April 15** Final day to register for Summer Term
- April 19** Last day of Spring Semester (All exams must be completed and all coursework is due)
- April 20-27** PSC closed

SUMMER SESSION 2002
April 29 - July 24, 2002

April

- April 29** Summer Session Psy.D. and M.A. classes begin

May

- May 10** Final day to drop/add Summer classes
- May 18** Commencement
Conferral date for Spring Semester 2002 degree completion
- May 27** Memorial Day Holiday
No classes — Campus Office and PSC closed
- May 28** Memorial Day Break
No classes - Campus Office and PSC open

June

- June 1** Application for Degree due for degree conferral August 31
- June 8** PSC closed

July

- July 3-6** Independence Day Break-No classes - PSC closed
- July 4** Independence Day - Campus Office closed
- July 5** Final day to withdraw from Summer classes
- July 22** Final day to register for Fall 2002 Semester for returning students
- July 26** Last day of Summer Session (All exams must be completed and all coursework is due)

August

- August 18-24** PSC closed

FALL SESSION 2002

September 3 - December 13, 2002

August

- August 19-20** Faculty Planning Conference
- August 23-27** APA Convention, Chicago
- August 26-30** PSC Internship Orientation
- August 28** Program Orientation for New M.A. Counseling Students
- August 29** Intern Retreat - PSC closed
- August 31** Conferral date for Summer Term 2002 degree completion

September

- September 2** Labor Day Holiday
No classes - Campus Office and PSC closed
- September 3** PSC Orientation for Practicum Students
Program Orientation at PSC for new Psy. D. students
Fall Semester M.A. classes begin
- September 4** Program Orientation for New Psy.D. Students on campus.
Fall Semester Psy.D. classes begin
- September 17** Final day to drop/add Fall classes

October

- October 1** Application for Degree due for degree conferral January 31, 2003

November

- November 12** Final day to withdraw from Fall classes
- November 20** Campus Office closes at noon. PSC closed. No classes
- November 20-23** Thanksgiving Holiday
Campus Office and PSC closed. No classes

December

- December 2** Final day to register for Spring Semester
- December 13** Last day of Fall Semester (All exams must be completed and all coursework is due)
- December 23** PSC closed
- December 24 - January 1** Winter Holiday
Campus Office and PSC closed

Note: Clinical training extends beyond term dates.

Academic Policies & Procedures

ACADEMIC POLICY ADMINISTRATION

The Deans and Directors of the graduate professional schools in cooperation with the Registrar handle 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.

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

right 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.

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 Dean or Director.

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, he or she should contact the appropriate Dean or Program Director.

Students who must withdraw for health emergencies or other emergency reasons may be granted an Administrative Withdrawal by the appropriate Dean or Program Director. 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

To be a full-time student, the student must be registered for at least 9-12 hours in the semester, depending on the program of study. Contact the head of program or Registrar for clarification.

Class Standing

Progression is defined separately by each graduate professional program.

GRADING POLICIES

Pacific University records grades by letter, with "A" having a point value of 4.0. If a program uses "+" and "-" in grading, the letter grade value is adjusted by .3. For example, a "C+" has a point value of 2.3; and a "C-", a value of 1.7.

Some courses in the graduate professional schools are offered on a Pass/No Pass basis. These courses are not used in the calculation of the grade point average, but must be passed for award of degree.

Because grading policies may vary by school or college, refer to the individual program sections of this catalog for the detailed grading policies.

Auditing

As an auditor, a student enrolls in, pays for, and attends classes, but does not necessarily complete assignments or take examinations. No credit is received for an audited course. Audits must be approved by the Dean or Program Director.

Pass/No Pass Option

Some professional graduate courses are offered on a Pass/No Pass basis; students do not have the option to declare the Pass/No Pass option for other courses.

Education, Occupational Therapy, and 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 that is consistently above proficiency standards in patient care courses.

Incompletes

Instructors may issue a grade of Incomplete only when the major portion of a course has been completed satisfactorily, but health or other emergency reasons prevent the student from finishing all requirements in the course. The instructor and the student should agree upon a timeline for the completion of all work, but all course requirements must be completed by the end of the following semester.

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 computation.

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 must be approved by the appropriate Dean or Program Director.

Grade Reports

Grades will be available to students at the end of each grading period. Grades normally are available at "Boxer Online" on Pacific University's web site. 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 online 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 \$3 fee assessed

for each official transcript requested. Faxed for an additional \$3. 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. If transcripts must be processed within 24 hours, a "rush" fee of \$15 is charged.

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 1; complete applications for spring semester must be received no later than January 2. Dates may vary by program and it is the responsibility of the applicant to check the dates and requirements set by the program into which re-admission is 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 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.

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.

Independent Study (Learning Contract)

To undertake advanced and independent study in subjects not covered by regular courses, students may arrange independent study with a professor. An independent study form, available at the Registrar's Office, must be submitted 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.

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

Directory Information

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

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

Students may withhold Directory Information by notifying the Registrar in writing; 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"
- Professional program policy manuals
- 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.

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

In all instances, 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 or Program Director 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 or Program Director. Consultation with the the program head will occur immediately after having consulted with the student(s) involved. Either the faculty member or the Dean/Program Director 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 or Program Director.
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.

University Services and Resources

STUDENT LIFE DIVISION

Dean of Students

The Dean of Students has overall responsibility for many of the services to students at the University such as crisis intervention, disability services, health and wellness, international student services, learning support services, mediation services, multicultural services, housing, student activities, the University Center, Pacific Outback, Pacific Information Center, the Student Code of Conduct, the judicial process, student government, and the student handbook, "Pacific Stuff". The Professional Program Council (PPC) works closely with the Dean 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, the Dean should be regarded as a resource by all professional program students for questions, problem solving, or simply when it is unclear where to go with a particular issue. The Dean welcomes students' viewpoints on programs, policies and facilities.

Activities

Pacific University supports numerous student activities including intramural sports, concerts and lectures, an outdoor and off-campus program (Pacific Outback) and a variety of other student groups and clubs. The Milky Way is the center for numerous activities, concerts and movies, and also houses Cosmic Coffee and Pacific Outback. In addition, the University sponsors a variety of student activities aimed at providing diverse opportunities. These include activities such as a tradi-

tional Hawaiian Luau, the McCall Forum, where nationally recognized speakers debate issues of national concern, Founder's Week and Wassail, a traditional holiday celebration.

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

Counseling Center

Assistance is available through the Tuality Student Counseling Center for all registered students who pay a health fee as part of their tuition. Services are provided to students experiencing personal problems or academic adjustment difficulties. Common concerns include adjustment to school pressures, homesickness, career anxieties, family issues, and relationships with friends, domestic partners and classmates. Staffed by a Ph.D. Director, full time Staff Psychologist, a half-time Masters in Social Work, and other trained counselors who provide guidance and support to students, the Counseling Center offers services which are free and confidential.

Food Service

The campus dining services in the University Center offer a convenient and economical way to meet student's nutritional needs. ARAMARK, the University's meal service provider, offers a variety of dining options, such as a salad bar, TacoTime, a grill, a deli bar (The Dive) and a coffee kiosk.

ARAMARK also offers, for the commuter students, faculty/staff and part-time students a Declining Balance program.

While cash is the method of choice to pay for meals in the University Center, there is a growing number of students who are choosing a declining balance option. Whether a student lives on or off campus he or she can pay at a discount to have meals or snacks in the commons or the Dive.

Health Services

Health care is provided through the Tuality Student Health Center. Staffed by two Nurse Practitioners, a Registered Nurse, a Certified Medical Assistant, and Office Administrator, 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 prescriptions for medication when appropriate. Appointments are available throughout the week as well as some evenings and weekends. All records in the Student Health Center are confidential.

Housing

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

Students interested in University-owned housing will need to contact the apartment managers directly. The names and numbers of the apartment managers and other information regarding availability can be obtained from the Housing Office at 503-359-2181 or from the housing web page: <www.pacificu.edu/studentlife/housing/> which contains information for students seeking housing. Extensive lists of apartment complexes and links to other housing resources are also present. The University housing network provides individuals with an option to post

information to the web if they are looking for housing, seeking a roommate, or have a place to rent. Students who utilize the housing website frequently find the information very helpful and many have secured housing from this site, so it is recommended that students start their searches here.

International Programs

The Office of International Programs serves as a campus liaison for all international students, scholars and staff in matters of immigration and support services. Both the Director and Assistant Director are well versed in F-1, J-1, H-1B regulations and can provide information regarding travel, general maintenance of immigration status, and work authorization both during and after studies in the U.S.

Learning Support Services for Students with Disabilities

The Learning Support Services for Students with Disabilities 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.

Multi-cultural Services

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

Pacific Information Center (PIC)

The Pacific Information Center, commonly referred to as the PIC, provides efficient, reliable, accurate and quick service for the Pacific Community. This includes, but is not limited to, the University Switchboard, the Boxer Card (student ID), parking permits, phone cards, guest housing, summer housing, vendors, publications and brochures of University departments and programs, forms, general information, the sale of stamps, Tri-Met tickets and movie tickets, Boxer Briefs and Week At A Glance (WAAG). Computer terminals are provided outside the PIC for students to access the Web and their accounts. The office of the Director of the Pacific Information Center may be found here as well.

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). Within ASPU professional students at Pacific University are represented by the Professional Programs Council (PPC). 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. The Council is comprised of representatives, students and faculty/staff from each of the professional schools.

OTHER UNIVERSITY SERVICES

Alumni Relations

The purpose of the Pacific University Alumni Association, formed in 1892, is to extend and deepen the social and intellectual experience of student's years at Pacific, 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. The Alumni Relations Office provides services to the alumni of Pacific University including group travel opportunities, alumni gatherings and class reunions, as well as organizing events that bring current students and former students together for seminars, events and cultural and social functions. For more information contact the Alumni Office in Marsh Hall, 503-359-2828.

Bookstore

The Pacific University Bookstore, located in the University Center and managed by Barnes and Noble College Bookstores, carries all required texts and supplies for course work, including those for professional students. The bookstore stocks both new and used textbooks, and buys back some textbooks at the end of each term. In addition, the bookstore sells some professional program equipment, office supplies, gifts, snacks, emblematic apparel and drug-store items.

Business Office

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

Campus Public Safety

Campus Public Safety provides assistance and educational information in matters of personal safety, dealing with emergencies, protection of personal property including providing equipment to engrave personal items, and other crime prevention and awareness information. CPS coordinates nightly security checks of housing on and off campus, campus buildings and grounds. CPS is also responsible for parking and traffic control on University-owned property. If a student is concerned about walking to and from buildings on campus, CPS will escort anyone within a six block radius around the university. Students must assume responsibility for their safety by exercising good judgment and personal responsibility and CPS is available to aid in this endeavor. The University is not responsible for the loss of personal property of students, faculty or staff. CPS can be contacted at 503-359-2230 or by e-mail at cps@pacificu.edu and is staffed 24 hours a day, seven days a week, 365 days a year.

Career Development Center

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. Graduate students are welcome at any time to use the Center to receive help with career-related issues on an individual basis. Specific services include resume consultation, interview coaching, job search assistance, and access to Pacific's Alumni Career Network.

Financial Aid Office

The Financial Aid Office at Pacific is designed to provide financial guidance and information to all students of the University. Information about scholarships, loans, grants, and the Free Application for Federal Student Aid (FAFSA), can be obtained at the Financial Aid Office. For further details, refer to the Financial Aid section of this catalog.

Humanitarian Center

The Pacific University 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 with 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 January.

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.

Library

The Harvey W. Scott Memorial Library offers a welcoming atmosphere and a variety of information and research resources. The Library's collections include books, periodicals, and electronic databases, as well as government documents, videos, dvds, and sound recordings. 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. 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 research resources of our region and beyond.

Oregon Campus Compact

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

Oregon Campus Compact has as its purpose to increase campus-wide participation in community and public service, and to integrate community service and/or service learning as valued elements of education. It is committed to enhancing a sense of personal and social responsibility, citizenship, and awareness of societal institutions and structures by all members of the academic community while reinvigorating higher education's concern for improving the quality of life in our society. Faculty members, staff, and students may take advantage of ORCC services and resources including: technical assistance for developing service learning courses and programs, mini-grants, a quarterly newsletter, resource library, and workshops on topics of interest in community service learning.

Oregon Holocaust Resource Center

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

The OHRC maintains curricular materials, the Sylvia Frankel Collection, the Shirley Tanzer Oral History Project, and is a repository for documents, photographs, letters, and other Holocaust artifacts. It also has a Speaker's Bureau that includes Holocaust survivors, liberators, and children of survivors 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 and Art Competition, and the Middle and High School Holocaust Symposium. 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 Athletic Center and Intramurals

The home for athletic activities at Pacific is the newly remodeled and spacious Pacific Athletic Center (PAC). The PAC is available for all student use and houses a gymnasium with three activity areas, a state-of-the-art fitness center, a fieldhouse, three handball-racquetball courts, saunas, dance studio and wrestling room.

Admittance to on-campus Boxer athletic events including basketball, soccer, volleyball and wrestling, are free of charge to all students, spouses and domestic partners, both undergraduate and graduate with a Pacific University Boxer Card. Pacific sports also include baseball, cross country, golf, softball, track and tennis.

Pacific University provides opportunities for participation in the sports of Handball and Men's Volleyball at the club level. The club sports compete against club level programs from other institutions and in some cases, intercollegiate programs. The Handball Club annually sends club players to the Intercollegiate National Tournament.

The Intramural Program provides the campus community with the opportunity to participate in athletic events on a non-varsity level. Organization is provided for same sex and co-ed competition. Sports for the Pacific University student body include, but are not limited to: flag football, three-on-three basketball, volleyball, five-on-five basketball, soccer and softball.

Pacific University's Museum (Old College Hall)

Old College Hall was built in 1850 and is the oldest permanent structure on the Pacific University campus. It is among the oldest collegiate buildings in the western United States. In 1894 it was moved from its original site where Marsh Hall stands and became Science Hall. Containing laboratories and classrooms for biology and chemistry, for years it was fondly known as the "Chem Shack." Old College Hall 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.

Visits to the Old College Hall Museum may be arranged by appointment through the Office of University Relations at 503-359-2211.

Registrar

The Registrar's Office at Pacific University strives to provide excellent service to students, faculty and staff through maintenance of academic records and information, and course scheduling. The Registrar's Office is responsible for a number of services including: maintaining student academic records and carrying out course scheduling, enrollment changes and verification, degree evaluations, and

informing students of their rights, responsibilities, and institutional procedures regarding academic regulations and confidentiality of student educational records. The Registrar's Office also provides students with easy access to their educational information, such as course schedules, grades, financial aid awards, billing information and transcripts. More information regarding the Registrar's Office services can be obtained from either the Registrar's Office or from the Registrar's Office web site at www.pacificu.edu/registrar/

Service Center

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

Technology Information Center (TIC) (University Information Services)

The Technology Information Center (TIC) is operated by University Information Services (UIS). Resources are available to support the effective use of computing and information technology to meet student academic needs. Some of the services that are managed through UIS include: computer assistance, data processing support, educational technologies, media services, online resources, technology training and 24-hour student access computer labs.

Several computer labs are available at Pacific University offering both PC and Macintosh computers with various academic software packages as well as research and communication tools including e-mail, the World Wide Web, Telnet, FTP, and an international collection of academic reference material. Print resources are also available in a cost-per-copy basis.

The TIC provides answers to student, faculty and staff with technology concerns and questions over the phone, by e-mail and in person.

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 University are produced in this office including "Pacific Magazine" (the University alumni 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 hometown media, and operates a Speakers Bureau to facilitate professors speaking for area civic and public school groups. Special events such as the annual Tom McCall Forum political debate, and the Performing Arts Series are also coordinated by University Relations staff.

Web Based Information

Resources for Professional Students are abundant on the World Wide Web. The Pacific Library through its links with other library systems, can provide navigational tools for students to access information.

The following sites are recommended as starting points for seeking information:

Pacific's Home Page
www.pacificu.edu

Pacific's Graduate Studies Page
www.pacificu.edu/pphome/index.html

Pacific's Library Page
www.pacificu.edu/library/index.html

Pacific's Student Life Page
www.pacificu.edu/studentlife/

Pacific's Handbooks and Policies
www.pacificu.edu/policies

Please note, web pages are living documents. The addresses shown may change as services to students and others are improved.

Faculty of School of Education

ADJUNCT AND PART-TIME FACULTY

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)

Associate 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)

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

Karen F. J. Baldwin (1996)

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

Robert Bumstead (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

Michael Charles (2001)

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

E. 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 and Professor 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)

Associate 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. Ed., York University, 1977
 M. Ed., University of Toronto, 1995

Karen Nelson (1994)

Assistant Professor of Education
 B.S., Eastern Oregon State University, 1966
 M.A.T., Lewis and Clark College, 1987

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

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

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

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)

Associate Dean
 B.A., Willamette University, 1968
 M.Ed., Western University, 1971

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

ADJUNCT AND PART-TIME FACULTY

Sheila Baumgartner

Dorothy Bick

Stuart Cabe

Patty Chastain

Patricia Cheyne

Matthew Christensen

Susan Beaird

Nancy Cicirello

Jody Crowe

Russ Dondero

Michael DuBrowa

Richard Elliott

Robert Gales

John Garrett

Joan Gunness

Ann Hubbard

Frank James

Frank Johnson

Aaron Kaufman

Ferne Kellow

Timothy Lauer

Sarah Lichtenwalner

Pete Mandrapa

Elaine Mattson

Valerie Nguyen

Debra Noel

Deborah Parsons

Allan Phillips

Jean Rix

Victor Rodriguez

Ralph Schubothe

DeWayne Smith

Jan Sonniksen

Anselmo Villanueva

Jackie Waggoner

Gerriann Walker

Deanna Wilson

Debbie Wintermute

Suzanne Yockelson

Faculty of School of Occupational Therapy

Debra (Tiffany) L. Boggis (1999)

Assistant Professor

B.S. University of New Hampshire, 1979

M.B.A. Portland State University, 1992

Alyson L. Burn-Glover (1996)*

Associate Professor of Psychology

B.A. California State University, Long Beach, 1983

M.A. University of California, Davis 1985

Ph.D., University of California, Davis 1989

Steven J. Cool (1979)*

Professor of Physiological Optics, Pacific
(1987)

B.A., Trinity College, 1962

M.A., University of Illinois, 1965

Ph.D., University of Illinois, 1966

Karen Foley (1987)*

Instructor

B.A., Marion College, 1974

B.S., Indiana University Medical Center, 1976

Sherry Hoff (1997)*

Instructor

R.N., Columbia Hospital School of Nursing, 1966

B.S., University of Washington, 1983

M.P.H., University of Washington, 1994

Molly McEwen (1986)

Associate Professor and Director

B.S., Western Michigan University, 1973

M.H.S., University of Florida, 1977

Irina von Korff (2001)

Assistant Professor

B.S., University of Central Arkansas

M.O.T., Texas Woman's University

Ph.D., (Candidate) Texas Woman's University

Sylvia Wilson (1998)

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

* Part-time faculty School of Occupational
Therapy

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

Willard B. Bleything (1974)

Distinguished University Professor
of Public Health and Optometry
Director of Graduate and International Programs
B.S., Pacific University, 1951
O.D., Pacific University, 1952
M.S., Pacific University, 1954

Craig E. Bowen (1989)

Part-time Assistant Professor of Optometry
B.S., Alma College, 1978
B.S., Pacific University, 1983
O.D., Pacific University, 1986

Patrick Caroline (1996)

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

Leland W. Carr, III (1993)

Dean, College of Optometry
Clinical Professor of Optometry
B.S., Michigan State University, 1976
O.D., Ferris State University, 1981

Linda Casser (1997)

Associate Dean for Academic Programs
Clinical Professor of Optometry
B.S., Indiana University, 1976
O.D., Indiana University, 1978
Residency in Primary Care Optometry,
SUNY College of Optometry, 1980

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

Bradley Coffey (1982)

Professor of Optometry
B.S., Pacific University, 1979
O.D., Pacific University, 1981

Steven J. Cool (1979)

Professor of Developmental Neurobiology
B.A., Trinity College, 1962
M.A., University of Illinois, 1965
Ph.D., University of Illinois, 1966

Scott C. Cooper (1992)

Associate Professor of Optometry
B.S., South Dakota State University, 1986
O.D., Pacific University, 1990
Teaching Fellow, Pacific University, 1990-92
M.Ed., Pacific University, 1993

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

Kenneth W. Eakland (1984)

Associate Dean for Clinical Programs
Clinical Associate Professor of Optometry
B.S., Carroll College, 1980
O.D., Pacific University, 1984

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

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

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,
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

Richard London (1997)

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

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)

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

Dennis L. Smith (1991)

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)

Associate 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
Bachelor 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)
 Anderson, Kristin K. (1999)
 Anderson, Miriam L. (1999)
 Austin, Jeffrey K. (1999)
 Baker, Cindy J. (1997)
 Barnes, James R. (1998)
 Baxstrom, Curtis R. (1999)
 Bentley, Gerard A. (1995)
 Blunden, Jeffrey H. (1998)
 Border, Andrea Denise (1999)
 Boucher, James A. (1995), (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)
 Cin, Cpt. Brian Dennis (1998)
 Clark, Terrence T. (1994)
 Clary, LT. CMDR. Dawn M. (1998)
 Cohen, Michael M. (1995)
 Cole, Gary A. (1999)
 Constable, Joseph M. (1998)
 Conway, Bernard P. (1992)
 Cook, Rory M. (1999)
 Cox III, Carson C. (1995)
 Crawford, William L. (1999)
 Cuevas, Ron V. (2000)
 Cummings, John Patrick (1994)
 Cundiff, H. Clay (1999)
 D'Janbatian, Movses (1997)
 Dansie, Dane F. (1995)
 de Simone, Kelly (1999)
 DeAnda, Steven R. (1999)
 deCalesta, Pam (2000)
 Deck, Bryan H. (1999)
 Dehning, Doug O. (1999)
 Detmes, Stone Rose (1999)
 Deutscher, Chris (1999)
 Devries, Douglas K. (1993)
 Dixon, Lloyd T., Jr. (1999)
 Doane, John Frederick (1999)
 Dolezal, Joseph L. (2000)
 Dyer, Sharon K. (1999)
 Ede, Roger C. (2000)
 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)
 Ferrin, Charles E. (1999)
 Ferrucci, Steven G. (1998)
 Firth, Winona J. (1997)
 Fisher, Mary V. (1996)
 Fleming, Darrin P. (1997)
 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)
 Garrett, Rachael L. (1999)
 George, Mark A. (1998)
 Gibbons, Jeffrey E. (2000)
 Glauser, Raymond (1994)
 Gottlieb, Daniel D. (1997)
 Grosuenor, Theodore P. (2000)
 Guild, Jeffery A. (2000)
 Hale, James R. (2000)
 Hamada, Kenji (1993)
 Hamel, Candace Dee (1978)
 Hamrick, Kenneth E. (1993)
 Hays, James C. (1999)
 Hefner, William F. (1999)
 Hellerstein, Lynn Fishman (1995)
 Henderson, Kenneth R. (2000)
 Hetrick, Barbara J. (1993)
 Hiatt, 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)
 Jensen, Scott A. (1997)
 John, Maurice E. (1995)
 Johnson, Carol H. Larter (1994)
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 Jones, Allan W. (1998)
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 Kneib, Beth A. (1993)
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 Lamb, Michael William (1999)
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 Lee, Randolph D. (1998)
 Lenart, Thomas D. (1999)
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 Linton, N. Kent (1998)
 Littlefield, Susan F. (1997)
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 Murrill, Cynthia A. (1986)
 Nehring, Scott L. (2000)
 Nesburn, Anthony Bart (2000)
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 Noblitt, Randall L. (1995)
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 O'Connell, Dennis J. (1997)
 Olfasson, Harald E. (1994)
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 Overton, Scott H. (1987)
 Pardos, George J. (1997)
 Parrott, Dorothy M. (1994)
 Parsonett, Colleen (2000)
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 Paulson, Darin (1995)
 Pederson, Jerry R. (1998)
 Perkins, John E. (2000)
 Peterson, Donald (1993)
 Pike, Scott (1995)
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 Schlater, LT MSC USNR Tom (1998)
 Schnider, Cristina (1996)
 Schouten, Robert D. (1994)
 Scott, Suzanne (1995)
 Senica, Bryant M. (1999)
 Sharp, Robert H. (1993)
 Sifferman, Joseph A. (1998)
 Skorin, Leonid, Jr. (2000)
 Stanfield, David L. (1987)
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Stoebner, Ben M. (1996)
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Traustason, Oli I. (1989)
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Urness, Jeffrey R. (1986)
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Woodard, Lawrence (1999)
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Yang, Irene Lee (1997)
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Young, MAJ Michael E. (1995)
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Faculty of School of Physical Therapy

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Ph.D., University of Minnesota, 1974

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B.S., University of Illinois, 1969

M.A., University of Maryland, 1975

Ph.D., University of Maryland, 1978

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B.A., University of New Orleans, 1987

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Ph.D., University of Tennessee, 1985

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B.S., Portland State University, 1974

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Assistant Professor
 B.S., Ithaca College, 1966
 M.S., New York University, 1975
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 B.A., University of Washington, 1972
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 M.A., University of Arizona, 1981
 Ph.D., University of Arizona, 1983
 Diplomate in Clinical Psychology, American Board
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Soonie A. Kim (1998)

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 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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Assistant Professor
 B.S., Wheaton College, 1986
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 M.A., University of Oklahoma, 1974
 Ph.D., University of Nebraska, 1982

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Occupational Therapy, School of.....	503-359-2203		



KEY

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