



Graduate Professions Catalog

2003 - 2005



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Old College Hall
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Periodical Postage Paid at Forest Grove, Oregon

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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

Accreditation 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 Commission on
Education for the Physician Assistant

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 the integration of liberal arts and professional education and to high academic standards, integrity, lifelong learning and service to the community;
- 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 over 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 availability of financial aid have determined that Pacific is among the best educational values in the nation. Quality, cost effectiveness and 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 University's first permanent structure, and at the other by modern science, music and professional buildings. Facilities also include 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 in Eugene that serves the needs of the College of Education. Additional facilities in Portland 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 1848 by the Reverend and Mrs. Harvey Clarke, Congregational missionaries who came to the Northwest from Chester, Vermont. With the help of Alvin T. Smith, they built a log cabin for a school on a the corner of what are now 15th and Elm Streets in Forest Grove, Oregon.

In 1847, Mrs. Tabitha Moffett Brown reached Oregon by wagon train and visited the Clarkes. She became interested in their work and partnered with them 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. The College of Education, the College of Optometry and Schools of Occupational Therapy, Physical Therapy, Physician Assistant Studies and Professional Psychology prepare graduate students for service in their respective professions.

SCHOOLS AND COLLEGES

College of Arts and Sciences

Pacific’s foundation in the liberal arts and sciences is clearly reflected in the more than 45 different majors 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 theory to practice curriculum which affirms educational experience. 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 characterize the better, independent liberal arts colleges.

In a world that 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 undertake career internships to earn credit toward graduation.

The College offers the Bachelor of Arts and the Bachelor of Science degrees. In addition to regular semesters, 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.

College of Education

For over ninety years teacher education has been an integral part of Pacific University. Today the College 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 College 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 College 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 College 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 College 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 twenty-first 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 and a low vision clinic at the Washington State School for the Blind in Vancouver, Washington. Students regularly complete professional preceptorships in a variety of clinical settings throughout the United States and at selected locations in Canada, Germany, Korea and Australia.

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, Refractive and Surgical Co-Management, Ocular Disease/Refractive and Ocular Surgery, and 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.

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 28-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

The Pacific University College of Optometry offers continuing education courses to practitioners within the profession of optometry.

Programs are held both on campus and in various communities across the U.S. and Canada. Programs range from one-hour lectures to week-long conferences. Some continuing education offerings are available via the internet as part of the College of Optometry's on-line continuing education program. Information regarding continuing education programs and on-line education for optometric professionals may be obtained by searching the College's web site — www.optpacificu.edu — or by calling Steven Fletcher, Director of Advancement and Continuing Education at 503-352-2144.

English Language Institute

Pacific's English Language Institute offers an intensive language study program for foreign students learning English. The ELI has in residence students from Asia, Europe and Latin America. ELI students live with American roommates in the residence halls and may take university classes as soon as their English skills allow. The ELI also provides special summer study programs. The ELI is a division within the College 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, DVDs, 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 503-352-2218 or 1-800-677-6712. Applications are also available online at www.pacificu.edu or www.pacificu.edu/admissions/onlineapps.html

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

ADMISSION CRITERIA

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

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

Most graduate 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 503-352-2218 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 503-352-2218 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 2002/2003

TUITION

COLLEGE OF EDUCATION

Forest Grove MAT Fifth-Year (Students entering summer 2002)

Per credit hour \$395

Eugene MAT Fifth-Year (Students entering spring 2003)

Per credit hour \$395

Alternative Pathways to Teaching (Students entering summer 2002)

Mathematics and Science
Program \$14,000
Special Educator Program \$14,000

All other Graduate Programs in the College of Education

Per credit hour \$395

Eugene Undergraduate tuition

Per credit hour \$395

SCHOOL OF OCCUPATIONAL THERAPY

Annual \$18,000
Semester \$9,000
Part time, per semester hour \$580
Audit, per semester hour \$310

COLLEGE OF OPTOMETRY

Optometry academic year

Annual \$22,752
Semester - 1st & 2nd year \$11,376
(Fall '02 & Spring '03 semester)
Semester - 3rd year \$7,584
Session - 4th year \$5,688

Per Credit Tuition

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

SCHOOL OF PHYSICAL THERAPY

Annual \$18,900
Semester \$9,450
Part time, per semester hour \$580
Audit, per semester hour \$310

Post Masters per credit hour rate

Summer 2002 \$400
Fall 2002 \$400
Spring 2003 \$400

SCHOOL OF PHYSICIAN ASSISTANT STUDIES

Annual \$19,200
(Summer '02, Fall 02, & Spring '03)
Semester \$6,400
Part time, per semester hour \$580

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 in the PsyD or MS program

Annual	\$18,252
(Fall '02, Spring '03, and Summer '03)	
Semester	\$6,084

Tuition for students in the Masters in Counseling program

Annual	\$13,602
Semester	\$4,534

Per Credit Tuition

Part-time, per semester hour \$520

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.

FEES FOR ACADEMIC YEAR 2002/2003

Medical Insurance

Mandatory for all students enrolled in at least six credits in their first semester of their academic year. Students with their own personal medical insurance coverage may waive the university coverage if they provide evidence of other health insurance coverage and sign a waiver by September 16, 2002.

August 20, 2002 to August 20, 2003

(U.S. citizen)	\$476
(International)	\$591

College 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
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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

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 2002-2003 Academic Year are:

SEMESTER	TOTAL PAYMENT DUE DATE
Summer 2002	May 15, 2002
Fall	August 15, 2002
Winter/Spring	January 15, 2003
Summer 2003	May 15, 2003

Monthly Payment Plan

This plan allows you to pay tuition and fees in four installments each semester. For the fall semester, payments begin on August 15, 2002 with additional payments due the 15th of each month. For spring semester, payments begin on December 15, 2002; for summer semester, April 15, 2003.

For those students who began their program in May 2002, summer, monthly payments are due April 15, 2002 with additional payments due the 15th of each month through July 15th. 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 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 Contract

Each student must complete a student contract 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, 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). Students should complete a FAFSA as soon as possible after January 1st of each academic year, either electronically at www.fafsa.ed.gov or by completing a paper version. This application can be completed using estimated income and/or tax information. While this application is not required for merit based aid consideration, it is necessary to determine a student's "need" and provide a complete package of financial assistance.

We recommend that students also 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

Applicants must be admitted to Pacific University for the Financial Aid Office to determine eligibility for all funding sources. 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 student's 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 (per semester full-time status is program specific) 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 below the program's stated credit limits after they receive their financial aid may have their aid reduced.

FINANCIAL AID PROGRAMS

Loans

This funding is considered self-help aid and must be repaid when the student is no longer matriculated at the University. There are several student loan programs available at Pacific University with varying deferment and interest rate options from the following sources:

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. Most graduate and professional students may borrow up to \$18,500 per academic year, up to \$8,500 of which can be subsidized if need eligibility is established. Exceptions to this limit are available 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 may borrow higher amounts (for some students this may be 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 fixed at five percent and repayment begins 12 months after the student graduates, on 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 who meet lender's specified credit criteria. Students may generally borrow up to their entire cost of attendance minus other financial aid received. Interest rates vary, and interest accrues during enrollment. 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.

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.

Grants and Scholarships

These are considered gifts to students and funded by varying resources, such as: friends of Pacific University, alumni, institutional aid, private associations, federal and state governments. Most gift aid is program specific, and may be awarded by the program faculty, admissions, or the off-campus entity. The following is the only funding source not limited to one program:

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

These are tuition exchange funds available to selected students in the School of Occupational Therapy, the College of Optometry, 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. Some states require service in the student's home state, or offer WICHE tuition exchange funds as a loan to be repaid. For more information on these funds, contact info-sep@wiche.edu or visit their web site at <http://www.wiche.edu/sep>.

School of Physical Therapy

School of Physical Therapy Program Grant - non-renewable awards offered to first-year students.

Eleanor Bendler Scholarship

Jaggard Family Physical Therapy Scholarship

Harry W. Olson Memorial Scholarship

School of Occupational Therapy

School of Occupational Therapy Program Grant - non-renewable awards offered to first-year students.

School of Physician Assistant Studies

School of Physician Assistant Community Service Scholarship – non-renewable scholarships offered to selected first-year students who demonstrate commitment to diversity.

Josiah Hill III PA Memorial Scholarship
Bureau of Health Professions National Health Services Scholarship – The NHSC Scholarship Program is a competitive Federal program which awards scholarships to Physician Assistant Students. The scholarship consists of tuition, fees, other reasonable educational costs, plus a monthly stipend. In return, students agree to provide 1 year of service in the HPSA of greatest need for each year of scholarship support.

School of Professional Psychology

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.

College of Education

MAT Dean's Scholarships

Louis P. Busch Memorial Scholarship

William K. Eaton Scholarship
(*minority student*)

Meredith McVicker Scholarship

Washington Mutual Scholarship
(*minority student*)

College of Optometry

Please see the College of Optometry section of this catalogue for detailed information on many scholarships and grants available through that program. The following are government gift aid available to optometry students:

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 determined annually by the program. In return for this scholarship, the student, upon graduation, incurs a service obligation. 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

Indian Health Service Scholarships

This funding 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

College of Education

Nancy Watt, *Acting Dean*

MISSION OF THE COLLEGE OF EDUCATION

The mission of Pacific University's College of Education is to prepare aspiring and practicing educators and school health professionals to promote and nurture learners' intellectual, ethical, social, and emotional growth within a learning community that embraces equity and diversity.

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

the mission of the undergraduate College of Arts and Sciences. In 1994 the School of Education was founded and provided with the autonomy to implement policies and procedures necessary to support both graduate and undergraduate teacher education programs.

In 2002, as a result of increasing growth in programs and faculty, the School of Education was designated the College of Education.

GENERAL INFORMATION

The College 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 College 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 College 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 College 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 College 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 College 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 College of Education offers programs at two sites, Forest Grove and Eugene. At the main campus in Forest Grove, the College 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 College 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 College 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 College 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/Flex program (part-time)

The College 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 503-352-2958 or toll free at 1-877-722-8648, 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 both undergraduate and graduate students. Refer to the Financial Aid Section of this catalog. Additional information is available from the College of Education Financial Aid Counselor at 503-352-2205 or toll free at 1-877-722-8648, extensions 2205 and 2222. Contact may also be made through e-mail at jchristian@pacificu.edu or financialaid@pacificu.edu.

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 fulfilling 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 complete the Education and Learning major. Those who plan to teach at the Middle School or High School level major in the subject area in which they wish to teach and complete the professional licensure courses in the College of Education.

Admission to Undergraduate Study in Education

Prior to taking the coursework necessary for teacher licensure, students must be admitted to the College 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 College 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. Transfer students who have satisfied Pacific's core requirements and are interested in attending the Eugene campus should apply directly to the College of Education, and are not required to apply separately to the University.

Requirements for 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 College of Education. It is designed to provide students with a deep understanding of the psychological, developmental, and curricular foundations of education. This major builds a strong foundation for careers working with children and in various educational programs, including classroom teaching.

The Education and Learning major is recommended for students interested in pursuing a license for teaching in early childhood and/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 College of Education. The application for admission to the College 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 following 3

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

Development: one of the following 3

Psy 180	Lifespan Human Development	
Psy 318	Applied Human Development	

Cognition: one of the following 3

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	..... 15

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 343	Integrated Methods III: Math, Science and Health in Early Childhood and Elementary Education	..... 4
Educ 410	Integrated Methods IV: Expressive Arts in Early Childhood Education	..... 2
Educ 397	Field Experience	..... 1
Educ 459	Preparing the Work Sample	..... 2
Educ 476	Learning Communities III: Reflection and Practice	..... 2
Educ 475	Student Teaching	..... 15

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 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. To obtain the Oregon Initial Teaching License as an undergraduate a student must apply for admission to the College of Education. The application for admission to the College 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 College 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 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: Mathematics sequence through Calculus I, including Statistics and a computer programming course. Sufficient course work to pass the appropriate PRAXIS test.

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 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 includes 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	3
	OR	
Educ 326	Teaching and Assessment in the High School	3
Educ 314	Reading and Writing Across the Curriculum	2

Special Methods (in appropriate content area) 3

Educ 302	Teaching Art in the Middle and High School	
Educ 303	Teaching Music in the Middle and High School	
Educ 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 476	Learning Communities III: Reflection and Practice	2
Educ 475	Student Teaching	15

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 take all tests required for licensure before student teaching.
5. Students must meet all of the above requirements in order to register for 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 College 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 College 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.

Admission to the MAT Fifth-Year Program

Applications are accepted from December through March 15 for the Forest Grove program. In Eugene, 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. Completed application
4. Completed checklist of TSPC character questions
5. Resume
6. 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).

7. Official transcripts documenting coursework from each college or university attended
8. 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
9. Demonstrated ability to write clearly and cogently as illustrated in a brief essay on a current educational issue

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 Education 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 selecting candidates for the Middle School and High School strands, preference will be given to those who have completed a major in the subject area in which they wish to teach.

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 College 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	Advanced Human Development and Psychology (ECE/Elem)	4
	or	
Educ 516	Advanced Human Development and Psychology (MS/HS)	4
Educ 601	Teachers as Consumers of Research	2

The Methods Block - Early Childhood Education authorization

Educ 505	Learning Communities II: Diversity	2
Educ 533	Integrated Methods I: General Methods	3
Educ 508	Integrated Methods II: Reading and Language Arts in Early Childhood Education	4
Educ 543	Integrated Methods III: Math, Science and Health in Early Childhood and Elementary Education	4
Educ 510	Integrated Methods IV: Expressive Arts in Early Childhood Education	2
Educ 537	Technology Across the Curriculum	2
Educ 573	Practicum	2

The Methods Block - Elementary School authorization

Educ 505	Learning Communities II: Diversity	2
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Educ 533	Integrated Methods I: General Methods	3
Educ 544	Integrated Methods II: Reading and Language Arts in Elementary and Middle School Education	4
Educ 543	Integrated Methods III: Math, Science and Health in Early Childhood and Elementary Education	4
Educ 545	Integrated Methods IV: Thematic Teaching through SS and the Arts	2
Educ 537	Technology Across the Curriculum	2
Educ 573	Practicum	2

The Methods Block - Middle School and High School authorizations

Educ 505	Learning Communities II: Diversity	2
Educ 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 take all tests required for licensure before student teaching.
5. Students must meet all of the above requirements in order to register for 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 College 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 should apply through the College 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. A baccalaureate degree from an accredited college or university
2. A 2.75 minimum GPA in undergraduate work or 3.00 minimum GPA in at least 8 semester hours of graduate study
3. Completed application
4. Completed checklist of TSPC character questions
5. Resume
6. 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).
7. Official transcripts documenting coursework from each college or university attended
8. 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
9. Demonstrated ability to write clearly and cogently as illustrated in a brief essay on a current educational issue

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

Required Professional Courses for Early Childhood and Elementary Authorizations

Educ 305G	Learning Communities: Personal Awareness and Diversity	3
Educ 570	School and Society	2
Educ 561	Advanced 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 Early Childhood Education	4
	OR	
Educ 544	Integrated Methods II: Reading and Language Arts in Elementary and Middle School Education	4

Educ 543	Integrated Methods III: Math, Science and Health in Early Childhood and Elementary Education 4
Educ 510	Integrated Methods IV: Expressive Arts in Early Childhood Education 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 576	Learning Communities III: Reflection and Practice 2
Educ 575	Student Teaching 15

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, Russian 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 561	Advanced Human Development and Psychology 3
Educ 537	Technology Across the Curriculum 2
Educ 327G	Teaching and Assessment in the Middle School 3 OR

Educ 326G	Teaching and Assessment in the High School 3
Educ 541	Reading and Writing Across the Curriculum 2
Educ 568	Curriculum Design: Middle School 2 OR
Educ 567	Curriculum Design: High School 2

Special Methods (in appropriate content area) 3

Educ 502	Teaching Art in the Middle and High School
Educ 503	Teaching Music in the Middle and High School
Educ 536	Teaching Health in the Middle and High School
Educ 538	Teaching Science in the Middle and High School
Educ 539	Teaching PE in the Middle and High School
Educ 546	Teaching Business in the High School
Educ 547	Teaching Foreign Language in the Middle and High School
Educ 549	Teaching Mathematics in the Middle and High School
Educ 551	Teaching Social Studies in the Middle and High School
Educ 552	Teaching Language Arts in the Middle and High School
Educ 553	Teaching Drama in the Middle and High School
Educ 397G	Field Experience 1
Educ 459G	Preparing the Work Sample 2
Educ 601	Teachers as Consumers of Research 2
Educ 576	Learning Communities III: Reflection and Practice 2
Educ 575	Student Teaching 15

Continuation in the Program

1. 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 take all tests required for licensure before student teaching.
5. Students must meet all of the above requirements in order to register for 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 College 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. Completed application
4. Completed checklist of TSPC character questions
5. Resume
6. 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)
7. Strong evidence of academic content (e.g., reading, social studies, mathematics, science) or passing score on the Multiple Subjects Assessment for Teachers (MSAT)
 8. Official transcripts documenting coursework from each college or university attended
 9. Three recommendations, including one from each of the following:
 - a. An immediate supervisor in an educational or social agency who can attest to the applicant's ability to work with persons with disabilities and/or school-aged children or youth in volunteer or paid work experiences and as a team member in a professional or educational setting
 - b. A university or college professor with direct knowledge of applicant's academic abilities
 - c. An employer
 10. Demonstrated ability to write clearly and cogently as illustrated in a brief essay on a current special education issue

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	Advanced 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	3-15

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	Advanced 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	3-15

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 take all tests required for licensure before the full-time internship.
5. Students must meet all of the above requirements in order to register for student teaching.

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. Completed application
4. Completed checklist of TSPC character questions
5. Resume
6. 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).
7. Official transcripts documenting coursework from each college or university attended
8. 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
9. Demonstrated ability to write clearly and cogently as illustrated in a brief essay outlining the applicant's personal and professional goals.

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	2
EdCn 571	Counseling Practicum	2
EdCn 585	Counselors as Researchers	2
EdCn 596	Research Project	2

School Counseling Competencies

Educ 515/516	Advanced Human Development and Psychology	4
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
Educ 576	Seminar: Learning Communities	1
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	1
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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 take all tests required for licensure before the full-time internship.
5. Students must meet all of the above requirements in order to register for student teaching.

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, Russian and 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. Completed checklist of TSPC character questions
7. Essay addressing an aspect of teaching on which the applicant wishes to concentrate in a professional development program
8. 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 College 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 585	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 585	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 Differentiated Curriculum Project 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 College 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	Advanced 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	Advanced 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	Advanced Human Development and Psychology for Middle and High School ...	2
Educ	Appropriate special methods course for subject area	3
Educ 655	Supervised Practicum	2

Adding a High School Authorization

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

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, conditional assignments or previous licensed work experience may replace the practicum requirement. Permission of advisor is required to waive the practicum.
3. As a part of the practicum requirement, the candidate will prepare and teach one work sample. The University advisor will supervise the preparation and implementation of the work sample.
4. Candidates must complete a practicum for each authorization added.

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, Russian 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 College 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, conditional assignments 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

The reading endorsement consists of 12 credits combining core courses with either elementary or secondary emphasis courses as listed below. In order to qualify for the reading endorsement, students must satisfy requirements for two authorization levels: Early Childhood/Elementary Education or Middle School/High School Education. The core courses are required for all authorization levels. Coursework in language development is either a prerequisite or a corequisite.

Admission

Applications are accepted at any time. The application packet should be directed to the Admissions Counselor, Pacific University College 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. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES(ESOL)/BILINGUAL ENDORSEMENT

Adding ESOL /Bilingual Endorsement to a Current License

In order to qualify for the English for Speakers of Other Languages/Bilingual endorsement, students must hold a current Initial or Continuing Teaching License endorsed for the regular classroom or special education, or be enrolled in a pre-service program leading to an Initial Teaching License endorsed for the regular or special education classroom. Students work towards the ESOL or the ESOL/Bilingual endorsement in one of two authorization areas: Early Childhood/Elementary Education or Middle School/High School Education.

Admission

Applications are accepted at any time. The application packet should be directed to the Admissions Counselor, Pacific

University College of Education, 2043 College Way, Forest Grove, OR 97116.

Requirements for admission include:

1. Letter indicating authorization level sought, current employment and professional employment goals
2. Copy of current license or evidence of working towards the Initial Teaching License for the regular or special education classroom
3. Recommendation from an administrator /supervisor addressing applicant's ability to work as a team member in a professional or educational setting
4. Transcripts from each college or university attended. Unofficial transcripts are acceptable.

ESOL Endorsement:

Educ 305/505 Learning Communities II: Diversity.....	2 or 3
Educ 478/578 Foundations of Teaching ESOL	2
Educ 479/579 Language Acquisition	3
Educ 492/592 Methods and Materials of Teaching ESOL:	
Early Childhood and Elementary Levels	3
Educ 494/594 Methods and Materials of Teaching ESOL:	
Middle and High School Levels.....	3
Educ 455/655 Practicum	2

Total 12 semester credits

Students must achieve a passing score on the Praxis Teaching English as a Second Language test.

Students must complete a portfolio as a requirement of the practicum.

ESOL/Bilingual Endorsement:

Students seeking the ESOL/Bilingual Endorsement will complete all of the above requirements. In addition, students must achieve a score of Intermediate High or above in a target language on the American Council on the Teaching of Foreign Languages Oral Proficiency Interview.

Program variation:

Undergraduate students who are minoring in Spanish for Elementary Teachers, or graduate students who complete the specialty program Spanish for Elementary Teachers, may meet the requirements for this endorsement with the courses listed below, for a total of 16 semester credits.

Sp/Ed 456	Mexico: A Cultural Mosaic	4
Educ 478/578	Foundations of Teaching ESOL	2
Educ 479/579	Language Acquisition	3
Sp/Ed 465	Spanish in the Elementary Classroom	4
Sp/Ed 467G	Practicum in Tapalpa	3

E. 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. Resume
4. Three recommendations, including one from each of the following:
 - a. an individual with direct knowledge of applicant’s academic capabilities
 - b. an individual knowledgeable about applicant’s interest in schools and educational issues
 - c. an employer
5. Completed application
6. Statement of purpose explaining why the applicant is seeking this interdisciplinary degree

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 College 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

- Selected applicants are invited for a personal interview and, at that time, asked to complete a timed writing sample.
- The selection committee makes recommendations for acceptance into the program to the faculty of the College of Education.
- Applicants 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 College of Education before the end of the first semester following admission. Meetings should be scheduled with advisors at least once a year.

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

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. Candidates may enroll in a maximum of 8 hours of Education coursework before admission to the program, and should apply through the College of Education Admissions Office.

The objectives of the Visual Function in Learning program are:

- 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.
- 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:

- Transcripts from each college or university attended
- 3.00 minimum GPA in at least 8 semester hours of graduate work
- Doctor of Optometry degree or current status as an optometry student
- Two letters of recommendation from optometry faculty
- Completed application
- Written essay explaining why the applicant is seeking this degree
- 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 College 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 College of Education
2. 4 semester hours in the College of Optometry
3. 6 semester hours of electives

Requirements

Area I: Education

Educ 565 Seminar: Educational and Optometric Connections 1

Additional courses taken from the Reading Endorsement course curriculum 13

Area II: Optometry

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

VED/Opt 765 Seminar in Multidisciplinary Service 1

Area III: Research and Thesis (minimum 6 hours)

Educ 596 Education Research Project 6

Area IV: Electives

Elective Courses 6

(Approved courses from Arts and Sciences, Optometry, College of Education, or other graduate programs. The following may be used: Opt 531, 532, 535, 602, 661)

In addition to fulfilling the requirements stated above, the candidate is encouraged to take course offerings in other areas to strengthen and to provide further exploration into a particular area of interest. The MED/VFL Coordinator must approve electives. A planned program of courses must be filed with the College of Education.

Thesis

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

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.

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

PROFESSIONAL AND ACADEMIC STANDARDS IN THE COLLEGE OF EDUCATION

Good standing in the College of Education is defined as

- continued enrollment
- satisfactory academic progress
- satisfactory performance in practica, student teaching/internships, and school counseling internships
- satisfactory teaching or school counseling competencies
- behavior that leads to professional competence and positive interpersonal and professional relations
- appropriate professional/ethical conduct and attitudes.

Students are evaluated regularly in all these areas. These program-specific policies supersede University guidelines.

Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic and Professional Conduct, the most current ethical code established by the Teacher Standards and Practices Commission, and the most current state and federal laws governing the conduct of Educators and School Counselors. The College 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 standing in the College of Education and may constitute grounds for probation or dismissal from the program. Students must maintain good standing in the program in order to be eligible for federally-funded financial aid or University/College of Education scholarships.

Academic Performance Review

Faculty instructors will evaluate academic performance, practicum skills, and professional behaviors demonstrated in university classes, practica and student teaching or school counseling internship settings. Evaluations will adhere to standards set forth in the Pacific University Graduate Professions Catalog and the Oregon Administrative Rules pertaining to teaching and teacher licensure or school counseling and school counseling licensure. A student who is not performing adequately will receive notification through verbal feedback, individual advisement, and/or written notification.

The overall academic progress of each student is reviewed at the end of each grading period by the associate or assistant dean. Semester grades of less than “C”, that is “C-”, “D”, “F”, and “NP”, are substandard and may not be used to fulfill the requirements for a master’s degree or to fulfill requirements for a teaching or school counseling license. Students may not register for student teaching or a school counseling internship with a recorded substandard grade or with a cumulative GPA of less than 3.0. Additionally, students must maintain a cumulative GPA of 3.0 in each semester enrolled in order to continue in the program.

To continue in the program, any substandard grade must be rectified, either by taking the course again or through an independent contract with the course instructor. It is the responsibility of the student to initiate with the course instructor, and agree in writing to, a means of rectifying the substandard grade.

Violations of the Code of Academic and Professional Conduct

The College of Education assigns great importance to self-discipline, the ability to work with others, and the ability to conduct oneself in a professional manner. Violations of the Code of Academic and Professional Conduct can result in the dismissal of the student without previous warning at any time in his or her academic career. If such a violation occurs while a student is student teaching or in a school counseling internship, the student may be removed from student teaching or the school counseling internship pending an investigation.

Any faculty member, instructor or individual with direct knowledge of a student's violation of the Code of Academic and Professional Conduct may notify the Dean of the violation. The notice must be in writing and signed. The Dean will convene a committee composed of a faculty member from the College of Education, a faculty member from another Pacific University professional program, and a student representative to review allegations and recommend a resolution to the Dean of the College of Education who will make the final determination. As per University policy, that decision can be appealed to the University Standards and Appeals Board.

Dismissal

The Dean of the College of Education will consider on an individual basis a recommendation for dismissal if a student fails to sustain satisfactory progress toward completion of the degree or licensure program because two or more substandard grades exist on the student's transcript at any time, or if any of the following occur:

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

Ordinarily, a 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.

Student teaching and the school counseling internship are considered a part of the academic program. Specific procedures apply when students are unable to meet the demands of the placement. Those procedures are described in each of the program handbooks.

Appeals Procedure

A student may appeal a decision of the College of Education related to academic standing by submitting a letter to the Dean within ten business days of the decision. The appeal will be heard before a committee of five members appointed by the Dean. The committee will consist of a member of the Education Consortium, a faculty member from the Faculty of the Professional Schools, a faculty member from the College of Education outside of the 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.

COURSE ATTENDANCE AND POLICIES

Students have a personal and professional responsibility for course classroom attendance, active participation, timely completion of assignments, and attendance at practica, student teaching, and school counseling internships.

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. Students are expected to inform their instructors of an unavoidable absence in advance. Assignment of makeup work, if any, is at the discretion of the instructor.

Attendance requirements during the practicum and student teaching experience include all professional and special events required of the mentor teacher. This may encompass, but is not limited to, after school or before school activities, evening events, inservice activities, staff meetings, parent/teacher conferences and sporting events. Only illness or family emergencies constitute a legitimate excuse for absence. If illness or an emergency necessitates an absence, the student is responsible for notifying their mentor teacher and university supervisor in a timely fashion.

Attendance at regularly scheduled classes is limited to students who are currently enrolled in the course or to invited guests of the course instructor(s). All other guests, including family members, require prior approval from the course instructor.

GRADING POLICY

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

INCOMPLETES

Instructors may issue a grade of Incomplete only when the major portion of a course has been completed satisfactorily, but health or other emergency reasons prevent the 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 section “Academic Policies and Procedures” in the Graduate Professions Catalog for a more complete description of an Incomplete grade.

INSTRUCTOR RESPONSIBILITIES

The College of Education expects that its instructors will design and teach courses that appropriately challenge students. From the beginning of the course, instructors will clearly communicate expectations regarding standards of performance and will explain how grades will be determined and assigned. It is expected that students will receive feedback concerning their status during the course and that all graded work will be returned promptly. College of Education instructors will model and communicate expectations for exemplary professional behavior. Instructors will warn students when their academic performance or professional behavior is less than satisfactory as soon as that becomes apparent to the instructor.

Assignments and tests will be designed to allow a determination of students’ conceptual understandings of course material and their ability to apply what they have learned in an authentic manner in an educational setting. Instructors are responsible for judging the quality and accuracy of students’ work and assigning grades.

Instructors are expected to possess personal attributes of honesty, dedication, responsibility, and strong ethical values. They are expected to create a learning environment that is challenging, positive, and rewarding and that honors cultural differences and diversity. Instructors are expected to treat students and peers with respect and adhere to all Pacific University rules and guidelines, including those concerning smoking, parking, and alcohol use on campus.

GUIDELINES FOR PROFESSIONAL BEHAVIOR

The goal of the College of Education is to provide an educational experience through which students may develop as confident, competent, and ethical educators and school counselors as established by the Program’s expectations and the standards established by the State of Oregon. To assist students in meeting the requirements of membership in the teaching and school counseling profession students in the College of Education are expected to learn and practice appropriate professional and ethical behaviors

The following behaviors, along with those stated in the Standards for Competent and Ethical Performance of Educators (ORS 342.175 to 342.190), are expected while enrolled in the program and while representing the University. The inability to meet these standards will lead to disciplinary action and can result in dismissal from the school. Conduct inconsistent with these standards, such as plagiarism, cheating, lying and/or fraud, is considered unprofessional and will not be tolerated.

Attitude: Students are expected to possess personal qualities of integrity, honesty, dedication, responsibility, and strong ethical values; recognize the worth and dignity of all persons; and demonstrate

sensitivity to others and a positive outlook. Students are expected to work cooperatively with others; participate and share information; treat faculty and staff, peers, students and mentors with respect; display a willingness to learn and accept constructive criticism; be punctual; and demonstrate behavior that contributes to a positive learning environment.

Attendance: Students are expected to attend all classes unless excused by the instructor. Grades can be lowered by unexcused absences and/or lateness.

Ability to work with others: Cooperation and collegiality are required to be an effective professional educator. Students are therefore expected to cooperate, participate, share information, and show respect for others while enrolled in the program.

Ability to work independently: Initiative, perseverance, and self-discipline provide the foundation for professional excellence. Students are expected to initiate and pursue study independently and to accept responsibility for their own learning.

Appearance: Students are expected to observe professional guidelines for appropriate dress and hygiene.

Research: Students are required to abide by the ethical principles of research with human participants as defined by the American Psychological Association.

Citizenship: Students are expected to display those attributes expected of a member of a learned profession; promote democratic citizenship, demonstrate social awareness and a sense of social responsibility; and exemplify good citizenship in all social and community interactions.

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

STANDARDS FOR COMPETENT AND ETHICAL PERFORMANCE OF OREGON EDUCATORS

Standards for competent and ethical behavior have been established by the Teacher Standards and Practices Commission. The following legislative guidelines

apply to teacher education students while at Pacific University:

The Competent Educator

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

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 2000-2001	362
Total number of students in programs of supervised student teaching during academic year 2000-2001	197
Number of supervising faculty who were:	
Appointed full-time faculty in professional education.....	20
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	30
Total number of supervising faculty during 2000-2001	50
Student/faculty ratio	3.9:1

The College 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	6
Total Weeks	18	15	15

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 the
Middle and High School**

Surveys the fundamental principles, techniques, and procedures for teaching music in the middle and high school. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: Educ 397. 3 hours.

**Educ 305(G) Learning Communities:
Personal Awareness
and Diversity**

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

**Educ 314(G) Reading and Writing
Across the Curriculum**

Introduces middle school and high school educators to the application of reading and writing theories in individual content areas. Develops and expands knowledge of the nature and scope of middle school and high school reading and writing, and of the application of methods, materials, assessments, remedial strategies and motivation for reading, writing, and study skills. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: Educ 397. 2 hours.

**Educ 316(G) Child and Adolescent
Literature**

Surveys authors, illustrators, and specific books for children and adolescents. Emphasis on cultivating an understanding of and appreciation for child and adolescent literature through extensive reading of trade books and an analysis of literary elements. 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. 3 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. 3 hours.

**Educ 336(G) Special Methods:
Teaching Health in the
Middle and High School**

Guides students in the investigation of the three faces of a comprehensive school health program: school health services, school environment, and health instruction. Emphasis on the content of a health curriculum, developmental levels, teaching strategies, assessment, and class management. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: Educ 397. 3 hours.

**Educ 338(G) Special Methods:
Teaching Science in the
Middle and High School**

Introduces aspiring educators to the theories, strategies, resources, and technology applications appropriate to science curriculum and instruction at the middle and high school level. Emphasizes research-based teaching and evaluation methods as well as an in-depth analysis of national and state science standards. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: Educ 397. 3 hours.

**Educ 339(G) Special Methods:
Teaching Physical
Education in the Middle
and High School**

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

**Educ 340(G) Curriculum: Early
Childhood Education**

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

**Educ 343(G) Integrated Methods III:
Teaching Mathematics,
Science and Health in
Early Childhood and
Elementary Education**

Introduces early childhood and elementary educators to the theories, strategies, resources, and technology applications appropriate to mathematics, science and health methodology. Emphasizes the linkage to state and national standards, integrated curriculum design, and developmentally appropriate pedagogy. Prerequisite: Admission into Teacher Education or permission of instructor. Corequisite: Educ 397. 4 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 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 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 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 455 Supervised Practicum

Offers practicum credit while participating in a school setting under the guidance of a classroom teacher and university supervisor. 2 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. 15 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 478 Foundations of Teaching ESOL

Students will gain knowledge of local, state, and federal laws pertaining to educating students with limited English proficiency. Students will explore a variety of ways to involve parents and the community in educating students with limited English proficiency. Theory and research will be studied and applications to bilingual classroom setting will be emphasized. 2 hours.

Educ 479 Language Acquisition
Students will understand the differences in first and second language acquisition and the relationship to learning the first language while the second language is acquired. 3 hours.

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 492 Methods and Materials of Teaching ESOL: Early Childhood and Elementary
Students will explore and design a wide range of teaching strategies that enhance proficiency-oriented instruction with an emphasis on speaking, listening and culture. The ECE/Elementary level of this course explores the beliefs that young children are more literal in their language development and that their acquisition is strongly tied to a connection with experience. Stories, songs, games, and culture will be emphasized. 3 hours.

Educ 494 Methods and Materials of Teaching ESOL: Middle and High School
Designs a wide range of teaching tools to enhance proficiency-oriented teaching in the five skills of speaking, writing, listening, reading and culture. Designs curriculum materials for teaching content of other academic disciplines in the second language. 3 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 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 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. Variable credit. May be taken more than once.

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 program or consent of instructor. 4 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 program or consent of instructor. 2 hours.

Educ 515 Advanced Human Development and Psychology: Early Childhood and Elementary

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

Educ 516 Advanced Human Development and Psychology: Middle and High School

Immerses students in 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 533 Integrated Methods I: General Methods

Guides aspiring teachers of early childhood, elementary and middle school learners in developing skills in designing and organizing lessons and units that involve students in appropriate learning activities, require thinking at a range of levels, and use a variety of assessment methods. Examines curriculum foundations, a variety of specific curricular models, instructional skills and strategies, assessment methods, and classroom management systems. Prerequisite: Admission to 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 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 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 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 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 program or consent of instructor. 2 hours.

Educ 543 Integrated Methods III: Teaching Mathematics, Science and Health in Early Childhood and Elementary Education

Introduces early childhood and elementary educators to the theories, strategies, resources, and technology applications appropriate to mathematics, science and health methodology.

Emphasizes the linkage to state and national standards, integrated curriculum design, and developmentally appropriate pedagogy. Prerequisite: Admission to MAT program or consent of instructor. 4 hours.

Educ 544 Integrated Methods II: Reading and Language Arts in Elementary and Middle School Education

Introduces preservice educators to the survey and implementation of specific curricular methods for educators. Helps educators understand specific content, survey and critically analyze current issues and trends, and apply methods and their integration and assessment across the following areas: language arts, reading, literature, and drama. Fosters integration and synthesis of all previous and concurrent course work. Prerequisite: Admission to MAT program or consent of instructor. 4 hours.

Educ 545 Integrated Methods IV: Thematic Teaching through Social Studies and the Arts

Assists students in developing thematic curricula which 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 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 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 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 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 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 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 program or consent of instructor. 3 hours.

Educ 561 Advanced Human Development and Psychology

Explores developmental issues: behavioral, physical, personal, social, and cognitive. Relates psychology to teaching and learning, including the role of the teacher, learning theory, motivation and reinforcement, individual differences, classroom management, and evaluation. Additional school observations are required concurrent with the course. Corequisite: Educ 397 for MAT/Flex students. Prerequisite: Admission to MAT/Flex program (3 hours), 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 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 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. 1-2 hours. P/NP.

Educ 578 Foundations of Teaching ESOL
Students will gain knowledge of local, state, and federal laws pertaining to educating students with limited English proficiency. Students will explore a variety of ways to involve parents and the community in educating students with limited English proficiency. Theory and research will be studied and applications to bilingual classroom setting will be emphasized. 2 hours.

Educ 579 Language Acquisition
Students will understand the differences in first and second language acquisition and the relationship to learning the first language while the second language is acquired. 3 hours.

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 592 Methods and Materials of Teaching ESOL: Early Childhood and Elementary
Students will explore and design a wide range of teaching strategies that enhance proficiency-oriented instruction with an emphasis on speaking, listening and culture. The ECE/Elementary level of this course explores the beliefs that young children are more literal in their language development and that their acquisition is strongly tied to a connection with experience. Stories, songs, games, and culture will be emphasized. 3 hours.

Educ 594 Methods and Materials of Teaching ESOL: Middle and High School
Designs a wide range of teaching tools designed to enhance proficiency-oriented teaching in the five skills of speaking, writing, listening, reading and culture. Designs curriculum materials for teaching content of other academic disciplines in the second language. 3 hours.

Educ 596 Education Research Project
Students execute research project designed in Educ 585 (excluding MEd/VFL students). Includes a student reflection on how the research project impacts school improvement. Students are encouraged to undertake a collaborative project supporting school improvement objectives. Prerequisite: Educ 585 (excluding MEd/VFL students). 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 Advanced 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 Advanced 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. Similarities and differences, goals and interventions of each approach will be examined, as well as 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. 2 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. Course activities and discussions emphasize the importance of self-awareness and self-growth. 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

Examines vocational development theories; integrates career counseling into the academic curriculum; examines concerns of clients from a variety of cultural backgrounds; investigates factors contributing to career development; explores school-based programs and interventions; explores 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. 2 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. 2 hours.

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 engage in practicum experience during both spring and fall semesters. Students also participate in a weekly group supervision meeting. Prerequisite: Admission to School Counseling program or permission of instructor. 2 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. 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.

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. 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 550 Practicum

Provides opportunity to work with students on IEPs in a 1:1 or group setting in the major authorization area under the guidance of a classroom teacher and university supervisor. Prerequisite: SpEd 530 or SpEd 535, or approval of instructor. Variable credit, repeatable: 1-6 hours. P/NP.

SpEd 575 Student Teaching

Provides a classroom setting for preservice teachers to apply principles of special education pedagogy and methodology. Prerequisite: Admission to Special Educator program or permission of instructor. Variable credit, repeatable: 3-15 hours. P/NP.

SpEd 576 Seminar

This seminar-based experience is designed to support students or interns and bridge earlier coursework with concurrent field-based experiences occurring in special and general education classrooms. Prerequisite: Admission to Special Educator program or approval of instructor. Variable credit, repeatable: 1-3 hours. P/NP.

SpEd 590 Special Topics in Special Education

Enables students to conduct in-depth investigation of a topic of interest. Prerequisite: Approval of instructor. Variable credit, repeatable: 1-3 hours.

College of Education Academic Calendar 2003-05

2003 WINTER

January

January, 2003 UG Spring semester full-time student teaching begins on the date the school placement resumes classes (Forest Grove)

January 6, 2003 Winter III Classes begin
MAT Fifth-Year school placements resume (Forest Grove)

MAT Fifth-Year classes begin (Eugene)

MEd School Counseling classes and full-time internship begin (Eugene)

January 20, 2003 Martin Luther King Day

January 24, 2003 UG/Flex Fall semester full-time student teaching ends (Forest Grove)

Winter III classes end

2003 SPRING

February

February 3, 2003 MAT Fifth-Year & MAT Flex Spring semester full-time student teaching begins (Forest Grove)

February 24, 2003 Senior undergraduates begin full-time student teaching (Eugene)

March

March 24-28 Spring Break

May

May 16, 2003 UG Spring semester full-time student teaching ends (Forest Grove)

May 24, 2003 Commencement (Forest Grove)

2003 SUMMER

June

June, 2003 MAT Fifth-Year and MAT Flex student teaching ends on the last day of classes for the school placement (Forest Grove)

June 16, 2003 MAT Fifth-Year classes begin (Forest Grove)

2003 FALL

August

August 15, 2003 MAT Fifth-Year classes end (Forest Grove)

August 25, 2003 UG/Flex classes begin (Forest Grove)

UG/Flex Fall semester full-time student teaching begins (Forest Grove)

MAT Fifth-Year and MAT Flex full-time student teaching begins (Eugene)

September

September 1, 2003 Labor Day – no classes

September 3, 2003 MAT Fifth-Year classes begin (Forest Grove)

November

November 26-28, 2003
Thanksgiving Holidays

December

December 2, 2003 Last day of classes UG/Flex (Forest Grove)

December 12, 2003 Last day of classes MAT Fifth-Year (Forest Grove)
MAT Fifth-Year and MAT Flex full-time student teaching ends (Eugene)

December, 2003 Commencement – date to be announced (Eugene)

2004 WINTER

January

January, 2004 UG Spring semester full-time student teaching begins on the date the school placement resumes classes (Forest Grove)

January 5, 2004 MAT Fifth-Year classes and school placements resume (Forest Grove)

January 23, 2004 UG/MAT Flex Fall full-time student teaching ends (Forest Grove)

2004 SPRING

February

February 2, 2004 MAT Fifth-Year and MAT Flex Spring semester full-time student teaching begins (Forest Grove)

March

March 22-26, 2004 Spring Break

May

May 14, 2004 UG Spring full-time student teaching ends

May, 2004 Commencement – date to be announced

2004 SUMMER

June

June, 2004 MAT Fifth-Year and MAT Flex student teaching ends on the last day of classes for the school placement

June 14, 2004 MAT Fifth-Year classes begin (Forest Grove)

2004 FALL

August

August 30, 2004 UG/MAT Flex classes begin (Forest Grove)

MAT Fifth-Year full-time student teaching begins (Eugene)

MAT Fifth-Year classes begin (Forest Grove)

September

September 6, 2004 Labor Day – no classes

November

November 24-26 Thanksgiving Holidays

December

December 7, 2004 Last day of classes UG/Flex (Forest Grove)

December 12, 2004 Last day of classes MAT Fifth-Year (Forest Grove)

Full-time student teaching ends MAT Fifth-Year (Eugene)

December, 2004 Commencement – date to be announced (Eugene)

2005 WINTER

January

January, 2005 UG Spring semester full-time student teaching begins on the date the school placement resumes classes (Forest Grove)

January 3, 2005 MAT Fifth-Year classes and school placements resume

January 31, 2005 MAT Fifth-Year and MAT Flex Spring semester student teaching begins

March

March 21-25, 2005 Spring Break

May

May 13, 2005 UG Spring semester full-time student teaching ends (Forest Grove)

May, 2005 Commencement – date to be announced

2005 SUMMER

June

June, 2005 MAT Fifth-Year and MAT Flex student teaching ends on the last day of classes for the school placement

School of Occupational Therapy

John A. White, Jr., Ph.D., OTR *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 by 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 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: 12 semester hours

These courses should address the individual and group patterns of thought and behavior. Must include courses from minimally two (2) 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 and also must maintain a minimum semester and cumulative grade point average (GPA) of 2.7 for all graded OT coursework. A grade of "C-" (or lower) or No Pass (NP) in any academic or fieldwork course is grounds for academic probation or dismissal from the program. Failure to maintain minimal GPA required will result in academic standing review (see Academic Standing Procedures below). A "Pass" (P) in any coursework is not calculated into the student's GPA. A minimum of 2.7 cumulative GPA is required in order to graduate from the program. Grading methods are clearly outlined within each course syllabus.

Compliance with school rules/procedures

Agreement to abide by the policies and procedures of the University and the program is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize 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 and fieldwork environment, according to standards set forth in the University Catalog, the School of Occupational Therapy Student Handbook, and the AOTA Code of Ethics. Such evaluations occur throughout a student’s enrollment in academic and fieldwork courses. Additionally, at least once a semester, each student meets with his or her School academic advisor to receive feedback regarding his or her overall academic standing and performance. This formally scheduled 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 unsatisfactory 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

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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

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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	Conditions Impacting Occupational Performance ..	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

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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 O.T. 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
		<hr/>
		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:	
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	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
		<hr/>
		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 study of 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 theories, 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, strengthening 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. Graded.

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. 3 credits.

OT 604 Professional Research Project Development and Implementation

Professional research project proposal developed and implemented. Course continues across academic year with 3 credits in the fall and 3 credits in 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 2002-05

2003 FALL SEMESTER

August

August 20 Class of 2006 Fall
Advising/Classes begin

August 25 Classes of 2004 & 2005
Fall Classes begin

September

September 1 Labor Day (no classes)

September 8 Class of 2005 Advising

September 9 Class of 2004 Advising

October

October 13 - 17 Fall Break (Class of 2004)

October 20 - 24 Fall Break (Class of 2005
& 2006))

October 20 Level IIC FW
- **December 12** (Class of 2004)

November

November Thanksgiving Break
26, 27, 28 (no classes)

December

December 11 Last Day of Term/
Classes of 2005 & 2006

December 15 Holidays/No Classes
- **January 9**

2004 WINTER/SPRING SEMESTER

January

January 12 Classes of 2004, 2005,
2006 Begin Spring
Semester Class of 2004
Advising

January 26 Advising/Classes of
2005 & 2006

February

February 9 Level IID FW
- **Apr 2** (Class of 2005)

February 16 Level IIA FW
- **April 9** (Class of 2004)

March

March 24 - 28 Spring Break
Classes of 2004 & 2006

April

April 14 - 19 Spring Break
Class of 2005

May

May 7 Last day of semester for
Class of 2005

May 10 - July 2 8 weeks Full-time Level
IIB FW/Class of 2005

May 15 Last Day of Term for
classes of 2004 & 2006

May 17 Commencement

May 24 - June 18 4 weeks Full-time Level
IA FW/Class of 2006

2004 FALL SEMESTER

August

- August 18** Class of 2007 Fall Advising and Classes begin
- August 23** Classes of 2005 & 2006 Fall Classes begin

September

- September 6** Labor Day (no classes)
- September 13** Class of 2006 Advising
- September 14** Class of 2005 Advising

October

- October 11-15** Fall Break (Class of 2005)
- October 18-22** Fall Break (Class of 2006 & 2007)
- October 18** Level IIC FW
- **December 10** (Class of 2005)

November

- November 24, 25, 26** Thanksgiving Break (no classes)

December

- December 9** Last Day of Term
Classes of 2006 & 2007
- December 13** Holidays/No Classes
- **January 7**

2005 WINTER/SPRING SEMESTER

January

- January 10** Classes of 2005, 2006, 2007 Begin Spring Semester
- January 24** Advising/Classes of 2006 & 20067

February

- February 7** Level IID FW
- **Apr 1** (Class of 2006)
- February 14** Level IIA FW
- **April 8** (Class of 2005)

March

- March 24 - 28** Spring Break
Classes of 2005 & 2007

April

- April 11 - 15** Spring Break
Class of 2005

May

- May 6** Last day of semester for Class of 2006
- May 8 - July 1** 8 weeks Full-time Level IIB FW/Class of 2006
- May 15** Last Day of Term for classes of 2005 & 2007
- May 17** Commencement
- May 23 - June 17** 4 weeks Full-time Level IA FW/Class of 2007

College of Optometry

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

MISSION STATEMENT

PLEASE NOTE: This catalog does not constitute a contract between the student and the College. Due to the dynamic and changing nature of curriculum and policy, the information contained herein is subject to change. The reader is referred to the most current information as contained within the electronic version of this document, which can be accessed at the following website location: www.pacificu.edu.

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

www.opt.pacificu.edu

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. 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. The College of Optometry actively seeks qualified multicultural students to increase the number of practitioners who are qualified, but currently underrepresented, in the profession.

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

- Strength and breadth of academic record
- Optometry 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 applicants' skills in succinctly and effectively expressing themselves in writing.

New classes begin with the fall semester each year; mid year matriculation is not permitted. Applications are 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, essay responses, GPA calculations, documentation of observation experiences, 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 by February of the academic year prior to entrance. The Admissions Committee strongly encourages applicants to take the October OAT before the preferred application deadline. Scores from OATs taken within the last three years are acceptable. 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, official prerequisite worksheet, two current letters of evaluation, essay responses, GPA calculations, documentation of observation experiences, 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.

Admission with Advanced Standing

A process has been established to consider requests from individuals interested in admission to the College of Optometry with Advanced Standing (e.g., graduates of International optometry programs, transfer students, students resuming studies, and other non-traditional placements). Individuals requesting admission with Advanced Standing should contact the Admissions Office to obtain appropriate application forms.

Pre-Optometry Course Requirements

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

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 two semesters (three quarters) of a complete course sequence in organic chemistry or a one semester (two quarters) survey course in organic chemistry. All courses must include laboratory. A course in bio-chemistry 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. Business and Economics courses will not meet this requirement.

General Psychology: 3 semester/4 quarter hours.

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

Bachelors Degree Requirement for Doctor of Optometry Degree

Students must earn a bachelors degree prior to qualifying for the Doctor of Optometry degree. In many cases, the bachelors degree is earned prior to applying for the admission to the College of Optometry. In other cases, the requirements for the bachelors degree are completed while the student is enrolled in the College of Optometry. All requirements for 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 could be eligible to graduate with a Bachelor of Science degree in Visual Science after successful completion of the first year of the Optometry program. 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.

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

The goal of Pacific University's financial aid process is to make a Pacific University education affordable. To that end, there are a variety of graduate and professional student grants, scholarships, loans, and employment opportunities. Funds for these awards come from institutional, state, and federal sources. Students are encouraged to contact both the University's Financial Aid Office as well as the Office of Student Services 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 —This scholarship is awarded by the College of Optometry to first year students who demonstrate academic ability, knowledge, and commitment to the optometric profession, and a strong history of community service. An application for admission makes a person eligible for the Dean's Scholarship. There are no supplemental scholarship application forms.

Optometric Association Matching Grants —Students who received grants or scholarships from state or provincial optometric associations or their auxiliaries are eligible to receive matching grants up to \$1000 per academic year 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: Alaska, 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 Work-Study funds allow eligible students to work on campus or in the community. Indicate your interest when filling out the FAFSA application.

Federal Direct Stafford Loans are borrowed from the federal government, and include subsidized and unsubsidized loans. 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 \$36,277 for their first year at Pacific University. 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.

Burr Scholarship -Awarded annually to a student for research or paper dealing with the prescribing of near-point plus or vision therapy.

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. Clarence Carkner Memorial Student Leadership Fund -An award to assist third year Optometry students, in memory of Dr. "Clary" Carkner, a co-founder of Pacific University College of Optometry.

Drs. Dana and Katie Ziskrout Scholarship - An annual award given to a second year optometry student, named in honor of Drs. Ziskrout.

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. Jurgen Meyer-Arendt Award -An award established for student research, honoring Dr. Meyer-Arendt and his lengthy service as a faculty member at the College of Optometry.

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.

Dr. William Ludlam Award -An award established in the name of Dr. William Ludlam in honor of his lengthy career in the optometric profession and his dedicated service to Pacific University 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/Optometric Extension Program Award -An award to one or more binocular vision/vision therapy students, in honor of the memory of Dr. Tole Greenstein. Dr. Greenstein was a pioneer in the area of binocular vision and vision therapy, a faculty member at the College of Optometry, and a member of the Optometric Extension Program. Recipients of the award are selected via the College's Research and Awards Committee in consultation with the Dean of the College and the Optometric Extension Program.

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.

Optometric Physicians of Washington (OPW), 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.

Sam and Naomi Ziskrout Memorial Scholarship — An annual award to assist a first year Optometry student in the second semester of study at the Pacific University College of Optometry.

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

AOF Vistakon Award of Excellence in Contact Lens Patient Care — Award recognizing one fourth year student from each school or college of optometry for demonstrated excellence in contact lens patient care. Award is \$1,000.

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 Saliero 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 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.

Great Western Council of Optometry - An award of \$1000 to a second year student from a GWCO member state.

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 Kettleon 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**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.

David J. Kerko Low Vision Award, Sponsored by Winchester Optical Co.

— 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.

Eschenbach Low Vision Award —

Presented to a graduating student with proficiency in low vision.

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.

Essilor 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 Primary Eye Care Program 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.

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

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

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

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

CODE OF ACADEMIC AND PROFESSIONAL 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.

Guidelines for Professional Behavior

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

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

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

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

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

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

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

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

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 that 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 should be returned within one week for objective materials and two weeks for short answer or essay materials. Answers should 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 should 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 should not construct, administer, or score examinations except under the direct supervision of a faculty member. In most situations, staff members should not administer examinations.

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

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 convenes five faculty groups: those who teach courses in the first year, second year, third year, and fourth year of the Doctor of Optometry Degree Program, as well as the Masters of Science Degree Program. 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 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" ("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). A student receiving a substandard grade must immediately consult with the Associate Dean for Academic Programs to obtain information on current College of Optometry policies regarding remediation of the grade.

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 an Extended Duration Program. Students may also be placed on Academic Warning if they are found to be in violation of the College's Code of Academic and Professional Conduct.

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 an Extended Duration Program, two or more substandard grades exist (including those which have not been remediated) on the student's transcript at any time. Students may also be placed on Academic Probation if they are found to be in violation of the College's Code of Academic and Professional Conduct.

Students placed on Academic Warning or Probation due to academic performance will receive formal written notification of the probation or warning.

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 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 a 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.

The College of Optometry is committed to the right of every student to experience an environment that is favorable to learning. Therefore, any individual with direct knowledge of a student's violation of the Code of Academic and Professional Conduct must immediately notify the Dean of this violation in writing. The person making the allegation must explain the problem, must sign the allegation, must be willing to have his or her name be made known to the accused if deemed appropriate by the Academic and Professional Standards Committee, and must participate in the investigation of the allegation as needed.

Further information on the investigation process and possible sanctions can be obtained from the Dean, the Associate Deans, the Director of Student Services, and/or the current Chair of the Academic and Professional Standards Committee.

Appeals to College Faculty

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.

Appeals to Vice President for Academic Affairs

In general, program decisions regarding academic standing are final. A decision may be appealed beyond the College Faculty 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

A student has the right to request a Leave of Absence at any time. Information on the process for requesting a leave is available from the Director of Student Services. The student should be aware that he or she is expected to retain an understanding of previous course material and maintain current level of expertise while on leave. Upon return to the College, the student might be required to demonstrate levels of proficiency to aid in the determination of placement in the curriculum.

WITHDRAWAL

Each student has the right to withdraw from the optometry program. Specific information on withdrawal procedures is available from the Director of Student

Services. Because withdrawal is regarded as permanent severance from the College and the University, a student should consult with the College's Director of Student Services and the University Dean of Students before initiating this action. A student considering withdrawal should also refer to the Withdrawal and Refund Policy subsection of the Business Policies on Tuition and Fees section of this catalog.

In rare circumstances the College of Optometry may choose to readmit a student who was in good standing prior to withdrawal, provided that space is available. For information in readmission, consult the Director of Student Services.

EXTENDED DURATION PROGRAM

Under certain circumstances, a student can request an Extended Duration Program. Further information in this program can be obtained from the Director of Student Services.

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 enrolled 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

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

Requirements for the Doctor of Optometry (O.D.) degree include completion of pre-optometry requirements, a bachelors degree, and satisfactory completion of the optometry core requirements. None of the core courses may be challenged for credit by examination. All optometry students will have 11 credit hours available for coursework of their choice offered within Optometry over and above the credit hours required for a Doctor of Optometry degree under the full-time student tuition fee. This may not apply to courses that need to be retaken in full, particularly if the course is re-taken at a time when it is not ordinarily offered.

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. Every attempt is made to assign schedules that are convenient for the student. However, there are times when individual student preferences cannot be accommodated and program goals must take precedence in the assigning of lecture, laboratory, and elective times.

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

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

2002-2003 Academic Year Curriculum for Students Enrolled in the Doctor of Optometry (O.D.) Degree Program

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

First Professional Year

Fall Semester: Credits

Opt 501	Geometric Optics with Laboratory	4
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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: Credits

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: Credits

Opt 601	Ophthalmic Optics	3
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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: Credits

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): Credits

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: Credits

Opt 718	Advanced Optometric Case Analysis with Laboratory 4
Opt 720	Vision Therapy for Binocular and Oculomotor Dysfunction with Laboratory 4
Opt 722	Patient Care: 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: Credits

Opt 723	Patient Care: Third Session 2
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Opt 725	Assessment and Management of Strabismus and Amblyopia with Laboratory	4	All Sessions:	Credits	
Opt 727	Evaluation and Management of Patients with Perceptual Problems with Laboratory ...	3	Opt 814	Primary Patient Care: Preceptorship Session 1	11
Opt 735	Applied Ocular Therapeutics	1	Opt 815	Primary Patient Care: Preceptorship Session 2	11
Opt 762	Communication in Optometric Practice with Laboratory	2	Opt 816	Primary Patient Care: Preceptorship Session 3	11
Opt 764	Optometric Economics and Practice	4	Opt 817	Primary Patient Care: Internal Clinic Rotation	5
Elective(s) *		—	Opt 818	Vision Therapy Patient Care	2
		16	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 (Session 2 only)	1
					46

*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 entirely of clinical rotations. One of these rotations is internal, wherein the students provide optometric care in several of the Pacific University College of Optometry Vision Centers in the Portland metropolitan area. The other rotations are external preceptorships. During these external preceptorships, students provide optometric care in a variety of health care settings.

Affiliated Preceptorship Sites

Air Force Academy Hospital, Colorado
 Alaska Native Medical Center, Alaska
 Albert Lea Clinic – Mayo Health System, Minnesota
 Alderwood Vision Therapy Center, Washington
 Allina Medical Clinic-Coon Rapids, Minnesota
 Andrews Air Force Base, Maryland
 Applewood Vision Associates, Colorado
 Atlanta Eye Surgery Group, Georgia
 Bandon Vision Center, Oregon
 Barnet Dulaney Eye Centers - Mesa, Arizona
 Barnet Dulaney Eye Centers - Phoenix, Arizona
 Bassett Army Community Hospital, Alaska
 Belcourt Indian Hospital, North Dakota
 Bellevue Vision Clinic, Nebraska
 Bethel Indian Hospital, North Dakota
 Blackwell Vision, Oklahoma

Cannon Air Force Base/27th Medical Group, New Mexico
 Carl Albert Indian Health Facility, Oklahoma
 Carolina Eye Associates, North Carolina
 Cascade Eye Center, Oregon
 Cascade Vision Source, Oregon
 Cass Lake Indian Hospital, Minnesota
 Chapel Hills Vision Clinic, Colorado
 Chemawa Indian Health Center, Oregon
 Cheyenne VAMC, Wyoming
 Colorado Optometric Center, Colorado
 Columbia Park Clinic, Minnesota
 Conroy Eye Center, South Dakota
 Coquitlam Optometry & Urban Eyes
 Doctors of Optometry, British Columbia
 Crystal Vision, Virginia
 Darnall Army Community Hospital, Texas
 Dayton VA Medical Center, Ohio
 Discover Vision, Missouri
 Dixie Eye Care, Utah
 Dr. Bishop & Associates, Alberta
 Drs. Cornetta & Enochs, Virginia
 Drs. Edmond & Husz, Arizona
 Drs. Ziegler and Leffingwell Eye Care, Wisconsin
 Eagle Butte Indian Hospital, South Dakota
 East Vancouver Eye Clinic, Washington
 Edmonds Eye Care Associates, Washington
 Eugene Optometrists, Oregon
 Eye Associates, Iowa
 Eye & Contact Lens Center of Utah, Utah
 Eye Care Associates, Hawaii
 Eye Care Associates of Nevada, Nevada
 Eye Foundation Of Utah, Utah
 Eye Institute of Utah, Utah
 Eye Surgery Institute, Oregon
 Eyecare Associates, North Dakota
 Eyes of Arizona, Arizona
 Family Optometry, Arizona
 Family Vision Care, Alberta
 Fort Hall Indian Health Center, Idaho
 Fresno VAMC, California
 Golden Vision Clinic, PC, Colorado
 Gottlieb Vision Group, Georgia
 Grene Vision Group, Kansas
 Hazleton Eye Center, Pennsylvania
 Hickam Air Force Clinic, Hawaii
 Honolulu VAMC, Hawaii
 Hope Clinic, Washington
 Hot Springs VA Medical Center, South Dakota
 Icon Lasik and Image Center, Colorado
 Inscription House, Arizona
 Jensen Optometrists, PLC, Iowa
 John - Kenyon Eye Center, Indiana
 Jonathan M. Wainwright Memorial VAMC, Washington
 Kaiser Health Plan – Northwest, Oregon
 Kaiser - Honolulu, Hawaii
 Kayenta Indian Health Center, Arizona
 Kohake, Deutscher & Associates, Kansas
 Korea – Yongsan, Korea
 Landstuhl Army Regional Medical Center, Germany
 Lawton Indian Hospital, Oklahoma
 Lexington VAMC, Kentucky
 Lovelace Montgomery Eye Clinic, New Mexico
 Luke Air Force Base, Arizona
 Madigan Army Medical Center, Washington
 Malmstrom Air Force Clinic, Montana
 Marshfield Clinic, Wisconsin
 MaryJo Stiegemeier, OD, Inc., Ohio
 McChord Air Force Base, Washington
 Miami Indian Health Center, Oklahoma
 Millennium Laser Eye Centers, Virginia
 Minnesota Vision Group, Minnesota
 Minnesota Vision Therapy Center, Minnesota
 Minot Air Force Hospital, North Dakota
 Nome IHS - Norton Sound Health Corp., Arkansas
 Northwest Eyecare Professionals, Oregon
 Office of Dr. Dorothy Parrott, Colorado
 Office of Dr. Scott Cowell, Oklahoma
 Offices of Dr. Randall K. Corey, Oregon
 Omni Eye Services, Tennessee
 Optometric Institute & Clinic of Detroit, Inc., Michigan
 Optometric Vision Development Center, California

Pacific Cataract & Laser Center – Bellevue, Washington
 Pacific Cataract & Laser Center – Chehalis, Washington
 Pacific Cataract & Laser Center – Tualatin, Oregon
 Pacific Cataract & Laser Center – Vancouver, Washington
 Patrick Air Force Base, Florida
 Phoenix Indian Medical Center, Arizona
 Philadelphia VAMC, Pennsylvania
 Portland VA Medical Center, Oregon
 Puget Sound Health Care System, Washington
 Richlin Eye Associates, California
 Rivers in the Desert, New Mexico
 Roger H. Phelps, OD, Inc., California
 Ronald R. Reynolds, OD, Inc., Hawaii
 Roosevelt Vision Clinic, Utah
 Roseburg VAMC, Oregon
 Salt Lake VAMC, Utah
 School of Optometry, Kelvin Grove, Australia
 Scott Road Family Eye Care and Contact Lens Centre, British Columbia
 Sheppard Air Force Base, Texas
 Silver Falls Eye Care, Oregon
 Spokane VAMC, Washington
 Teplick Laser Surgery Centers, Oregon
 Travis Air Force Base Optometry Clinic, California
 Tsawwassen Optometric Clinic, British Columbia
 Tualatin Eye Associates, Oregon
 Tyndall Air Force Hospital, Florida
 Valley Vision, Washington
 Vision & Conceptual Development Center, Washington, DC
 Vision Care Centers of Hawaii, Hawaii
 Wind River Indian Health Service, Wyoming

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 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, administered by the College of Education, 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 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.

- 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 Seminars	Hours
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.

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. Candidates may enroll in a maximum of 8 hours of Education coursework before admission to the program, and should apply through the College of Education Admissions Office.

The objectives of the Visual Function in Learning program are:

- 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.
- 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:

- Transcripts from each college or university attended
- 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 College of Education
2. 4 semester hours in the College of Optometry
3. 6 semester hours of electives

Requirements:

Area I: Education

Educ 565	Seminar: Educational and Optometric Connections	1
	Additional courses taken from the Reading Endorsement course curriculum	13

Area II: Optometry

VED/Opt 744	Visual Problems That Relate to Learning Difficulties with lab	3
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VED/Opt 765	Seminar in Multidisciplinary Service	1
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Area III: Research and Thesis (minimum 6 hours)

Educ 596	Education Research Project	6
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Area IV: Electives

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

In addition to fulfilling the requirements stated above, the candidate is encouraged to take course offerings in other areas to strengthen and to provide further exploration into a particular area of interest. The MEd/VFL Coordinator must approve electives. A planned program of courses must be filed with the College of Education.

Thesis

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

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.

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

For the course descriptions in Areas I and III see the College 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-Management
Jonathan M. Wainwright Memorial Veterans Administration Medical Center, Walla Walla, Washington

Residency in Primary Eye Care Optometry
Portland Veterans Administration Medical Center, Portland, Oregon

Residency in Primary Eye Care / Geriatric Optometry
Roseburg Veterans Affairs Healthcare System, Roseburg, Oregon

Residency in Primary Eye Care / Geriatric Optometry
Spokane Veterans Administration Medical Center, Spokane, Washington

Residency in Primary Eye Care / Geriatric Optometry
Veterans Administration Puget Sound Healthcare System, American Lake Division, Tacoma, Washington

Residency in 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 conditions.
2. To encourage the resident to develop as a specialist by serving as a consulting/attending doctor for optometry interns.
3. To offer experience in didactic and laboratory contact lens education.
4. To encourage the resident's pursuit of scholarly activity.
5. Stimulate a commitment of service in the resident.

Residency in Ocular Disease Refractive and Ocular Surgery

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

MISSION: The program is designed to enhance the clinical skills necessary to diagnose and manage visually impaired patients whose visual loss emanates from various ocular and systemic disease processes. Eye Care Associates' main emphasis is on cataract and refractive surgery. The patient population is referred by local optometrists and medical doctors. Optometric/ophthalmologic medical/

surgical co-management care is stressed. The program develops the communication skills necessary to interact with referring optometrists and other health care professionals.

Program Goals

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

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

SPONSOR: Department of Veterans Affairs Medical Center Jonathan M. Wainwright Memorial VA Medical Center, Walla Walla, Washington/ Pacific Cataract

and Laser Institute (PCLI) Kennewick, Washington

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

Program Goals

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

Residency in Primary Eye Care

SPONSOR: Department of Veterans Affairs Medical Center, Portland, Oregon

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

Program Goals

1. Enhance the primary eye and vision care assessment and the management skills of the residents through significant broad-based clinical experience.
2. Foster the 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, Spokane, Washington and Tacoma, Washington.

MISSION: These Primary Eye Care / Geriatric Optometry Residencies are each a one-year post-doctoral training program sponsored by the VA Health Care System. 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, thesis or research papers. The applicant should be available for a formal interview with the residency committee. Individual residency programs may have additional eligibility criteria. Applicants should consult with program coordinators for specific requirements.

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 studies within the College of Optometry 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 Degree Program.

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

The Pacific University College of Optometry offers continuing education courses to practitioners within the profession of optometry.

Programs are held both on campus and in various communities across the U.S. and Canada. Programs range from one-hour lectures to week-long conferences. Some continuing education offerings are available via the internet as part of the College of Optometry's on-line continuing education program. Information regarding continuing education programs and on-line education for optometric professionals may be obtained by searching the College's

web site — www.optpacificu.edu — or by calling Steven Fletcher, Director of Advancement and Continuing Education at 503-352-2144.

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 and the College's clinical curriculum. Includes observation and participation in clinical care. 0.5 hour.

Opt 517 Clinical Experience II

Orientation to different modes of optometric practice. Includes observation and participation in clinical care. 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
Orientation to advanced patient care settings within optometry. Includes participation in screenings and observation and participation in clinical care. 0.5 hour.

Opt 621 Clinical Experience IV
Participation in specific aspects of the clinical program. Includes observation and participation in clinical care, patient care in the dispensary, and certification in cardio-pulmonary resuscitation (CPR). 0.5 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, treatment, and management 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
Course requirements facilitate the transition from the didactic to the direct patient care environment. 0.5 hour

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

Opt 723 Patient Care: Third Session
Supervised clinical practice including the examination, diagnosis, analysis, treatment, and management of selected patients in Pacific University affiliated clinics. Lectures review current cases emphasizing problem-solving methods in the delivery of patient care. 2 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 752 Basic Spanish for Optometry

Spanish language essential for conducting an optometric examination. Prerequisite: Minimum 1 year beginning/conversational Spanish or consent of instructor. 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 814 Primary Patient Care: Preceptorship Session 1

Supervised clinical practice in affiliated hospital settings, health care centers, and public or private eye and vision care centers. Primary care and/or specialized health care services unique to each site. 11 credits.

Opt 815 Primary Patient Care: Preceptorship Session 2
Supervised clinical practice in affiliated hospital settings, health care centers, and public or private eye and vision care centers. Primary care and/or specialized health care services unique to each site. 11 credits.

Opt 816 Primary Patient Care: Preceptorship Session 3
Supervised clinical practice in affiliated hospital settings, health care centers, and public or private eye and vision care centers. Primary care and/or specialized health care services unique to each site. 11 credits.

Opt 817 Primary Patient Care: Internal Clinic Rotation
Supervised primary care clinical practice in Pacific University affiliated eye and vision care centers. 5 credits.

Opt 818 Vision Therapy Patient Care
Supervised clinical management of patients requiring vision therapy in Pacific University affiliated eye and vision care centers. 2 credits.

Opt 819 Low Vision Patient Care
Supervised clinical management of patients requiring low vision care and devices in Pacific University affiliated eye and vision care centers. 1 credit.

Opt 820 Contact Lens Patient Care
Supervised clinical management of patients wearing or desiring to wear contact lenses in Pacific University affiliated eye and vision care centers. 1 credit.

Opt 821 Clinical Rounds
An interactive lecture and/or Web-based seminar course utilizing cases to illustrate evaluation and management of refractive, binocular, accommodative, disease, and visual information processing problems. 1 credit.

Opt 822 Pediatric Patient Care
Supervised optometric clinical management of infants, toddlers and preschool aged children in Pacific University affiliated eye and vision care centers. 1 credit.

Opt 832 Ocular Disease and Special Testing Patient Care
Supervised clinical assessment and management of patients with ocular disease in Pacific University affiliated eye and vision care centers. 1 credit.

Opt 892 Optometric Thesis: Completion
A continuation of Opt 791. Requirements include the completion of a thesis proposal approved by a faculty advisor. (Session 2 only)

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 961 Seminar in Visual Information Processing

Review of current literature on information flow and analysis in the visual system. Students will read current issues of selected journals and present reports of relevant articles. Special topics will be assigned for more extensive student reports. Presentations on information processing will be given by faculty members and invited guests. 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. Variable credit course (1-4 hours). May be repeated. A minimum of 4 hours is required.

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 Areas 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 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

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 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 964 Teaching Experience
Participate in the teaching of a course or laboratory. Arranged with individual faculty members. 2 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 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 2003-2005

SPRING SEMESTER – 2003

January

- Jan 1, 2003** No classes/patient care scheduled
- Dec 31 - Jan 1** New Year Holiday
No classes/patient care scheduled
- January 2** Administrative/Clinic Offices Open
- January 2 - 3** Faculty Prep Time (Faculty Workshop TBA, attendance expected)
- January 6** FIRST DAY of Spring Semester Classes, 3rd Year Clinic; 4th year session 3 Patient Care and Preceptorships Resume

February

- February 15** LAST DAY 4th year session 3 Patient Care and Preceptorships
- February 17-22** Optional 4th year Patient Care****
- February 24** FIRST DAY 4th year Session 4 Patient Care and Preceptorships

March

- March 6** Academic and Professional Standards Committee
Mid-Semester Review (1:00 PM - 3:00 PM)

- March 22-29** Spring Break - 1st, 2nd, 3rd and 4th Year Session 4 Patient Care*

Administrative/Clinic Offices Open

April

- April 7** NBEO Part III Patient Assessment and Management Examination (PAM)***
- April 18** LAST DAY 3rd Year Patient Care before Finals
- April 19** LAST DAY of classes
- April 21 - 25** FINALS: Spring Semester - 1st, 2nd, and 3rd Year

May

- May 2** Grades due to Optometry Student Services: Spring Semester - 1st, 2nd, and 3rd year
- April 26 - May 27** Optional Patient Care Class of 2004 ***
- May 10** LAST DAY of 4th Year Session 4 Preceptorships *
- May 15** LAST DAY 4th year senior 4 Patient Care
- May 17** Commencement: Class of 2003

SUMMER SEMESTER – 2003

May

- May 5** FIRST DAY of Summer Semester Classes and 3rd Year Clinic Orientation
- May 17** Commencement:
Class of 2003
- May 24 – 26** Memorial Day Holiday
(no classes or patient care scheduled)
- May 27** FIRST DAY of 4th Year Session 1 Patient Care and Preceptorships

July

- July 4** Independence Day Holiday
- July 22** LAST DAY 3rd Year Summer Semester Classes and 3rd Year Summer Semester Patient Care

August

- August 9** LAST DAY 4th Year Session 1 Patient Care and Preceptorships

FALL SEMESTER – 2004

August

- August 18** FIRST DAY 4th Year Session 2 Patient Care and Preceptorships
- August 25** FIRST DAY Fall Semester Classes and 3rd Year Patient Care

- Aug. 30 – Sept. 1** Labor Day Holiday
(no classes or patient care scheduled)

November

- November 1** LAST DAY 4th Year Session 2 Patient Care and Preceptorships
- November 10** FIRST DAY of 4th Year Session 3 Patient Care and Preceptorships
- November 26 – 30** Thanksgiving Holiday:
classes and patient care end at noon on Wednesday

December

- December 4 – 10** Fall Semester Final Examinations
- Dec. 24 – Jan. 1** Holiday Break

SUMMER SEMESTER – 2004

May

- May 3** FIRST DAY of Summer Semester Classes and 3rd Year Clinic Orientation
- May 15** Commencement:
Class of 2004
- May 24** FIRST DAY of 4th Year Session 1 Patient Care and Preceptorships
- May 29-31** Memorial Day Holiday
(no classes or patient care scheduled)

July

July 4 Independence Day
Holiday

July 20 LAST DAY 3rd Year
Summer Semester
Classes and 3rd Year
Summer Semester
Patient Care

August

August 7 LAST DAY 4th Year
Session 1 Patient Care
and Preceptorships

FALL SEMESTER – 2004

August

August 16 FIRST DAY 4th Year
Session 2 Patient Care
and Preceptorships

August 23 FIRST DAY Fall
Semester Classes and
3rd Year Patient Care

September

September 4 - 6 Labor Day Holiday
(no classes or patient
care scheduled)

October

October 30 LAST DAY 4th Year
Session 2 Patient Care
and Preceptorships

November

November 8 FIRST DAY of 4th Year
Session 3 Patient Care
and Preceptorships

November 24 - 28 Thanksgiving Holiday:
classes and patient
care end at noon on
Wednesday

December

December 2- 8 Fall Semester Final
Examinations

Dec. 24 – Jan. 1 Holiday Break

SPRING SEMESTER – 2005

January

January 5 FIRST DAY Spring
Semester Classes and
3rd Year Spring Semester
Patient Care. 4th Year
Patient Care and
Preceptorships resume

February

February 12 LAST DAY 4th Year
Session 3 Patient Care
and Preceptorships

February 21 FIRST DAY 4th Year
Session 4 Patient Care
and Preceptorships

March

March 22 -29 Spring Break (1st, 2nd, 3rd
and 4th Year Session 4
Patient Care)

April

April 18 – 22 Spring Semester
Final Examinations

May

May 7 LAST DAY 4th Year
Session 4 Preceptorships

May 12 LAST DAY 4th Year
Session 4 Patient Care

May TBA Commencement:
Class of 2005

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, which is not accepting new students at this time.

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

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 or obtain it on line. The application deadline is in early December.

Enrollment in the professional program is limited and admission is highly selective. A cumulative GPA of 3.0 is required to apply to the program as is a bachelor's degree. The Admissions Committee considers many factors including:

- Strength and breadth of academic record;
- Evidence of work (volunteer or paid, 100 hours minimum) under the supervision of one or more professionals in the field of physical therapy. Experience at a variety of settings preferred.
- Essay response
- Strength of letters of evaluation;
- Extracurricular and community activities;
- Content of application forms and the care with which they have been prepared.

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

New classes begin in late August of each year; students may not enter the program in the middle of the year. Application procedures must be completed in December. Interviews are usually held in 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 "C" or higher. Courses are to be taken on a graded basis; pass-fail courses are not acceptable. Courses taken to fulfill the science prerequisites must be those for science majors and pre-professional students (e.g. pre-med, pre-pharmacy), and must include a laboratory. Low level, non-science major courses will be unacceptable in meeting the prerequisites. Applicants will need to demonstrate competency in more recent coursework if previous science courses were taken more than seven years prior to application. Listed below are the prerequisites and the Pacific University courses which satisfy the requirements.

Biological Sciences: 12 semester/18

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

Chemistry: 8 semester hours/12 quarter

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

Physics: 8 semester hours/12 quarter

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

Psychology: 6 semester/9 quarter hours.

Must include a course in general psychology. (If taken at Pacific University: Psc 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, Psys 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 bachelor degree requirements along with the pre-physical therapy requirements. Students should note that while there are advantages to completing the pre-physical therapy requirements at Pacific, doing so does not guarantee subsequent admission to the professional physical therapy program.

Financial Aid

A description of the Financial Aid Program at Pacific University, its application procedures, and sources and kinds of financial aid is found earlier in this catalog.

Academic Procedures

The general regulations of the University apply to all students enrolled in the physical therapy program unless otherwise specified. Other matters of academic or professional importance to physical therapy students, for which there are no standing provisions may be referred to the Director of the School of Physical Therapy

Courses in the physical therapy curriculum are open routinely only to students enrolled in the School of Physical Therapy.

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 polices 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
DPT 750	Bioethics Seminar for Physical Therapists	0.25
		16.25

First Year, Second Semester (18 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	Foundations of the Physical Therapy Profession	2
DPT 570	Clinical Internship I	4
DPT 750	Bioethics Seminar for Physical Therapists	0.25
		24.25

Second Year, First Semester (15/16 weeks)

DPT 610	Adult Neuromuscular System: Examination and Intervention I.....	3
DPT 620	Motor Control and Motor Learning	2
DPT 631	Musculoskeletal Examination and Intervention for the Neck and Trunk	3
DPT 640	Clinical Internship II	4
DPT 650	Medical Disabilities and Therapeutic Interventions I	3
DPT 660	Research Methods and Statistics I	2
DPT 750	Bioethics Seminar for Physical Therapists	0.25
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		17.25

Second Year, Second Semester (18 weeks)

DPT 611	Adult Neuromuscular System: Examination and Intervention II	3
DPT 630	Musculoskeletal Examination and Intervention for the Extremities	4
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 750	Bioethics Seminar for Physical Therapists	0.25
		<hr/>
		22.25

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	3
DPT 750	Biomedical Ethics for Physical Therapists	1
DPT 790	Thesis I	1
DPT 690	Educational Strategies for Physical Therapists	3
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		24

Third Year, Second Semester (19 weeks)

DPT 711	Evaluation Seminar II	2
DPT 721	Clinical Internship V	8
DPT 722	Clinical Internship VI	8
DPT 780	Seminar in Community Health Strategies in Physical Therapy	1
DPT 791	Thesis II	2
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		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,

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 trans cutaneous 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 Patient Assessment, Intervention and Therapeutic Exercise

Theory and principles of patient care skills and therapeutic exercise to include exercise equipment, basic nursing skills, stretching/range-of-motion, strengthening and endurance training, transfers, back/neck care, relaxation, fitness, stress reduction, and assistive gait. A strong emphasis is placed on peer collaboration and solving fundamental clinical problems, including evaluation, assessment, and treatment of functional mobility limitations. 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 Foundations of the Physical Therapy Profession

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, the functions of the rehabilitation team and clinical documentation. The course format is variable including lecture, discussion, group work and student presentations. A unit on medical terminology is achieved by independent study. 2 hours minimum. Banaitis

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. Lund-Ekman, Gammon Earhart

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. 2 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. 3 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. 3 hour minimum. Marengo, Medeiros and Faculty

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.

TRANSITIONAL 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 Transitional 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 Transitional 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 Transitional 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 TRANSITIONAL 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
PDPT 720	Clinical Project	6*

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** Course participation requires official acceptance into the program.*

PDPT 711	Clinical Skills for the Cervical Spine	2
PDPT 712	Clinical Skills for the Lumbar Spine	2
PDPT 730	Independent Study	1-3
PDPT 790	NAIOMT - Level II	4
PDPT 791	NAIOMT - Level III	3
PDPT 792	NAIOMT - Level IV	3
PDPT 793	Kaiser 3 month Mentorship	4
PDPT 794	Kaiser 6 month Fellowship	8
PDPT 795	NAIOMT Clinical Residency	8

Course Equivalents

PDPT 710 Clinical Reasoning (4 s.h.) may be substituted by:

- PDPT 711 and PDPT 712 Clinical Skills for the Cervical and Lumbar Spine (4 s.h.)
- PDPT 790 NAIOMT Level II (4 s.h.)
- PDPT 793 Kaiser 3 month Mentorship (4 s.h.)

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

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

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

Residency Affiliations

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

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

Course Descriptions in the Transitional DPT program

PDPT 610 Professional Self-Assessment

A process of critical reflection on daily clinical practice. Structure is provided by the APTA and AAOMPT Descriptions of Advanced Clinical Practice guides for various specialty areas. The outcome is the composition of goals that, upon completion, will improve the participant's clinical performance. Goals will address issues not covered in other courses within the curriculum, and will be stated in language that describes measurable criteria for achievement. Official acceptance to the TDPT program is a prerequisite. Nee. 1-2 semester hours.

TDPT 620 Movement Science

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

PDPT 630 Issues in Health Care and Policy

Examination of various aspects of health care policy and important professional issues relating to physical therapy practice. Addresses various reimbursement models across practice settings relating to Medicare and managed care. Studies reimbursement methodologies, ethics, legal issues, fraud and abuse, and specific issues related to daily practice (practice acts, supervision requirements, etc.). Thomas. 4 semester hours.

PDPT 640/641 Medical Screening - Upper Quarter/Lower Quarter

Studies non-musculoskeletal pathologies from a regional approach rather than by organ system. This approach integrates with standard evaluation procedures used by clinicians and provides the framework for an efficient and comprehensive screening process. Addresses atypical signs and symptoms that may arouse suspicions of a non-musculoskeletal pathology. Lecture and lab. Nee and Rutt. 3 semester hours each.

DPT 690 Educational Strategies for Therapists

Instructional design and methods for physical therapy curriculum in academic, clinical and community settings. Learning theory is emphasized with a focus on applications in instruction. Narode. 3 semester hours.

PDPT 700 Evidence-Based Practice / Research

Enables the participant to establish a foundation for evidence-based practice. Develops and refines skills in the implementation of EBP strategies. Nee. 4 semester hours.

PDPT 710 Clinical Reasoning

Focus on various aspects of clinical reasoning by physical therapists including strategies that differentiate expert from novice clinicians. Participants will further develop skills for analyzing and facilitating their own clinical reasoning as well the clinical reasoning processes of peers, novice clinicians, and students. Christensen. 4 semester hours.

PDPT 711/712 Clinical Skills for the Cervical Spine/Lumbar Spine

Courses provide an introduction or review of basic manual therapy skills for addressing musculoskeletal disorders in the spine. The Australian Approach to manual therapy serves as the foundation for utilizing clinical reasoning and evidence-based practice concepts during patient management. Discusses how the biopsychosocial nature of spine pain impacts examination and intervention. Nee. 2 semester hours each.

PDPT 720 Clinical Project

An independent work that concludes with presentation to the PT faculty. The format of the juried project may include a research design such as randomized controlled trials, single-subject research, reliability and validity studies, surveys; other formats include case studies or development of tools for patient or clinical education. PDPT 700 Evidence Based Practice a prerequisite. Faculty. 1-6 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 a detailed biomechanical assessment and mobilization/manipulation techniques to the spine and extremities with the rationale for manual therapy. 4 semester hours. This course may substitute for PDPT 710 Clinical Reasoning.

PDPT 791 NAIOMT Level III -
Upper Quadrant, Lower Quadrant is an integration of information generated from the assessment, and illustration of how dysfunction remote from the symptomatic source may be causal or contributory. Advanced biomechanical assessment, mobilization/manipulation and stabilization techniques, and extremity joint advanced techniques are taught. 3 semester hours. 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 spinal techniques; rationale and application. 3 semester hours. In combination with PDPT 791 NAIOMT Level III this course may substitute for PDPT 640/641 Medical Screening Upper Quarter and Lower Quarter.

PDPT 795 NAIOMT Clinical Residency

A minimum of 440 hours of supervised clinical residency hours and clinical tutorials with NAIOMT-registered clinical residency instructors. Residency hours occur at instructional Levels II, III and IV. 2 semester hours. This course may contribute 2 semester hours toward PDPT 720 Clinical Project.

Kaiser Permanente Hayward Physical Therapy 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

2003-2005

2003 SPRING SEMESTER

January

January 6 First Day of Classes -
First and Second Year
Students

January 6 - (8 wk) Third Year
February 28 Students - Clinical
Internship V

January 20 MLK Day

February

February 13 & 14 Mid-Winter Break
First and Second Year
Students

February 12-16 CSM - APTA -
Tampa, Florida

February 24 Third Year Students
- **March 7** Special Topics Classes

February 17 (4 wk) Second Year
- **March 14** Students - Clinical
Internship III

March

March 5 Recruitment Day

March 14-16 OPTA Spring Conference
- Portland, OR

March 17 (8 wk) Third Year
- **May 9** Students - Clinical
Internship VI

March 24-28 Spring Break - First and
Second Year Students

April

April 28 - May 2 First Year Students
Final Examinations

May

May 12 - June 6 (4 wk) First Year
Students - Clinical
Internship I

May 5 Third Year Students
Final draft of thesis due

May 14-15 Third Year Students
Thesis Presentations

**May 7-9 and
12-14** Second Year Students
Final Examinations

May 15 Third Year Students
Last Day for submission
of finished thesis

May 17 (Saturday)
Commencement

June

June 18-21 APTA National Conference
- Washington, DC

2003 FALL SEMESTER

August

August 18 - 19 Conference for Faculty/
Administrators

August 21 9:30 a.m. - 3 p.m. First
Year Physical Therapy
Student Orientation

**August 11-
October 3** (8 wk) Third Year
Students - Clinical
Internship IV

August 25 (Monday) First Day of
Classes First and Second
Year Students

September

September 2 Labor Day Holiday
no classes

October

October 6 Third Year Students
Start of Classes

**October 6 -
October 31** (4 wk)
Second Year Students
Clinical Experience II

October TBA OPTA Fall
Conference TBA

October TBA (tentative) APTA National
Student Conclave - TBA

November

November 27 (noon), 28
Thanksgiving Vacation

December

**December
3,4,5,8,9,10** Final Examinations

**December 11 -
January 2** Christmas Vacation

Subject to change

2004 SPRING SEMESTER

January

January 5 First Day of Classes -
First and Second Year
Students

**January 5 - (8 wk) Third Year
February 27** Students - Clinical
Internship V

January 20 MLK Day

February

February 12-13 (tentative) Mid-Winter
Break First and Second
Year Students

February CSM - APTA - TBA

March 1-12 Third Year Students
Special Topics Classes

**February 9 (4 wk) Second Year
- March 8** Students - Clinical
Internship III

March

**March 15 (8 wk) Third Year
- May 7** Students - Clinical
Internship VI

March 22-26 Spring Break - First and
Second Year Students

April

May 3-7 First Year Students
Final Examinations

May

May (tentative) OPTA Spring
Conference - TBA

May 10 - June 4 (4 wk) First Year
Students - Clinical
Internship I

May 10 Third Year Students
Final draft of thesis due

May 12-13 Third Year Students
Thesis Presentations

**May 5-7 and
10-12** Second Year Students
Final Examinations

May 13 Third Year Students
Last Day for submission
of finished thesis

May 15 (Saturday)
Commencement

June

June APTA National
Conference - TBA

2004 FALL SEMESTER

August

Aug 16-17 Conference for Faculty/
Administrators

Aug 19 9:30 a.m. - 3 p.m. First
Year Physical Therapy
Student Orientation

Aug -Oct (8 wk) Third Year Students -
Clinical Internship IV

Aug 23 (Monday) First Day of Classes -
First and Second
Year Students

Sep 4-6 Labor Day Holiday –
no classes

Oct Third Year Students -
Start of Classes

Oct (4 wk) Second Year Students -
Clinical Internship II

Oct TBA OPTA Fall
Conference TBA

Oct TBA APTA National
Student Conclave

November

Nov 27 (noon), 28 Thanksgiving Vacation

Dec TBA Final Examinations

December

Dec TBA- Jan 2 Christmas Vacation

2005 SPRING SEMESTER

January

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

Jan -Feb (8 wk) Third Year Students -
Clinical Internship V

February

Feb TBA Mid-Winter Break -
First and Second
Year Students

Feb TBA CSM – APTA

Feb -Mar TBA Third Year Students -
Special Topics Classes

Feb -Mar (4 wk) Second Year Students -
Clinical Internship III

March

Mar TBA Recruitment Day

Mar - May (8 wk) Third Year Students -
Clinical Internship VI

Mar 22-29 (tentative) Spring Break
- First and Second
Year Students

April

Apr - May TBA First Year Students -
Final Examinations

May

May TBA OPTA Spring
Conference – TBA

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

May TBA Third Year Students -
Final draft of thesis due

May TBA Third Year Students -
Thesis Presentations

May TBA Second Year Students -
Final Examinations

May TBA Third Year Students -
Last Day for submission
of finished thesis

May TBA (Saturday)
Commencement

June

June TBA APTA National
Conference

**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 Commission on Education for the Physician Assistant. Graduates from an ARC-PA accredited program are eligible to sit for the national Physician Assistant certification examination.

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

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

Admission to the Physician Assistant Program

Applicants to the program are required to apply on-line through the Central Application Service for Physician Assistants (CASPA): <www.caspaonline.org>. The CASPA deadline is September 15. Applicants are also required to submit the Pacific University's Supplemental Application. The supplemental application may be downloaded in a PDF file from <www.pacificu.edu/admissions/PASup.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 bachelor's 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, selected applicants are invited for on-campus personal interviews. The interview is required and is a strong contributing factor in the admission decision. It allows the Admissions Committee to assess essential skills and traits, which may not be reflected in the application. In the interview, consideration is given to knowledge of the profession, motivation toward a career as a Physician Assistant, ability to think clearly and logically, self-confidence, and verbal expression of ideas.

The Physician Assistant Program Admissions Committee considers the following factors in the selection process:

- strength and breadth of academic record
- type and depth of prior health care experience
- strength of letters of evaluation
- content of application forms and care with which they have been completed
- quality of writing ability as demonstrated by personal narrative
- understanding of the Physician Assistant profession
- type of community activities
- strength of on-campus personal interview

Prerequisite Courses

The Applicant must complete a bachelor's degree in any discipline and all of the prerequisite courses prior to enrollment in the professional program. Prerequisite courses must be completed with a grade "C" or higher and must be taken on a graded basis. 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 – 11 semester hours
 - Anatomy (one course with lab)
human preferred
 - Physiology (one course with lab)
human preferred
 - Microbiology or Bacteriology
- Chemistry – 11 semester hours
 - Organic Chemistry or Biochemistry (one course, no lab)
 - Two other Chemistry Courses with lab
- Statistics – 3 semester hours
 - Course must be taken in the department of psychology, sociology, statistics, or math.

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

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 when possible.
 - 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

1. During the didactic year, a student with the potential of obtaining a grade of "C" or lower in a course is asked to meet with the course instructor,

- academic coordinator and academic advisor to discuss the student's performance in the course in question. If the academic coordinator is also the course instructor or advisor, another faculty member will also attend the meeting. An action plan is developed to improve the student's performance. The action plan is placed in the student file and a copy given to the student. If the student receives a failing grade for the course or if the GPA for any semester is below 3.0, then a Level II Academic Review is 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 is developed identifying areas for improvement in the remainder of the rotation. The action plan is placed in the student file and a copy given to the student. If the student receives any less than a satisfactory score for any item on the rotation evaluation, then a Level II Academic Review is held.
 3. The Academic or Clinical Coordinator notifies 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 is comprised of the following individuals:
 - Academic Coordinator
 - Associate Director
 - Medical Director
 - Clinical Coordinator (for clinical year issues)
 - Student PA Faculty Advisor
 - Course Instructor/Preceptor 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, a below expectations evaluation or concerns regarding the student's ability to perform credibly as a PA, 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 of a student's unsatisfactory academic performance.
 - b. The Program Director convenes the Academic Performance Committee within 2 (two) calendar weeks of notification from the course instructor or academic advisor.
 - c. The Academic Performance Committee and the student are notified in writing of the date and time of the committee meeting by the Program Director.
 - d. Prior to the meeting of the Academic Performance Committee, the academic advisor meets with the student to inform the student of the process and review the student's academic performance.

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 results 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 2 (two) working days of the meeting.
 - i. The Program Director and the academic advisor sign the action plan and it is placed in the student's file with a copy given to the student.
 - j. The VP for Academic Affairs and the Dean of Students are notified immediately if the committee decides to terminate a student from the program
5. A student who fails to meet the terms of the action plan or who has academic difficulties in other courses or rotations may be dismissed from the program. In these situations, the Academic Performance Committee reviews the student's performance and makes a recommendation concerning the student's continuation in the program. The above guidelines and time frames are followed for this process.
 6. There may 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 may also be exceptional circumstances where the first action plan will be to terminate the student.
 7. In the absence of the Program Director, the Associate Director 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 a review.
3. Any faculty member, course instructor, clinical preceptor or other individual involved with observing the student's behavior should immediately notify the Program Director 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 (two) calendar weeks from the receipt of the complaint. The Program Director notifies the VP for 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 develops 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 (two) working days of the decision of the committee. The student, Program Director and the academic advisor sign the action plan and it will be placed in the student's file. The VP for Academic Affairs and Dean of Students are notified immediately if the committee decides to terminate a student from the program.

7. There may 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 Associate Director 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 for Academic Affairs within 10 (ten) 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 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 (for clinical rotations missed during approved LOA)
 - IF = Incomplete pending "F" (for course/rotation with incomplete course work)
 - P = Pass
 - NP = No Pass
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, 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, course failure 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. The PA Program does not allow students to take proficiency exams to test out of any course within the PA curriculum and does not accept transfer students from other PA programs.

7. 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.

8. INCOMPLETE – CLINICAL ROTATIONS

- a. A student with an incomplete grade for non-completion of required written assignments has 7 (seven) 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 receives an incomplete grade for any rotation missed during an approved leave of absence or due to an academic performance action plan.
- c. A student will receive an incomplete grade for a clinical rotation when a preceptor expresses concern over the student's clinical ability and the Academic Performance Committee recommends extending the rotation for an additional 4-8 weeks.
- d. The student pays full tuition in the semester the incomplete grade is posted for the missed clinical rotation. Tuition will not be charged during the semester when the rotation is completed provided it occurs as specified per the rotation completion action plan.

- e. The Clinical Coordinator develops an action plan for the completion of missed 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.
- f. Any student who receives an Incomplete for a rotation within the clinical year must complete the rotation following the next fall semester.
- g. In order to be eligible for financial aid during this extra semester, the student must register for a 1-credit Independent Study (pass/fail) for each 4-week rotation being completed. An independent study contract must be developed and approved by the Clinical Coordinator and the Program Director and filed with the Registrar in order for the student to be eligible for financial aid.
- h. A copy of the Independent Study Contract is placed in the student's file. The Independent Study is completed concurrently with the clinical rotation.
- i. 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.

9. REPEAT ACADEMIC COURSES

- a. A student may be required to retake academic courses already completed as a part of an Academic Performance action plan.
- b. The student pays full tuition in the semester the course was completed. Tuition will not be charged during the semester when the course is repeated as per the Academic Performance Action plan.
- c. In order to be eligible for financial aid during this extra semester, the student must register for an Independent Study (pass/fail) for each course being repeated.

d. An independent study contract must be developed and approved by the Academic Coordinator, other course instructors and the Program Director and filed with Registrar in order for the student to be eligible for financial aid. A copy of the Independent Study Contract is placed in the student's file.

10. GRADUATION

a. A student is not permitted to graduate until the graduate project is completed and the paper accepted by the faculty.

b. A student who has not completed all rotations will be permitted to participate in the graduation ceremony provided all of the following criteria are met:

- Clinical project paper/presentation completed and accepted by faculty.
- Faculty agree student can successfully complete remaining rotations by end of fall semester.
- Student can participate in graduation ceremony including hooding but will receive a blank diploma.
- Student can attend the awards banquet but will not participate in the PA certificate and oath ceremony.

RE-TESTING

1. 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.
2. 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, unless recommended by the Academic Performance Committee.
3. A re-take examination is defined as the examination given to a student who fails either a written, oral or clinical skills examination. Should the student successfully pass the retake exam, the recorded grade for the exam will be the average of the two tests. If the student fails the retest, the course instructor can request review of the student's performance by the Academic Performance Committee.

4. 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 of 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 receive a "C" for the course, be allowed to continue in the program and 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. The committee can decide to place the student into a 2 year didactic deceleration program or require the student to restart the program the next academic year to repeat the failed course.
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. The committee can decide to place the student into a 2 year didactic deceleration program or require the student to restart the program the next academic year to repeat the failed course.
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. On a case by case basis, the committee can decide to place the student into a 2 year didactic deceleration program, require the student to restart the program the next academic year or dismiss the student from the program.

4. If a student receives failing grades for three of the basic science courses (anatomy, physiology or pharmacology I), the student will be dismissed from the program.
 5. If a student receives a "C" grade in two or more of the basic science courses (anatomy, physiology or pharmacology I), the student will be brought to the Academic Performance Committee to determine action which could include placing the student into a 2 year didactic deceleration program.
 6. 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.
 7. 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. Failure of either the Internal Medicine or Family Medicine rotation constitutes grounds for termination from the program.
 8. Should the Academic Performance Committee allow a student to repeat a failed course or rotation, the student will be charged tuition based on the number of credits to be repeated. The student's transcript will show an "F" in the semester the course was unsuccessfully completed. A separate grade is issued during the semester the course was repeated. Both grades are a permanent part of the transcript.
- 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.
 - d. Exams may be given on-line.
 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. Primary Care and Pharmacology
 - c. Emergency Medicine/Surgery
 - d. Clinical Medicine Seminars
 - 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.

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

- 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 PCKRAT, 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 reviews the evaluation with the student before submission to the clinical coordinator.
3. A student may submit a request for review of an evaluation within 3 (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 (five) 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. During on-line testing all other computer programs must be closed. All sounds must be turned off. Once testing is complete, the student should close his/her computer and leave the testing site. Computers can be dismantled after all students have completed the exam.
5. Students are not permitted to download or copy any part of an on-line test. Should a student do so, it is grounds for dismissal from the program.
6. If a computer is not required during testing, it must be turned off until all students have completed the examination.
7. Electronic equipment (computers, PDAs, etc.) should be used solely for curriculum work while in an instructional setting.
8. All electronic equipment sounds (cell phone, beeper, computer, PDA, etc.) should be turned off while in an instructional setting.
9. 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.
10. 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.
11. Students are encouraged to participate in classroom discussions and other types of interactive learning processes.
12. The student giving a presentation to the class is responsible for the copying of handouts and the set-up and operation of multimedia equipment.
13. 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.
14. The student is expected to notify the program and/or the course instructor if he/she must miss a class, an examination or a presentation due to an illness or unexpected emergency. In all other circumstances, the student must obtain permission, at least 1 (one) week in advance from the instructor to miss a class, an exam or to postpone an oral presentation. Students with an unexcused absence are not permitted to take the test or to give the oral presentation at another time and will receive a failing grade for the test or presentation.
15. Attendance: Students are expected to attend all classes, seminars, clinical skills testing sessions and rotation activities. Unexcused absences will result in academic action to include decreasing letter grade for a course, incomplete grade for seminar course and/or course failure. Each course instructor indicates in the course syllabus the consequences resulting from non-attendance in that course or clinical rotation. In the event that a student is found to sign in for another student, both students will be subject to disciplinary action as per University and Program ethics policies.

INSTRUCTOR RESPONSIBILITIES

1. It is the responsibility of the course instructor to outline the evaluation process, attendance requirements and re-testing policy 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 28 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 (4 months) at a clinical site selected by the student

Phase I Didactic Year**Summer Semester
(16 weeks, 19 semester hours)**

PA 500	Introduction to Distance Education.....	2
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	2
PA 515	Introduction to PA Profession	1
PA 555	Clinical Medicine Seminars	1
		<hr/> 19

**Fall Semester
(16 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	6
PA 580	Surgery/Emergency Medicine	6
PA 521	Psychosocial Dynamics of Health Care II.....	3
PA 595	Concepts in Evidence Based Healthcare	2
Electives:		
PA 535	Spanish Language Seminar	1

PA 536	Spanish Language Seminar	3
		19 + electives
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Phase I Total		58 + electives

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
		—
		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
		—
		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
		—
		17

* *Note: Each student must complete the following rotations:*

PA 630	Family Medicine	12
PA 631	Internal Medicine	8
PA 633	In-patient Medicine	4
PA 634	Surgery	4

PA 636	Emergency/Urgent Care ...	4
PA 637	Elective Rotation I Community Medicine	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

(14 weeks, 9 semester hours)

PA 696	Graduate Project and Presentations (13 weeks)	8
PA 665	Professional Practice Seminar IV (one week)	1

Phase III Total 9

COURSE DESCRIPTIONS

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

PA 500 Introduction to Distance Education Seminar

This is an on-line, self-study course with an emphasis on student learning. The course will contain five modules covering computer systems, review of anatomy and physiology, medical terminology and on-site orientation. 2 hours; Summer Phase I.

PA 510 Current Topics in Healthcare

Overview of the healthcare delivery system in the U.S. including the history of public health, health policy issues, 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. Part I. 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 535 Spanish Language Seminar I (Elective)

Introduction to Spanish culture and language with an emphasis on medical history. This is a pass/no pass course and attendance is mandatory. Students who speak Spanish are asked to function as tutors. 1 hour; Spring Phase I.

PA 536 Spanish Language Seminar II (Elective)

2-week intensive Medical Spanish and Tropical Medicine course held in San Jose, Costa Rica. Students are responsible for additional tuition (includes meals/home stay) and costs of travel. PA 535 is a required prerequisite. 3 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 I.

PA 550 Gross Human Anatomy with Lab

Advanced study of the structure of the human body with special emphasis upon the musculoskeletal, neurological, cardiopulmonary systems and visceral structures. Laboratory prosection experiences, selected dissection opportunities. 6 hours; Summer Phase I.

PA 552 Human Physiology

Study of normal and pathological function of selected physiological systems and/or organs in the body with application to clinical situations. 3 hours; Summer Phase I.

PA 555 Clinical Medicine Seminars

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

PA 570 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 led problem based learning sessions utilizing case studies. 10 hours; Fall Phase I.

PA 575 Primary Care and Pharmacology

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 led 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 PHTLS. 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 633 In-Patient Medicine
Clinical rotation for 4 weeks in an in-patient setting. Required readings, and patient documentation. 4 hours; Phase II.

PA 634 Surgery Rotation
Clinical rotation for 4 weeks in a surgical setting with an emphasis on inpatient, outpatient, and the surgical arena. Required readings, and patient documentation. 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
(Community Medicine)**
Clinical rotation for 4 weeks in a community medicine setting such as a prison, health department, family planning/STD clinic, international setting, community mental health or other community based locations. 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 14 weeks followed by a one week seminar with oral presentation to student body, faculty, and guests. Required written paper of publishable quality. 8 hours; Summer Phase III.

School of Physician Assistant Studies Academic Calendar 2003-2005

DIDACTIC YEAR

SPRING SEMESTER

January 6 - April 25, 2003

January

January 6 (Mon) Spring Semester classes begin

January 20 (Mon) Diversity Celebration - MLK

March

March 22-30 Spring Break

April

April 25 Last Day of Classes

April 26 Student Break 2 weeks
- **May 11**

SUMMER SEMESTER

May 5-August 22, 2003

May

May 5-27 On-Line Seminar Distance Education

May 26 (Mon) Holiday/
Memorial Day

May 28-30 (Wed/Th/Fri) Orientation

June

June 2 (Mon) Summer Semester classes begin

June 7 (Sat) Welcome Picnic

July

July 4 (Fri) Holiday/Fourth of July

August

August 8 (Fri) Last day for Anatomy/Physiology

August 11 (Mon) First Day for Pharmacology I

August 22 (Fri) Last Day of Classes

August 23 Student Break 1 week
- **September 1**

FALL SEMESTER

September 2 - December 19, 2003

September

September 1 (Mon) Holiday/
Labor Day

September 2 (Tues) Fall Semester classes begin

October

October 6 National PA Day

November

November 26 (noon) Holiday
Thanksgiving

November 27-30 Holiday/Thanksgiving

December

December 19 (Fri) Last Day of Classes

December 19 Holiday Party
both classes

December 20 Student Holiday Break
- **January 4** 2 weeks

December 24 Office Closed
- **January 4**

SPRING SEMESTER

January 5 - April 23, 2004

January

January 5 (Mon) Spring Semester
classes begin

January 19 (Mon) Diversity
Celebration - MLK

March

March 20-28 Spring Break

April

April 23 Last Day of Classes

April 24 Student Break 2 weeks
- **May 9**

CLINICAL ROTATION YEAR

SPRING SEMESTER

January 6 - May 2, 2003

January

January 6-31 Rotation 8 - 4 weeks

February

February 3-28 Rotation 9 - 4 weeks

March

March 3-28 Rotation 10 - 4 weeks

March 31 Rotation 11 - 4 weeks
- **April 25**

April

April 28 Professional Practice
- **May 2** Seminars III

May

May 3-11 Student Break 1 week

SUMMER SEMESTER

May 12-August 15, 2003

May

May 12-16 Clinical Skills Seminar
Week

May 19 - June 13 Rotation 1 - 4 weeks

June

June 16 - July 11 Rotation 2 - 4 weeks

July

July 14 - Aug. 8 Rotation 3 - 4 weeks

August

August 11-15 Professional Practice
Seminars I - 1 week

August 16-24 Student Break - 1 week

FALL SEMESTER

August 25 - December 19, 2003

August

August 25 Rotation 4 - 4 weeks
- **September 19**

September

September 1 (Mon) Holiday/
Labor Day

September 22 - **October 17** Rotation 5 - 4 weeks

October

October 6 National PA Day

October 20 - **November 14** Rotation 6 - 4 weeks

November

November 17 - **December 12** Rotation 7 - 4 weeks

December

December 15-19 Professional Practice
Seminar II - 1 week

December 19 Holiday Party
both classes

December 20 - **January 4** Student Holiday Break
2 weeks

SPRING SEMESTER

January 5 - April 30, 2004

January

January 5-30 Rotation 8 - 4 weeks

February

February 2-27 Rotation 9 - 4 weeks

March

March 1-26 Rotation 10 - 4 weeks

March 29 - **April 23** Rotation 11 - 4 weeks

April

April 26-30 Professional Practice
Seminars III - 1 week

May

May 1-9 Student Break - 1 week

CLINICAL PROJECT

SUMMER SEMESTER

May 12 - August 22 2003

May

May 12-August 1 Clinical Project - 12 weeks

May 24-June 1 AAPA Conference Break

August

August 4-8 Professional Practice
Seminars IV - 1 week

August 11-22 Clinical Project
Presentations - 2 weeks

August 23 Graduation:
Class of 2003

EVENTS CALENDAR

May 2003-April 2004

May

May 22-27 AAPA/APAP/SAAPA
Annual Conference
New Orleans

June

June NCCPA Board
Application Due

September

Sept. - Nov. NCCPA Boards

October

October 6 National PA Day

October APAP Mid-Year Meeting

October OSPA Fall Meeting

April

April OSPA Spring Meeting

DIDACTIC YEAR

SUMMER SEMESTER

May 3 - August 20 2004

May

May 3-25 On-Line Seminar
Distance Education

May 26-28 Orientation

May 31 Holiday – Memorial Day

June

June 1 Summer Semester
classes begin

June 5 Welcome Picnic

July 5 Holiday - July 4

August

Aug 6 Last day for Anatomy/
Physiology

Aug 9 First Day for
Pharmacology I

Aug 20 Last Day of Classes

Aug 21-29 Student Break – 1 week

FALL SEMESTER

August 30 - December 17, 2004

August

Aug 30 Fall Semester
classes begin

September

Sept 6 Holiday - Labor Day

October

October 6 National PA Day

November

Nov 24 (noon) Holiday -
Thanksgiving

Nov 25-28 Holiday - Thanksgiving

December

Dec 17 Last Day of Classes

Dec 17 Holiday Party both
classes

Dec 18-Jan 2 Student Holiday Break –
2 weeks

Dec 24-Jan 2 Office Closed

SPRING SEMESTER

January 3 - April 29 2005

January

Jan 3 Spring Semester classes
begin

Jan 17 Diversity Celebration -
MLK

March

Mar 19-27 Spring Break

April

Apr 29 Last Day of Classes

Apr 20-May 15 Student Break – 2 weeks

CLINICAL ROTATION YEAR

SUMMER SEMESTER

May 10 - August 13 2004

May

May 10-14 Clinical Skills Seminar
Week

May 17-June 11 Rotation 1 - 4 weeks

June

June 14-July 9 Rotation 2 - 4 weeks

July

July 12-Aug 6 Rotation 3 - 4 weeks

August

Aug 9-13 Professional Practice Seminars I – 1 week

Aug 14-22 Student Break – 1 week

FALL SEMESTER

August 25 - December 17 2004

August

Aug 23-Sept 17 Rotation 4 - 4 weeks

September

Sept 6 Holiday - Labor Day

Sept 20-Oct 15 Rotation 5 - 4 weeks

October

October 6 National PA Day

Oct 18-Nov 12 Rotation 6 - 4 weeks

November

Nov 15-Dec 10 Rotation 7 - 4 weeks

December

Dec 13-17 Professional Practice Seminars II – 1 week

Dec 17 Holiday Party both classes

Dec 18-Jan 2 Student Holiday Break – 2 weeks

SPRING SEMESTER

January 3 - April 29 2005

January

Jan 3-28 Rotation 8 - 4 weeks

Jan 31-Feb 25 Rotation 9 - 4 weeks

February

Feb 28-Mar 25 Rotation 10 - 4 weeks

March

Mar 28-Apr 22 Rotation 11 - 4 weeks

April

Apr 25-29 Professional Practice Seminars III – 1 week

May

May 2-6 Student Break – 1 week

CLINICAL PROJECT

SUMMER SEMESTER

May 10 - August 20 2004

May

May 10 – July 30 Clinical Project - 12 weeks

June

June AAPA Conference Break

August

Aug 2-6 Professional Practice Seminars IV – 1 week

Aug 9-19 Clinical Project Presentations – 2 weeks

Aug 21 Graduation

Master's Completion Program

PRACTICING PHYSICIAN ASSISTANTS

The Physician Assistant Profession through the American Academy of Physician Assistants (AAPA) and Association of Physician Assistant Programs (APAP) recognizes that physician assistant (PA) education in accredited programs is conducted at the graduate level regardless of the degree that is awarded. Therefore, the profession is now actively recommending that all programs grant a master's as the terminal degree that is more reflective of this higher level of study. Because of this change within the profession, there are many practicing PAs who did not receive a master's degree as the credential at their program. Admission to an undergraduate PA program requires at least 60 transferable semester credit hours and an average of 1000 hours of patient care experience. Since the average undergraduate PA program is 24 months in length with at least 95 semester hours, there should be a mechanism for practicing PAs with a bachelor's degree to complete some additional coursework to obtain a master's degree.

MASTER OF HEALTH SCIENCES

The Pacific University School of Physician Assistant Studies offers a 30-credit master's completion program for practicing PAs that acknowledges the student's prior PA education by granting 10 graduate credits for PA coursework that is equivalent in depth and quality to master's level clinical study. The student then completes 20 additional credits to obtain the Master's of Health Science degree through the Pacific

University School of Physician Assistant Studies. Courses are completed entirely on line and the clinical project is conducted at the employment site of the PA.

ACCREDITATION

The Pacific University School of Physician Assistant Studies is fully accredited by the Accreditation Review Commission on Education for the Physician Assistant. Pacific University is accredited by the Northwest Association of Schools and Colleges.

CONTINUING MEDICAL EDUCATION

Courses taken for the Master's Completion Program are eligible for Category II continuing medical education credit or may be included as part of Pathway II for NCCPA re-certification. For more information contact: www.nccpa.net.

ADMISSION TO THE MASTER'S COMPLETION PROGRAM

Applicants to the program are required to submit the Master's Completion Program application form. The application may be downloaded in a PDF file from www.pacificu.edu/admissions/grad/pa/pa2_app.pdf or requested from the PA Program Office.

PREREQUISITES

- Bachelor's Degree
- Completion of Accredited PA Program
- Current NCCPA Certification
- Computer Skills – word processing, internet, e-mail

APPLICATION REQUIREMENTS

- Completed application form
- Transcripts from all Universities/ Colleges attended
- Copy of current NCCPA Certification
- Letter of Support from Physician who agrees to supervise the student during the Master's Completion Program
- Copy of state license
- Recent Passport photo
- \$100 non-refundable application fee

APPLICATION DEADLINES

(Students may begin program in any semester.)

- Fall Semester (September-December): July 1
- Spring Semester (January-April): November 1
- Summer Semester (May-August): March 1

ON-LINE ORIENTATION

- Fall Semester: August 15-31
- Spring Semester: December 15-31
- Summer Semester: April 15-30

TUITION

- Option 1: One time payment – \$3500 payable at start of program
- Option 2: 16 Monthly payments – \$250 per month for total of \$4000
- Financial Aid –Loans available
- Books –Approximately \$400-\$500

POLICIES**ADMISSIONS**

1. Admission to the Master's Completion Program (MCP) is based on completion of the prerequisites and submission of a completed application by the advertised deadline.
2. Applicants are sent an admission letter with a demographic form to complete.
3. The completed demographic form is considered the student's acceptance of enrollment into the program.
4. Once the completed demographic form is received, the student is sent an orientation packet, registered for the program and eligible for financial aid.
5. The student is charged a one-time non-refundable fee at the start of the program or may opt to pay monthly payments over 16 months.
6. Students are registered for four consecutive semesters and are expected to complete all work for each course within the semester.
7. Students have 2 (two) years to complete the program.
8. Applicants must identify 10-semester credits or 15-quarter hours from their PA program to be applied as transfer credit to the Master's Completion Program.
9. Faculty review and approve the transfer credit to be applied to MCP and notify the Registrar of such credits.

ORIENTATION

1. Once the completed demographic form is received, the student is sent an orientation packet.
2. Students are given access to WebCT one month prior to the start of class with assignments designed to teach the use of the system.
3. Each student receives a University e-mail account that is used by the program for all correspondence with the students. Students are taught how and are responsible for forwarding their University e-mail to their personal e-mail.

STUDENT RESPONSIBILITIES

1. Academic honesty is required and the student is expected to behave in a manner consistent with Program and University standards and violations of these policies may result in dismissal from the program. Although some courses will encourage collaboration between students, all course work is expected to be completed and submitted on-time by the individual student.
2. Students are encouraged to participate in discussions and other types of interactive learning processes via WebCT.
3. The student giving a presentation at his/her clinical site is responsible for the copying of handouts and the set-up and operation of multimedia equipment.
4. Videotaping of presentations is the student's responsibility and a copy of the videotape and PowerPoint presentation is sent to the program by the due date.
5. Students are to utilize the physician preceptor for the clinical project design and implementation.
6. Students are to discuss cases with other class members and consult with the physician preceptor as indicated.

FACULTY RESPONSIBILITIES

1. It is the responsibility of the course instructor to outline the course requirements in the syllabus and post all course information on WebCT.
2. The instructor (or his/her designee) is responsible for responding to student e-mails within 3 (three) working days.
3. The instructor is to immediately inform a student if his/her performance is less than satisfactory at any time during the course.
4. It is the prerogative of the instructor to determine whether or not to approve a student's request to complete coursework at a later date.

CLINICAL PRECEPTOR

1. The student identifies a physician on the application form to act as the clinical preceptor for the student during the program.
2. Physician must submit a letter of support agreeing to serve as the clinical preceptor for the student.
3. The Clinical Preceptor is responsible for the following:
 - Assisting the student with the development and implementation of the clinical project.
 - Seeking local IRB approval for the project, as indicated.
 - Evaluating student presentations using the MCP presentation evaluation form.
 - Discussing case studies with the student related to courses in the program.

LIBRARY and INTERNET RESOURCES

1. Students can access the Pacific University library databases and interlibrary services via the University home page or the MCP home page under Course Resources.
2. Students can access PubMed and other medical databases via the MCP home page under Course Resources.
3. A list of Internet websites is provided to students via the MCP home page under Course Resources.
4. Links to PowerPoint tutorial web site is provided via the MCP home page under Course Resources.
5. Links to purchase books and multimedia resources required for courses is provided via the MCP home page under Course Resources.

STUDENT COMPUTER ISSUES

1. All students are required to have a computer for use during the program. The program provides list of recommended specifications for students who need to purchase a computer.
2. Prior to beginning the program, students are expected to have a working knowledge of word processing, e-mail and accessing the Internet.

3. The following computer based activities are completed by students during the program:
 - a. Term papers and case studies
 - b. PowerPoint presentations
 - c. Evaluation of data for the clinical project
 - d. Internet searches
 - e. E-mail
 - f. Chat Rooms and Discussion for interactive course assignment
4. At the end of the program, the student is able to do the following:
 - a. Use e-mail and the Internet to find and exchange information.
 - b. Word processing at an intermediate level.
 - c. Group assignments using WebCT.
 - d. Conduct medical literature searches and retrieval of information from on-line databases.
 - e. Use power-point software for information display for presentations.
 - f. Use spreadsheet programs to display and analyze data for the graduate project.
3. Students must complete all assignments for an on-line course by the end of the semester unless the course instructor grants an extension with an approved plan and timelines to complete the work.
4. 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.
5. A student with an incomplete grade has until the beginning of the next semester to complete the work for any course.
6. A student unable to complete the course work by the beginning of the next semester must apply for a leave of absence from the program until the work is completed.

LEAVE OF ABSENCE

1. A student may request a leave of absence (LOA) from the program for extenuating personal or family situations for a maximum of one year.
2. The request must be in writing to and approved by the program director noting the reasons for the leave of absence and when the student plans to return to complete the program.
3. A student, who fails to return to the program at the time designated in the LOA request, is dismissed from the program.
4. The Program Director notifies the Registrar and Financial Aid office concerning the dates of a leave of absence or withdrawal from the program.

GRADING/EVALUATION

1. The following is the grading scale for all courses in the Master's Completion Program:
 - A = 90-100%
 - B = 80-89 %
 - C = 70-79%
 - F = <70%
 - IF = Incomplete pending "F"
(incomplete course work)
 - P = Pass
 - NP = No Pass
2. The instructor outlines the evaluation and grading process in the course syllabus. The clinical project design and clinical project are graded with a pass/no pass.

EVALUATION AND ASSESSMENT

1. The School of Physician Assistant Studies is committed to a process of ongoing evaluation of the MCP curriculum with the goal of assuring the best possible education for our students.
2. Evaluative information is obtained from faculty, staff, students, applicants, graduates and employers.

3. The Faculty Curriculum Committee plays an active role in the monitoring and evaluating the Master's Completion Program.
 4. Before the beginning of each semester, faculty review and revise course syllabi including the goals, objectives and expected outcomes for each course.
 5. At the end of each course, students are asked to complete an anonymous evaluation of the course on WebCT.
 6. Upon completion of each semester, the MCP Coordinator meets with each faculty member to review the course evaluations and to recommend improvements in the course.
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.
 3. The Academic Performance Committee is chaired by the Program Director and is comprised of the MCP Coordinator, Academic Coordinator, and the Clinical Project Coordinator.
 4. The following steps are taken if a student receives a final grade below a 'B':
 - a. The MCP course instructor immediately informs the Program Director via e-mail of a student's unsatisfactory academic performance with a copy sent to the student.

OUTCOMES

1. At the completion of the program, each student completes the end of program assessment to evaluate his/her level of competence for each of the tasks listed below.
2. Graduates from the Physician Assistant Master's Completion Program are able to perform the following tasks:
 - Understand and integrate the principles of evidence based clinical practice
 - Integrate information technology into the practice of medicine
 - Utilize medical literature to continuously expand clinical knowledge
 - Solve clinical questions using a problem based approach
 - Develop and implement a clinical project
 - Demonstrate effective oral and written communication skills

ACADEMIC PERFORMANCE

1. Every student is required to achieve a grade of 'B' or better for each on-line course in the MCP curriculum and maintain an overall GPA of 3.0 throughout the program. Failure to meet these standards will result in the review of the student's academic performance by the Physician Assistant Program Academic Performance Committee.
- f. The MCP Program Coordinator contacts the student via phone to review the action plan within 2 (two) working days of the meeting.
 - g. The Program Director and MCP Coordinator sign the action plan and it will be placed in the student's file with a copy sent to the student.
 - h. The VP for Academic Affairs and the Dean of Students are notified immediately if the committee decides to terminate a student from the program.

5. A student who fails to meet the terms of the action plan or who has academic difficulties in other courses 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 may 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 may also be exceptional circumstances where the first action plan will be to terminate the student.
7. In the absence of the Program Director, the MCP 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.
4. The student is asked to participate in the phone 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.
5. The Program Director and the MCP Coordinator review the action plan via phone with the student within 2 (two) working days of the decision of the committee. The Program Director and the MCP Coordinator sign the action plan and it is placed in the student's file with a copy forwarded to the student. The VP for Academic Affairs and Dean of Students is notified immediately if the committee decides to terminate a student from the program.
6. There may 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.
7. In the absence of the Program Director, the MCP 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/ Appeals Board.

ETHICAL MISCONDUCT

1. Students are required to follow the University Academic Code of Conduct and the PA Profession Code of Ethics. Violations of either of these policies can result in the dismissal of a student.
2. 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.
3. The Program Director immediately contacts the student to notify him/her of the complaint and to schedule a phone meeting with the Academic Performance Committee as soon as possible but no later than 2 (two) calendar weeks from the receipt of the complaint. The Program Director notifies the VP for Academic Affairs and the Dean of Students regarding the situation.

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 via e-mail to the VP for Academic Affairs within 10 (ten) working days of receipt by the student of the Academic Performance Committee's decision.

2. University Standards and Appeals board makes the decision to hear an appeal of a decision of the Physician Assistant Academic Performance Committee if one or more of the following criteria are met:
 - There was an error in procedure by the committee
 - There is new information, if available, sufficient to alter a decision
 - The sanction imposed was not appropriate to the severity of the situation
3. Decisions of the University Standards and Appeals Board are final.

MASTER'S COMPLETION PROFESSIONAL CURRICULUM

- Documentation of upper division PA Program Clinical Rotations (10 transfer credits)
- Three on-line courses in sequence (12 total credits)
 [One course offered each semester (4 credits per semester)]
- Design and complete Clinical Project (8 credits)
- PA Faculty/Staff will be available to students on-line, via e-mail and phone

COURSE DESCRIPTIONS

Clinical Rotations (10 Transfer Credits)

Upper division undergraduate PA program clinical rotations include: family medicine, women's health, pediatrics, internal medicine, emergency medicine and surgery. The applicant must identify rotations (10 semester or 15 quarter units) from his/her PA Program curriculum that qualify and the Pacific University PA Program Faculty will determine if the courses meet our criteria. Criterion includes minimum grade of "B" and the credit hours earned beyond the normally required 120 semester or 180 quarter units of college studies for the bachelor's degree.

Any Semester PA-MCP 500 – Introduction to Distance Education Seminar

Series of on-line assignments via WebCT designed to familiarize the student to the tools needed for the distance education program. New students are required to complete the assignments during the 2 (two) weeks prior to the start of PA-MCP 510, PA-MCP 530 or PA-MCP 520.

Fall Semester PA-MCP 510 - Issues in Health Care (4 Credits)

Analysis of health policy, practice management, cultural diversity, reimbursement, complementary alternative medicine and ethics issues on a weekly basis. Students are required to complete a paper on health policy topic citing the current literature and give a presentation of the topic to an appropriate clinical audience in their area. Videotape of the presentation to an appropriate audience and paper are submitted to program. The supervising physician evaluates the student's presentation.

Spring Semester PA-MCP 530 - Evidence Based Health Care (4 Credits)

Application of principles of evidence-based healthcare into clinical practice. Use of journal articles and other evidence based resources to resolve clinical questions and scenarios involving therapy, harm, diagnosis, prognosis, meta-analyses, and other critical appraisal units.

Summer Semester PA-MCP 520 - Clinical Reasoning (4 Credits)

Cases in Primary Care to include internal medicine, pediatrics, women's health care, geriatrics, preventive medicine, pharmacology, diversity and diagnostic medicine. Student to analyze cases and cite references for treatment plans. Students work individually or in groups on the cases and submit assignments.

**PA-MCP 610 Clinical Project
Design (2 credits)**

Student develops a clinical project proposal to be conducted at the clinical facility. The student needs to identify a preceptor at the site who will sponsor and monitor the project. Any human subject research must have approval by the IRB affiliated with the clinical site. The project is evaluated and approved by the PA program faculty.

**PA-MCP 620 Clinical Project
(6 credits)**

Implementation of an approved project at a clinical facility in the student's local area. Data is collected and analyzed with conclusions developed based on the results of the project. Upon completion of the project, the student completes a paper of publishable quality and presents/videotapes the study results before a clinical audience in their area. Videotape of the presentation to an appropriate audience and paper are submitted to program. The supervising physician evaluates the student's presentation. In addition, students are invited (attendance not required) to Pacific University each summer to present papers to PA faculty. All other courses must be completed prior to beginning the clinical project.

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 & 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 a Professional Counselor.

Core faculty of the School are professional psychologists who are committed to a range of applications of psychology. Part-time faculty include both practicing professional psychologists and specialists in relevant areas of academic psychology. In addition to teaching and developing students' skills, faculty are expected to function as models for the ideals of professional behavior and service to the public.

The School maintains a Psychological Service Center (PSC), located in downtown Portland, which provides supervised clinical training experiences to practicum and internship students while offering a wide range of psychological services to the community. Students may also benefit from a wide range of community practicum placements.

Overview Of The Clinical Psychology Program

Pacific University's School of Professional Psychology 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 commu-

nities. 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 Therapy (BT) and Organizational Behavior (OB). Students choose a track near the end of the first year. Some take both tracks. The BT 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 5. Applications received after March 5 are considered on a space-available basis.

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

1. Satisfactory completion of a bachelors degree, with a grade point average (GPA) of at least 3.1 during the last two years.
2. The General Graduate Record Examination (GRE) taken within 5 years of application. Verbal + Quantitative or Analytic score of 1100 or higher is desirable.
3. A strong undergraduate background in psychology. Applicants do not need to have a major, but 4 of the 7 following courses are recommended as preparation for work at the graduate level: Introduction to psychology, personality theory, abnormal psychology, experimental psychology, physiological psychology, social psychology, behavioral statistics. Applicants who do not have such an academic background may demonstrate their knowledge by submitting scores for the Psychology Subject test of the GRE. Note that this portion of the GRE is only administered by paper exam. It should be taken no later than November in order for results to be available by the application deadline.

Students will earn an M.S. in Clinical Psychology en route to the Psy.D.

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

Applicants who meet the above requirements and have been awarded a masters degree from an approved program in 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)
GPSY725	Basic Clinical and Counseling Skills (3 cr)
GPSY727	Introduction to Diagnosis and Treatment Planning (3 cr)
GPSY735	Clinical and Counseling Skills Laboratory (1 cr)

GPSY737	Diagnosis and Treatment Planning Laboratory (1 cr)
GPSY775	Professional Communication (3 cr)

Students who do not have the requisite GPA's, scores, or background but who show exceptional promise will be considered.

Transfer of Credits

Post-baccalaureate work at the graduate level in psychology taken at an accredited university may be evaluated for transfer. An "A" grade must have been achieved and the course instructor and the Director of Academic Issues must determine that the content of the course (based on syllabus documentation) was appropriate through review of the Transfer of Credit Application. In no case will credit be given for previous work that has not been graded or formally evaluated. In cases of courses graded on a Pass/No Pass system, course performance will be carefully evaluated. For the clinical psychology program, a maximum of 21 credits may be transferred from other schools provided these were earned after award of a bachelors degree from an accredited program and within the four years immediately preceding admission to the School. Practicum and internship credits are not transferable.

For the counseling psychology program, the same procedures apply, except that a student may transfer in a maximum of 10 credits from other schools.

Advanced Standing Prerequisites

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

Requirements for Admission to the Respecialization Program

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

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

1. Satisfactory completion of a bachelors degree. A cumulative grade point average of 3.0 on a four-point scale is desired. Those who have less than a 3.0 undergraduate GPA, but show other evidence of high potential are encouraged to apply. (Applicants may demonstrate their academic potential by taking the optional Graduate Record Exam.)
2. Prerequisite courses: Introductory psychology, abnormal psychology, and statistics. CPSY 500 and CPSY 520 may count as meeting the prerequisites. We recommend additional undergraduate courses in psychology, particularly physiological psychology, social psychology, cognition, learning, personality theory, research methods and psychometrics. For those anticipating the organizational behavior track, we recommend industrial/organizational psychology or organizational behavior.

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). The only exception to this rule is for clinical psychology students registered for the full-time internship experience, who will be considered as enrolled full-time.

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

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

An Incomplete ("I") may be requested by a student who has completed a substantial portion of the requirements for a course. The request must be made of the instructor by the time of the last class meeting. Incompletes are given at the discretion of the instructor. Approved Incomplete requests specify the exact criteria and the deadline for completion. (See section VIII of the Program Guide for details of the policy and procedure.) All requirements for the Psy.D. degree must be completed within eight academic years of admission, except in the case of advanced standing and respecialization students, who must complete their program requirements within seven years of admission. All requirements for the M.S. and M.A. degrees in Clinical Psychology must be completed within 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. Clinical psychology classes are held on campus in Forest Grove and at the clinic in downtown Portland. All counseling psychology classes are held at the clinic. 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 I, Practicum II, Internship, Thesis, Dissertation, Laboratories, and Personal Growth are graded on a Pass/No Pass basis. (See section VIII of the Program Guide for further details.)

Good academic standing in the School of Professional Psychology (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 she/he is readmitted.

Graduation

Pacific University offers three degree conferral dates during the academic year: winter, spring, and summer. The conferral date of the degree is after all degree requirements, including internship, have been met. Formal commencement is held in summer only. All degree requirements, with the exception of the doctoral internship (if it is scheduled to be finished by the end of August), must be completed by the conclusion of the Summer Term in order to participate in Commencement. Students who complete degree requirements the preceding Fall or Spring semester are also encouraged to participate in Summer Commencement.

All degree candidates must submit an Application for Degree form to the Registrar's Office by January 15 for spring; June 1 for summer; or October 1 for winter conferral.

Changes in Registration

Changes in course registration (cancellations, additions, or changes in credit hours or audit/credit status) may be made during the first two weeks of each term. Refund of tuition will be according to the University refund policy. Course cancellations after the second week of each term will be recorded as "W" on the transcript.

Students may withdraw through the tenth week of the semester and receive a "W" on the transcript, with no grade penalty. Requests for changes in registration after the second week of class must have the approval of the Director of Academic Issues.

Financial Aid

A description of the Financial Aid Program at Pacific University, its application procedures, and sources and kinds of financial aid are found in this Catalog under "Financial Aid." The School of Professional Psychology also offers financial assistance to qualified Psy.D. students in the form of Service Scholarships, Graduate Assistantships, and Teaching Assistantships.

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 75 credits designated for this degree, including the thesis. Students must complete requirements for the M.S. degree before they may begin to sign up for dissertation credits, take the 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 123-134 (depending on whether any additional prerequisite coursework is required).

Respecialization

In recognition of the need for programs to train psychologists who hold doctorates in other areas of psychology, the School offers a program for respecialization in the clinical area. This consists of professional coursework, 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.

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.

Diversity Day

The School will sponsor an annual Diversity Day to be attended by the entire School, and when appropriate, by others in the metropolitan area. The day will offer academic, scholarly, experiential and social activities. A group of faculty and students will be responsible for planning the activities for each year. Students admitted

to the doctoral program Fall 2001 and thereafter will be required to attend two complete Diversity Day events as a non-credit degree requirement. They may choose to attend any number.

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 I and three terms of Practicum II, with a maximum of 16 hours of clinical work per week, are required for the Psy.D. degree.

Practicum training is designed to develop a foundation of clinical skills and professional competence with diverse client problems and populations, and to prepare for more substantial responsibilities required in the internship. Practicum training is a prerequisite to internship. Each student completes 6 terms (24 credits) of practica. The practicum experience includes a minimum of 500 training hours per year, of which approximately one third to one half are in direct service, one fourth in supervisory and training activities, and the remainder in administrative/clerical duties related to the above. Training entails integration of theoretical knowledge through its application in clinical practice. The experience shall include supervised practice in the application of professional psychological competencies with a range of client populations, age groups, problems and service settings. Practicum training takes place at the Psychological Service Center, as well as at numerous community placements. 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:

1. All required courses (electives may be outstanding)
2. Practicum training

3. The Clinical Competency Examination
Students must sign up to take the candidacy examination no later than the academic year prior to the internship. The candidacy exam must be successfully completed before applying for internship.

Dissertation

As evidence of scholarly competence, the student completes a major work that represents an original contribution to research or practice in professional psychology. In keeping with the practitioner-scholar model of the School, dissertations are not confined to experimental study, but may utilize a variety of formats: case studies of an individual, group, or system; empirical research; program development or evaluation; or a synthesis and extension of the literature. The completed dissertation is defended in an oral examination. In consultation with the academic advisor, it is determined when it is appropriate for the student to begin enrollment in the dissertation. The dissertation requirement is typically fulfilled after advancement to doctoral candidacy and before the internship. The dissertation defense may not be scheduled or conducted until successful completion of the candidacy examination. Students must successfully defend their dissertation proposal before being approved to apply for internship.

Once enrollment in dissertation credits has begun, continuous enrollment must be maintained at the rate of 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, 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 Director 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 (APPIC) Directory, as well as other selected sites that have been specifically approved by the School. Most internship applications are due in November, December, or January, and offers are made in February for placements that begin the following Fall.

Students may be recommended for internship upon:

1. satisfactory completion of the M.S. degree requirements (not applicable to students admitted at advanced standing)
2. satisfactory completion of Practicum I and Practicum II (or anticipated completion by the end of the academic year before internship)
3. successful passing of the clinical competency examination
4. successful defense of the dissertation proposal
5. "satisfactory" or "acceptable with concerns" standing in the program

Students who are on probation or warning will not be approved to apply for internships. Such students may petition the faculty if they feel there are extenuating circumstances.

Students must 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 because that will increase students' competitiveness as internship candidates.

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 Director of Academic Issues must approve students for eligibility.

The Doctoral Curriculum for M.S./Psy.D. Students

The School offers the following regular courses and electives. Independent study or research may be arranged by individuals or groups of students. Course offerings may vary from year to year as circumstances dictate. The School reserves the right to cancel or modify any courses or programs.

Foundation Sequence, 20 credits*

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

20

Basic Sequence, 12 credits*

GPSY 800	History and Systems*	3
GPSY 811	Biological Bases of Behavior*	3
GPSY 812	Cognitive/Developmental Bases of Behavior*	3
GPSY 813	Social/Individual Bases of Behavior*	3
		<hr/> 12

Human Diversity Sequence, 7 credits

GPSY 814	Human Diversity*	3
GPSY 819	Human Diversity Lab*	1
	Approved elective	3
	2 non-credit Diversity Day events	
		<hr/> 7

Assessment Sequence, 12 credits

GPSY 820	Psychopathology*	3
GPSY 821	Assessment I - Intelligence*	3
GPSY 822	Assessment II - Objective*	3
	Assessment elective	3
		<hr/> 12

Intervention Sequence, 18 credits

GPSY 816	Intervention I*	3
GPSY 817	Intervention II*	3
GPSY 818	Intervention III*	3
	Intervention electives	9
		<hr/> 18

Professional Sequence, 12 credits

GPSY 870	Ethics and Professional Issues*	3
GPSY 871	Professional Roles I	3
GPSY 872	Professional Roles II	2
GPSY 873	Supervision Practicum	1
GPSY 876	Business of Psychology	3
		<hr/> 12

Research Sequence, 21 credits

GPSY 880	Statistics*	3
GPSY 881	Research Design*	3
GPSY 882	Dissertation	12
	Research Elective	3
		<hr/> 21

Supervised Clinical Experience, 30 credits

GPSY 887	Practicum I (4 credits x 3 terms)*	12
GPSY 888	Practicum II (4 credits x 3 terms)	12
GPSY 890	Internship (2 credits x 3 terms)	6
		<hr/> 30

Free Electives	16
Examinations	
• Candidacy Examination	
• Dissertation Defense	

Total credits required	<hr/> 148
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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.

Advanced Standing**Foundation Sequence Prerequisite Courses**

GPSY 720	Psychometrics	3*
GPSY 725	Basic Clinical & Counseling Skills	3*
GPSY 727	Intro to Diagnosis & Treatment Planning	3*
GPSY 735	Clinical & Counseling Skills Lab	1*
GPSY 737	Diagnosis & Treatment Planning Lab	1*
GPSY 775	Professional Communication	3*

Curriculum for Advanced Standing Students

The School offers the following regular courses and electives. Independent study or research may be arranged by individuals or groups of students. Course offerings may vary from year to year as circumstances dictate. The School reserves the right to cancel or modify any courses or programs.

GPSY 740	Advanced Clinical Skills Review	3
		—
		3

Basic Sequence, 12 credits

GPSY 800	History and Systems*	3
GPSY 811	Biological Bases of Behavior	3
GPSY 812	Cognitive/Developmental Bases of Behavior	3
GPSY 813	Social/Individual Bases of Behavior	3
		—
		12

Human Diversity Sequence, 7 credits

GPSY 814	Human Diversity	3
GPSY 819	Human Diversity Lab*	1
	Approved elective	3
	2 non-credit Diversity Day events	
		—
		7

Assessment Sequence, 12 credits

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

Intervention Sequence, 18 credits

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

Professional Sequence, 12 credits

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

Research Sequence, 21 credits

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

Supervised Clinical Experience, 30 credits

GPSY 887	Practicum I (4 credits x 3 terms)	12
GPSY 888	Practicum II (4 credits x 3 terms)	12
GPSY 890	Internship (2 credits x 3 terms)	6
		—
		30

Free Electives	8
Examinations	
• Candidacy Examination	
• Dissertation Defense	

Total credits required	123-134*
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Limit on transfer credits

21
*Students admitted at advanced standing may be required to take some foundation courses in their first year of study if they have not had equivalent course work upon admission.

Students with advanced standing have 7 years from matriculation to complete Psy.D. degree requirements.

Equivalence of Counseling Psychology Courses and Clinical Psychology Courses

GPSY 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 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:

1. Three terms of Practicum I (GPSY887, 12 credits)
2. Biological Bases of Behavior (GPSY811, 3 credits)
3. Cognitive/Developmental Bases of Behavior (GPSY812, 3 credits)
4. Individual/Social Bases of Behavior (GPSY813, 3 credits)
5. Interventions I, II, and III (GPSY816, 817, & 818, 9 credits)
6. One assessment course (3 credits)
7. Ethics and Professional Issues (GPSY870, 3 credits)

8. The student must successfully complete the clinical competency examination.

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, importance of values, assertiveness, and effective interviewing. 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 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 (6; 2 per term; 1 per term for continuing enrollment)

Students complete a scholarly project supervised by a faculty member. Students are expected to select a topic and submit a proposal by the end of the first term of thesis enrollment, submit and revise thesis section drafts during the second term, and complete and defend the thesis by the end of the third term. Taken Pass/No Pass. Prerequisite: 775.

GPSY 800 History and Systems (3)

A review of the history and systems of psychology, including philosophy of science and contemporary models of applied psychological science.

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. Corequisite: 819

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, 821.

**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 I (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, and 737, or 740.

GPSY 888 Practicum II (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. Practicum II training is available in the Psychological Service Center or in other approved agencies with the agreement of the Director of Clinical Training and the student's advisor. 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 administration, 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. Supplements curriculum offerings at the same level of difficulty and sophistication as regular courses. The amount of effort per credit hour should generally be comparable to that of classroom credit hours. Not to be used as an alternative to the required courses or for supervised clinical experience. No more than two credits of Independent Study is allowed in a term and no more than five credit hours of Independent Study may be applied to the elective credit hours required for graduation.

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 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 fulltime 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: Behavioral Therapy 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 therapy 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 Therapy Track Courses

In the second year, the Behavioral Therapy 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 therapists 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 (2000-01 *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

The School offers the following regular courses and electives. Course offerings may vary from year to year as circumstances dictate. The School reserves the right to cancel or modify any courses or programs.

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 and Lifestyle Development (3)

Evaluates theoretical underpinnings of career and lifestyle choice. Examines the complexities of career and lifestyle methods to guide clients in making choices. Development issues across the career span including early socialization, mentoring, role changes, and values 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 Therapy I (4)

Theoretical basis and basic principles of behavioral therapy and behavioral analysis are considered. The practical foundations of behavioral assessment are presented, including skills in functional assessment and basic skills in behavioral interventions. Elements of cognitive-behavioral therapy are also considered.

CPSY 562 Behavioral Therapy 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 Therapy III (4)

Specific emphasis on behavioral and cognitive-behavioral assessment 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 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 2003-2004

SPRING SEMESTER 2003

January 6 - April 18, 2003

January

January 6 Spring Semester Psy.D. and M.A. classes begin

January 20 Diversity Day (MLK Day)

March

March 25-28 Spring Break.(Tues-Fri)
No classes — Offices
and Clinic open

April

April 18 Last day of
Spring Semester

April 21-26 Term Break – No classes
– Clinic closed

SUMMER SESSION 2003

April 28 - July 25, 2003

April

April 28 Summer Session Psy.D. and M.A. classes begin

May

May 26 Memorial Day Holiday
– No classes – Offices
and Clinic closed

May 27 Memorial Day Holiday
No classes — Offices
and Clinic open

July

July 2-5 Independence Day
Break-No classes

July 4-5 Clinic closed

July 5 Final day to withdraw
from Summer classes

July 25 Last day of
Summer Session

*Note: Clinical training extends beyond
term dates.*

August

August 18-24 PSC closed

FALL SESSION 2003

September 2 - December 12, 2003

August

August 25-28 PSC Practicum and
Internship Orientation

September

September 1 Labor Day Holiday

September 2 Fall Semester M.A.
classes begin

September 3 Fall Semester Psy.D.
classes begin

November

November 26-29 Thanksgiving Holiday

December

December 12 Last day of
Fall Semester

December 24 Winter Holiday
- **January 1** Offices and Clinic closed

SPRING SEMESTER 2004

January 5 - April 16, 2004

January

January 5 Spring Semester Psy.D.
and M.A. classes begin

January 19 Diversity Day (MLK Day)

March

March 23-26 Spring Break.(Tues-Fri)
No classes — Offices
and Clinic open

April

April 16 Last day of
Spring Semester

April 19-24 Term Break – No classes
– Clinic closed

SUMMER SESSION 2004

April 26 - July 23, 2004

April

April 26 Summer Session Psy.D.
and M.A. classes begin

May

May 31 Memorial Day Holiday
– No classes – Offices
and Clinic closed

May 31 - June 1 Memorial Day Break
No classes — Offices
and Clinic open

June

June 30 - July 3 Independence Day
Break-No classes

July

July 3 Clinic closed

July 4 Independence Day

July 23 Last day of
Summer Session

*Note: Clinical training extends beyond
term dates.*

FALL SESSION 2004

August 31 - December 13, 2004

August

August 23-26 PSC Practicum and Internship Orientation

August 31 Fall Semester M.A. classes begin

September

September 1 Fall Semester Psy.D. classes begin

September 6 Labor Day Holiday

November

November 24-27 Thanksgiving Holiday

December

December 13 Last day of Fall Semester

December 23 Winter Holiday -
January 1 Offices and Clinic closed

SPRING SEMESTER 2005

January 3 - April 15, 2005

January

January 3 Spring Semester Psy.D. and M.A. classes begin

January 17 Diversity Day (MLK Day)

March

March 22-25 Spring Break.(Tues-Fri)
No classes — Offices and Clinic open

April

April 15 Last day of Spring Semester

April 19-24 Term Break – No classes – Clinic closed

SUMMER SESSION 2005

April 25 - July 25, 2005

April

April 25 Summer Session Psy.D. and M.A. classes begin

May

May 30 Memorial Day Holiday – No classes – Offices and Clinic closed

May 30 - 31 Memorial Day Break
No classes — Offices and Clinic open

June

June 29 - July 4 Independence Day Break-No classes

July

July 2-4 Clinic closed

July 4 Independence Day – Offices and Clinic closed

July 25 Last day of Summer Session

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 schedule information 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 the Fall semester (March 15 for the 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 two class periods or the first academic week, whichever is less (first day of a three week term), the instructor may have the Registrar drop the student from the class (unless prior arrangements have been made between the student and the instructor).

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 graduate professional 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 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 \$3.00 fee assessed for each official transcript requested. There is an additional charge of \$3.00 for faxed transcripts. Unofficial transcripts for currently 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; and 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

The reader should also review policy as described within the individual program sections.

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, Campus Public Safety, 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. The Dean of students supports all students at the University and 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 traditional 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.

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 university housing, 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 503.352.2230 or by e-mail at cps@pacificu.edu and is staffed 24 hours a day, seven days a week, 365 days a year.

Counseling Center

Assistance is available through the Student Counseling Center for all registered students. 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, a Staff Psychologist, and graduate students in Pacific's School of Professional Psychology, the Counseling Center offers services which are free and confidential. Confidential counseling services for students in the School of Professional Psychology, and for graduate students in the College of Education (Lane County programs only) are offered through EASE, an outside service provider. More detailed information about these specific services is available from the Dean of Students Office.

Food Service

Food Service for Pacific University is provided by ARAMARK Campus Dining. ARAMARK offers excellent dining options to the Pacific community as well as great prices. ARAMARK offers many custom brands exclusive only to ARAMARK such as Bene Pizzeria, Montegue's Deli and the Grille Works as well as many trademark specialties such as Taco Time and a Coffee Cafe "The Boxer Bistro" that proudly serves Starbucks coffee.

ARAMARK also offers, for commuter students, faculty/staff and part-time students a Declining Balance program. While cash is the standard method of choice to pay for drinks, snacks and 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 Dining Area or the Boxer Bistro.

Health Services

Health care is provided through the Student Health Center. The Health Center is staffed by two Nurse Practitioners, two Certified Medical Assistants, and an Office Administrator. The Student Health Center provides treatment of acute illness/injury and stable chronic illness, family planning services, 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 one evening clinic. 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 need to contact apartment managers directly. The names and numbers of the apartment managers and other information regarding availability can be obtained from the Housing Office at 503.352.2181 or from the housing web page: (www.pacificu.edu/studentlife/housing/). Extensive lists of apartment complexes and links to other housing resources are also available at this site. 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.

Learning Support Services for Students with Disabilities

The office of Learning Support Services for Students with Disabilities 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 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 or practices should be directed to the Dean of Students.

Multicultural Services

The Office of Multicultural Services is designed to help students address 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 with questions, concerns or suggestions toward resolution of multicultural issues are encouraged to call or visit the office.

Pacific Information Center (PIC)

The Pacific Information Center is commonly referred to as the PIC. It is located in the University Center and provides efficient, reliable and accurate service to the Pacific Community including 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, Boxer Briefs, and the sale of stamps, Tri-Met tickets and movie tickets. The Director of the Pacific Information Center is housed here as well.

Computer terminals are provided outside the PIC for students to access the Web and their email accounts. This is the best place to begin your search for forms or information regarding events, programs or departments.

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 Council is comprised of representatives, students and faculty/staff from each of the professional schools. The PPC makes recommendations on major policy matters to the appropriate individuals or governing bodies. The council also manages a substantial budget and allocates funds for research, emergency relief and professional development. The PPC also serves as a means by which professional students communicate between schools and colleges to articulate common concerns.

OTHER UNIVERSITY SERVICES

Alumni Relations

The purpose of the Office of Alumni Relations is to extend and deepen the social and intellectual experience of our students and to further the welfare of Pacific. All graduates of Pacific University and all former students who have completed a year here and who wish to retain ties with the University are considered alumni. This office provides services to our alumni including group travel opportunities, alumni gatherings and class reunions. The staff organizes events to 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, 503-352-2828.

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 student account matters, please see the Business Office.

International Programs

The Office of International Programs services international students and scholars and those interested in study abroad. Located on the second floor of Chapman Hall, International Programs provides immigration and cross-cultural services to Pacific University's community of international students, scholars and faculty.

The Director and Assistant Director of International Programs hold the official designation from the United States Immigration and Naturalization Service (INS) as Designated School Official (DSO) and the Director holds the title of Responsible Officer from the Department of State. The staff of International Programs is knowledgeable in the areas of F, J, and H-1B regulations. Given the complex and ever changing nature of immigration regulations, members of Pacific's international community are strongly advised to remain in close contact with International Programs for advising and counsel on immigration-related affairs.

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

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. The Center also manages the Work-Study program and hosts job fairs throughout the year to help students meet their employment needs.

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, located in Drake House 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 engaging in 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 teaching resources and curricular materials, the Sylvia Frankel Library & Archives, 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, the 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 office is located in Warner 25 on the main campus.

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 use by all students and houses a gymnasium with three activity areas, a state-of-the-art fitness center, a fieldhouse, three handball/racquetball courts, saunas, a 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 with club level programs at 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.

Old College Hall & the Pacific University Museum

Old College Hall was completed in 1851 and is the oldest permanent structure on the Pacific University campus. It is among the oldest collegiate buildings in the western United States and continues to serve as a gathering place for members of the university and surrounding communities. This compact two-story structure with its

signature octagonal belfry, or cupola, is symbolic of pioneer efforts during territorial days. In 1974, Old College Hall assumed its rightful place on the National Register of Historic Places.

As part of Pacific's centennial celebration in 1949, the second floor rooms of Old College Hall were converted into museum galleries. The Pacific University Museum exhibits artifacts relating to the history of the institution. Many interesting objects donated by alumni and friends of the University are 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 Pacific University Museum are cheerfully arranged by appointment through the Office of University Relations at 503-352-2211.

Registrar

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

Service Center

The Service Center is 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 student projects, 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 offered through UIS include computer assistance, data processing support, educational technologies, media services, on-line 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 on a cost-per-copy basis.

The TIC provides support over the phone, by e-mail (help@pacificu.edu) and in person to students, faculty and staff with technology concerns.

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, 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 arrange faculty speakers 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 College 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, Eugene
B.A., *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, Eugene
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 (1995)

Professor of Education
B.S., *U.S. Concordia Teachers College, 1964*
M.A., *University of Minnesota, 1972*
Ph.D., *University of Minnesota, 1994*

Alfonso Lopez-Vasquez (2001)

Assistant Professor of Education
B.A., *University of North Texas, 1972*
M.Ed., *University of North Texas, 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*

McGee, Debra

Assistant Professor of Education, Eugene
B.A., *University of Idaho, 1974*
M.Ed., *University of Idaho, 1976*

Nancy Meltzoff (1994)

Associate Professor of Education, Eugene
B.A., *Simmons College, 1974*
M.A., *University of Redlands, 1977*
Ph.D., *University of Oregon, 1990*

Vivian Moen (1998)

Assistant Dean, Eugene
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, Eugene
B.S., Southern Illinois University
M.A., San Diego State University
Ph.D., Claremont Graduate University

Betty Sharp (2000)

Assistant Professor of Education, Eugene
B.A., University of Oregon, 1980
M.A., University of Oregon, 1987

Shelley L. Smolnisky (2000)

Assistant Professor of Education, Eugene
B.S., Oregon State University, 1972
M.S., University of Oregon, 1976
M.Ed., University of Oregon, 1986

Mark J. Szymanski (2000)

Assistant Professor of Education, Eugene
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, Eugene
B.S., University of Wisconsin-Oshkosh, 1969
M.A., University of Northern Colorado, 1975
Ed.D., University of Northern Colorado, 1979

Danielle Torres (2002)

Assistant Professor of Education, Eugene
B.A., Pepperdine University, 1995
M.A., Pepperdine University, 1997
Ph.D., University of Oregon, 2002

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)

Acting Dean
B.A., Willamette University, 1968
M.Ed., Western Oregon University, 1971

Wilkes, Paula (2002)

Assistant Professor of Education, Eugene
B.A., UCLA, 1973
M.Ed., University of Oregon, 1978
Ph.D., University of Oregon, 1988

Wintermute, Debbie (2002)

Assistant Professor of Education
B.S., Oregon State University, 1968
M.A.T., Lewis and Clark College, 1976

Bonnie Witkin Stuart (2000)

Assistant Professor of Education, Eugene
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 FACULTY

Sheila Baumgardner
 Don Brown
 Patty Chastain
 Matthew Christensen
 Nancy Cicirello
 Jody Crowe
 Russ Dondero
 Richard Elliott
 Robert Gales
 Joan Gunness
 Ann Hubbard
 Frank James
 Frank Johnson
 Aaron Kaufman
 Ferne Kellow
 Erica Kleinknecht
 Timothy Lauer
 Sarah Lichtenwalner
 Pete Mandrapa
 Elaine Mattson
 Barbara Miller
 Valerie Nguyen
 Debra Noel
 Cindy Parker
 Deborah Parsons
 Allan Phillips
 Jean Rix
 Victor Rodriguez
 Ralph Schubothe
 DeWayne Smith
 Jan Sonniksen
 Jackie Waggoner
 Geriann Walker
 Deanna Wilson
 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

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

Diane Young Coughlin (2001)

Assistant Professor

B.A., Northwestern University, 1983

M.A., University of Michigan, 1986

Ph.D., University of Michigan, 1987

Karen Foley (1987)*

Instructor

B.A., Marion College, 1974

B.S., Indiana University Medical Center, 1976

Carol Gryde (2001)

Assistant Professor

B.S., San Jose State University, 1963

M.A., Columbia University Teachers College, 1975

Molly McEwen (1986)

Associate Professor and Director

B.S., Western Michigan University, 1973

M.H.S., University of Florida, 1977

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
Professor of Optometry
B.S., Michigan State University, 1976
O.D., Ferris State University, 1981

Linda Casser (1997)

Associate Dean for Academic Programs
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
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 (2001)

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

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

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)

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

Anita McClain (1984)

Part-Time Professor of Optometry
B.S., Oregon State University, 1964
M.Ed., University of Nevada, 1968
Ed.D., Portland State University / University
of Oregon, 1983

Gerald Melore (2001)

Clinical Assistant Professor
B.A., New York University, 1964
B.S., Optometry, Massachusetts College of
Optometry, 1968
O.D., Massachusetts College of Optometry, 1968
M.P.H., University of North Carolina,
Chapel Hill, 1976
Graduate Certificate in Gerontology, Portland State
University Institute on Aging, 1983

Thomas Olsen (2001)

Part-Time Associate Professor of Optometry
B.S., Massachusetts Institute of Technology, 1975
M.A., University of Southern California, 1977
Ph.D., Lewis and Clark College, 1982

Jodi Paar (2002)

Assistant Professor of Physics
B.A., University of Nebraska, 1990
M.Ed., Northern Arizona University, 1993
M.S., Cornell University, 1998
Ph.D., Cornell University, 2000

Elizabeth Wyles Peake (2001)

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

Jeff C. Rabin (2002)

Associate Professor of Optometry
B.S., University of California, Santa Barbara, 1977
O.D., University of California, Berkeley, 1981
M.S., University of California, Berkeley, 1982
Ph.D., University of California, Berkeley, 1991

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

Roger Reynolds (2002)

Part-Time Associate Professor of Optometry
B.S., Southwestern Oklahoma State University, 1982
D.O., Oklahoma State University School of Osteopathic Medicine, 1982

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)

Part-Time Professor of Optometry
B.A., University of the Pacific, 1973
Pharm.D., University of the Pacific, 1976
O.D., Pacific University, 1988

Paul H. Shih (2001)

Part-Time Assistant Professor of Optometry
B.S., University of California, Berkeley, 1995
O.D., University of California, Berkeley, 2000

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

Lynn Ueshiro (2001)

Clinical Assistant Professor of Optometry
B.S., University of Hawaii, Manoa, 1988
O.D., Pacific University, 1996
Residency in Managed Care Family Practice, State University of New York, 1997

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)

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

Diane P. Yolton (1979)

Professor of Optometry
B.S., University of Wisconsin, 1966
M.S., University of Texas, 1969
Ph.D., University of Texas, 1974
O.D., Pacific University, 1986
Fellowship, Pacific Cataract and Laser Institute, 1990-91

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

- Adegite, Lawrence A.O. (1999)
 Ahmed, Nurudin (2002)
 Alexander, Larry J. (1997)
 Anderson, Kristin K. (1999)
 Askew, Wallace (1995)
 Austin, Jeffrey K. (1999)
 Azpiroz, Lee (2001)
 Bacon, Howard (2002)
 Baker, Cindy J. (1997)
 Barbour, Christopher (2002)
 Bardash, John (2001)
 Barowsky, R. Thomas (2001)
 Barneby, Howard (1993)
 Baron, Samuel (1998)
 Baxstrom, Curtis R. (1999)
 Bence, Brett (1994)
 Bentley, Gerard A. (1995)
 Bishop, Don (2000)
 Blunden, Jeffrey (2002)
 Bockhorst, Archie (2002)
 Boucher, James A. (1995)
 Brand, John (2001)
 Brist, Claude (1997)
 Brodmann, Dorothy (2001)
 Brynes, Stephen J. (2002)
 Burk, Rick (2000)
 Camp, Jennifer (2000)
 Carlson, Robert (2001)
 Carr-Luce, Kerri (2002)
 Carter, Randy B. (1996)
 Catlett, Leslynn (2000)
 Cervinski, Theresa (2002)
 Chen, Xiang (2002)
 Chenowith, Chris (2002)
 Ching, Kin (2002)
 Chung, Paul (2001)
 Clark, Jackie H., Sr. (2002)
 Clark, Terrence T. (1994)
 Closson, Kristi (2001)
 Cochrane, Kelly (1998)
 Cole, Gary A. (1999)
 Conroy, John (1996)
 Conway, Bernard P. (1992)
 Coombs, Shaun (2001)
 Corey, Randall (1994)
 Cornetta, James (2002)
 Cowell, Scott (1996)
 Cox III, Carson C. (1995)
 Cuevas, Ron V. (2000)
 Dang, Bickly (2002)
 deCalesta, Daran M. (2001)
 deCalesta, Pam (2000)
 Deck, Bryan H. (1999)
 Deutscher, Chris (1999)
 Devries, Douglas K. (1993)
 Dolezal, Joseph L. (2000)
 Durand, Alane D. (2002)
 Duvall, Brian S. (2002)
 Dzuik, Lynette (2001)
 Ede, Roger C. (2000)
 Edmonds, Ann (1993)
 Edmonds, Charles (2001)
 Enochs, S. Mark (2002)
 Ertel, Tracy (2002)
 Eskew, Stacie J.A. (1999)
 Fancher, COL Ronald D. (1998)
 Farr, Shannon (2002)
 Firth, Winona J. (1997)
 Fleming, Darrin P. (1997)
 Flint, Bruce G. (2000)
 Fogarty, LCDR Michael B. (1994)
 Forbes, Robert (2000)
 Ford, Robert O. (1987)
 Freedman, Howard Lee (1995)
 Froelich, Janelle (2002)
 Fujiwara, Craig (2001)
 Galiza, Frank L. (1966)
 Garber, John M. (1994)
 Garrett, Rachael L. (1999)

Gibbons, Jeffrey E. (2000)
 Glauser, Raymond (1994)
 Glensk, Neil (2002)
 Golis, Thomas A. (1994)
 Gottlieb, Daniel D. (1997)
 Greenlee, Bobby (2001)
 Grosvenor, Theodore P. (2000)
 Grubbs, Gene B. (2002)
 Hale, James R. (2000)
 Hall, Zach (2002)
 Hamada, Kenji (1993)
 Hamel, Candace Dee (1978)
 Hanson, Doug (2002)
 Hanson, Joan (2001)
 Harshman, Doug (2000)
 Hays, James C. (1999)
 Hefner, William F. (1999)
 Hellerstein, Lynn Fishman (1995)
 Hetrick, Barbara J. (1993)
 Hiett, Jeffrey A. (1984)
 Hirano, Kevin (2000)
 Hobbs, Steven E. (2002)
 Hodges, Kathryn (2000)
 Houdek, Robert D. (1997)
 Husz, Marla (2001)
 Jackson, Jimmy (1993)
 Jackson, William E (2002)
 Jauregui, Michael J. (2001)
 Jensen, Clark J. (1997)
 Jensen, Scott A. (1997)
 John, Maurice E. (1995)
 Johnson, Carol H. Larter (1994)
 Johnson, Cherie A. (1999)
 Jones, Allan W. (1998)
 Jones, William L. (1993)
 Jordan, Lisa Alvarez (2002)
 Jun, Weon (2001)
 Kadet, Theodore (2002)
 Karrick, Bryan Scott (2002)
 Kenney, Maria Cristina (2000)
 Ketcher, LCDR Greg Alan (1994)
 Kimble, Katie C. (2002)
 Kneib, Beth A. (1993)
 Knutson, Sandra (1999)
 Kohake, Cecil B. (1999)
 Komarnicky, Gerald S. (1995)
 Kovarik, Ernest D. (2002)
 Kowallis, Scott H. (1998)
 Krasnow, David (2002)
 Kruger, Marisa Atria (2001)
 Lamb, Michael William (1999)
 Landis, Sandra K. (1999)
 Langford, James W. (1991)
 Lau, Travis (2002)
 Lee, Peter (2002)
 Lee, Susan (2001)
 Leffingwell, H. Chapman (2000)
 Lenart, Thomas (1999)
 LeStrange, Brian (2002)
 Lewis, John (2002)
 Lewis, Robin D. (1999)
 Lowe, Rochelle (2000)
 Lowe, Sue E. (1995), (1999)
 Lubach, Lance (1995)
 Luther, Jeffrey (2002)
 Ma, Yen M. (2000)
 Madson, B. Diane (1998)
 Mai-Le, Kelly (2001)
 Mallett, Edward B. (2000)
 Mann, Daryl F. (1995)
 Manno, Judy (2002)
 March, Karen (2002)
 Martin, Mitch (2002)
 Marusich, Carol (1997)
 Matheny, Wayne (2002)
 Mathisen, Ronald R. (1994)
 Matoba, Robert (2002)
 Matti, C. Richard (1995)
 Mawhinney, Brian (2002)
 McAvoy, James P. (1997)

- McDuffie, Clem Donald (2002)
 McKim, Scott M. (1996)
 McKinney, Phillip J. (1999)
 Medin, Michael (2000)
 Melicher, Kevin (1994)
 Melton, Ron (1993)
 Mende, Sylvia (1995)
 Miller, Joan Ploem (1999)
 Morey, Jeffrey (1997)
 Morris, Dell C. (1998)
 Murrill, Cynthia A. (1986)
 Nehring, Scott L. (2000)
 Neubert, Annie (2001)
 Noblitt, Randall L. (1995)
 Noyes, Richard F. (1993)
 O'Connell, Dennis J. (1997)
 Old, Tamara (2001)
 Olfasson, Harald E. (1994)
 Onofrey, Bruce (1993)
 Overton, Scott H. (1987)
 Owen, Glen (2000)
 Parker, Ed (2000)
 Parrott, Dorothy M. (1994)
 Paulson, Darin (1995)
 Pearson, Alan (2002)
 Pederson, Jerry R. (1998)
 Pemberton, Bart (2001)
 Perkins, John E. (2000)
 Personett, Colleen (2000)
 Peterson, Donald (1993)
 Peterson, Tammy (2001)
 Phelps, Roger (2001)
 Pike, Scott (1995)
 Pillen, Kerri Dietz (1997)
 Pinkert, Robert B. (1999)
 Pinske, Tara (2001)
 Pohl, Maynard L. (1993)
 Postma, Amy Mitsuko (1998)
 Postma, Joel T. (1998)
 Prouty, Robert E. (1994)
 Putnam, Daniel (2000)
 Ramirez, Haby (2001)
 Recalde, Margie (2001)
 Reizman, Alan (2002)
 Rene, Thomas James (2002)
 Renier, Gary L. (1999)
 Reslock, John (1993)
 Reynolds, Geoffrey E. (2002)
 Reynolds, Ronald R. (2002)
 Richlin, Steven (2002)
 Riley, Thomas J. (1996)
 Roline, Paul F. (1997)
 Roys-Whiteplume, Peggy (1992)
 Rush, John (2000)
 Ryan, Richard (2000)
 Sakuda, Jon M. (2000)
 Salibello, Cosmo (1998)
 Salz, James Joseph (2000)
 Schiesser, Daniel C. (2000)
 Schlanger, Jay (2000)
 Schleisman, Terry (2001)
 Schnider, Cristina (1996)
 Scott, Suzanne (1995)
 Senica, Bryant M. (1999)
 Sharp, Robert H. (1993)
 Shenk, Paul (2000)
 Sherk, Melanie (2002)
 Shih, Paul (2001)
 Sifferman, Joseph A. (1998)
 Simpson, Michelle (2001)
 Skorin, Leonid, Jr. (2000)
 Solberg, Annie (2002)
 Stanek, Steven R. (2002)
 Stanfield, David L. (1987)
 Statton, Charles M. (1989)
 Steckman, Terry (2002)
 Steinschriber, Steven (2002)
 Stevens, Michael (2001)
 Stiegemeier, Mary Jo (2001)
 Stockstad, Philip (2001)

Stoebner, Ben M. (1996)
Sugiyama, Ronald K. (1989)
Swann, Peter (2001)
Tahran, Rodney L. (1993)
Tanner, D. Lee (2001)
Tarutani, Melanie (2002)
Teplick, Stanley B. (1995)
Thomas, Randall K. (1993)
Torgerson, Nancy (1996)
Tran, Nhut (2000)
Traustason, Oli I. (1989)
Urness, Jeffrey R. (1986)
Valenti, Claude (1994)
Van Garde, Trent (2002)
VanBrocklin, Michael D. (1986)
VanHee, Steven L. (1994)
Vashe, Terri (2002)
Verkuilen, James (2001)
Vidlak, Dan (1997)
Wachs, Harry (1994)
Walters, Scott (1995)
Ward, Mari L. (1999)
Weekly, Ray (2001)
Wessels, Izak Frederick (1995)
Wharton, Molly (1998)
Willer, John D. (2002)
Williams, Katherine C. (1998)
Williams, Mark A. (1988)
Wilson, Thomas (2001)
Wojciechowski, Bruce R. (1998)
Wolff, Robert Steven (1997)
Wolford, Jane L. (1998)
Wong, Ben H. (1998)
Woodfield, Dale A. (2000)
Wooldridge, Robert P. (1994)
Yang, Irene Lee (1997)
Youngman, Lori A.Z. (1997)
Ziegler, Dave (2000)
Zutaut, Heather E. (1999)

Faculty of School of Physical Therapy

FULL-TIME FACULTY

Daiva A. Banaitis (1981)

Distinguished University Professor
Director, School of Physical Therapy
B.S., New York University, 1962
M.S., Northwestern University, 1966
Ph.D., Southern Illinois University, 1975

Kenneth W. Bush (1991)

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

Nancy Cicirello (1989)

Associate Professor of Physical Therapy
B.S., Ohio State University, 1971
M.P.H., University of North Carolina, 1985

M. Katie Farrell (1998)

Assistant Professor of Physical Therapy
B.S., Quinnipiac College, 1990
M.S., University of Pittsburgh, 1996

Laurie Lundy-Ekman (1979)

Professor of Physical Therapy
B.S., University of Washington, 1974
M.A., University of Washington, 1978
Ph.D., University of Oregon, 1989

John M. Medeiros (1988)

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

Robert J. Nee (1999)

Assistant Professor of Physical Therapy
B.S., Boston University
M.A.ppSc, University of South Australia

Richard A. Rutt (1993)

Associate Professor of Physical Therapy
B.S., Morningside College, 1972
M.S., Texas Women's University, 1982
Ph.D., University of Virginia, 1988

Jay M. Salzman (1989)

Assistant Professor of Physical Therapy
B.S., Pacific University, 1982
B.S., Pacific University, 1985

Sheryl Sanders (1998)

Assistant Professor of Anatomy
B.A., Asbury College, 1985
Ph.D., University of Kentucky, 1989

PART-TIME FACULTY

Kory K. Bell (1998)

Laboratory Instructor of Physical Therapy
B.S., Southern Oregon State College, 1992
M.S., Pacific University, 1998

Michael Billings (2000)

Instructor of Physical Therapy
B.S., University of Oregon, 1991
M.S., Duke University, 1994

Nicole Christensen (2001)

Instructor of Physical Therapy
B.S., Eastern College of Pennsylvania, 1986
MAppSc, University of South Australia, 1993

Christopher J. Hoekstra (2002)

Laboratory Instructor of Physical Therapy
B.S., Willamette University, 1998
M.S., Pacific University, 2001
D.P.T., Pacific University, 2002

Marc Marengo (1988)

Associate Professor of Philosophy
B.A., California State University - Chico, 1975
M.Div., Yale University, 1982
D.Phil., University of Oxford, 1992

Ron Narode (1998)

Assistant Professor of Physical Therapy
B.A., University of Massachusetts, 1975
M.A.T., University of Massachusetts, 1981
Ed.D., University of Massachusetts, 1989

Verna Ourada (1994)

Instructor of Physical Therapy
B.S., University of Maryland at Baltimore, 1987
B.S., Oregon State University, 1983

Jane Starbird (1995)

Assistant Professor of Physical Therapy
B.A., University of the Pacific, 1966
M.A., Santa Clara University, 1978
Ph.D., Fielding Institute, 1993

James H. Swain (1995)

Assistant Professor of Physical Therapy
B.S., Seattle University, 1970
M.S., U.S. Army - Baylor University, 1973

Robert L. Thomas, Jr. (2000)

Instructor of Physical Therapy
B.S., Eastern College
M.S., Pacific University, 1993

John M. Thompson (2001)

Instructor of Physical Therapy
B.S., University of Wisconsin-LaCrosse, 1991

Faculty of School of Physician Assistant Studies

Christine Legler, PA-C (1996)

Director, School of Physician Assistant Studies
Associate Professor
M.S., University of Pittsburgh, 1981
B.S., Hahnemann University, 1976

Paul Cahn, M.D. (1997)

Medical Director, School of
Physician Assistant Studies
M.D., UHS/Chicago Medical School, 1989
M.Sc., UHS/Chicago Medical School, 1986
B.S., Loma Linda University, 1982

Richard Gicking, M.D. (1997)

Associate Medical Director, School
of Physician Assistant Studies
*M.D., George Washington University School
of Medicine, 1992*
*B.S., George Washington University Physician
Assistant Program, 1981*
B.S., George Mason University, 1979

Charles Bentz, M.D. (1998)

Associate Medical Director, School of Physician
Assistant Studies
M.D., Medical College of Wisconsin, 1988
B.A., University of Steubenville, 1984

Hector Rodriguez, D.O. (1998)

Associate Medical Director, School of Physician
Assistant Studies
D.O., Southeastern University, 1990
B.S., Florida International University, 1976

Edmundo Rosales, M.D. (2002)

Associate Medical Director, School of Physician
Assistant Studies
M.D., University of California in Los Angeles, 1978
B.S., University of Texas, El Paso, 1974

Randy Randolph, PA-C (1997)

Associate Director/Clinical Coordinator
Assistant Professor
M.P.A.S., University of Nebraska, 2002
B.S., Baylor College of Medicine, 1977
B.S., San Diego State University, 1969

Judy Ortiz, PA-C (1998)

Academic Coordinator/ Assistant Professor
M.H.S., Duke University, 1993
M.S., Wake Forest University, 1991
B.S., Ball State University, 1989

Jonathon Gietzen, PA-C (2002)

Clinical Skills Coordinator/ Assistant Professor
M.S., Pacific University, 1999
B.S., Mary College, 1984

Robert Rosenow, Pharm.D., O.D. (1997)

Clinical Graduate Project Coordinator Professor
O.D., Pacific University, 1988
PharmD, University of Pacific, 1976
B.A., University of Pacific, 1974

Larry Moore, Ph.D. (1997)

School of Physician Assistant Studies
Associate Faculty
Course Instructor — Psychosocial Dynamics
Ph.D., Fuller Graduate School of Psychology, 1994

Richard Rutt, PT, Ph.D. (1997)

School of Physical Therapy/ Associate Professor
Physiology Instructor - PA Program
B.S., Morningside College, 1972
M.S., Texas Women's University, 1982
Ph.D., University of Virginia, 1988

Sheryl Sanders, Ph.D. (1998)

Assistant Professor of Anatomy
B.A., Ashbury College, 1985
Ph.D., University of Kentucky, 1989

Alfonso Lopez-Vasquez (2002)

Assistant Professor
B.A., North Texas State University, 1972
M.Ed., North Texas State University, 1974

Faculty of School of Professional Psychology

FULL-TIME FACULTY

Jennifer R. Antick (1998)

Assistant Professor
B.A., Chapman University, 1987
M.A., Chapman University, 1990
Ph.D., University of Southern Mississippi, 1995

Genevieve L. Y. Arnaut (2002)

Assistant Professor
M.S. Virginia Polytechnic Institute & State University, 1983
Ph.D., Polytechnic Institute & State University, 1986
Psy.D., Pacific University, 1999

Maryka Biaggio (1987)

Professor
B.S., Northern Michigan University, 1973
M.S., Utah State University, 1975
Ph.D., Utah State University, 1977

Michael S. Daniel (2000)

Associate Professor
B.A., Harding University, 1980
M.S., Memphis State University, 1983
Ph.D., Memphis State University, 1986

Sydney S. Ey (2001)

Associate Professor
B.A., Yale University, 1985
Ph.D., University of Vermont, 1993

Jon E. Frew (2002)

Associate Professor
B.S., Gannon University, 1970
M.A., Gannon University, 1973
M.Ed., Gannon University, 1975
Ph.D., Kent State University, 1982

Michel Hersen (1997)

Professor and Dean
B.A. Queens College, 1961
M.A. Hofstra University, 1963
Ph.D. State University of New York at Buffalo, 1966
Diplomate in Clinical Psychology,
American Board of Professional Psychology

Sandra Y. Jenkins (1989)

Associate Professor
B.A., Michigan State University, 1968
M.A., Michigan State University, 1977
Ph.D., University of Oregon, 1985

James B. Lane (1987)

Associate Professor
B.A., University of North Carolina, 1970
Ph.D., University of Minnesota, 1974

Daniel S. McKittrick (1984)

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

Catherine M. Miller (1999)

Assistant Professor
B.A., University of New Orleans, 1987
M.A., West Virginia University, 1990
Ph.D., West Virginia University, 1993

Johan Rosqvist (2002)

Assistant Professor
B.A., University of Oregon, 1993
M.A., Assumption College, 1997
Psy.D., Pacific University, 2002

Robin L. Shallcross (1992)

Assistant Professor
B.A., Eckerd College, 1975
M.S., University of Florida, 1979
Ph.D., University of Tennessee, 1985
Diplomate in Clinical Psychology, American Board of Professional Psychology

Jay C. Thomas (1993)

Associate Professor
B.S., Portland State University, 1974
M.A., University of Akron, 1976
Ph.D., University Akron, 1981
Diplomate in Industrial Organizational Psychology, American Board of Professional Psychology

Paula Truax (1998)

Assistant Professor
B.A., University of Washington, 1985
M.S., University of Washington, 1989
Ph.D., University of Washington, 1996

PART-TIME FACULTY**Susan Bennett (2000)**

Assistant Professor
B.A., Scripps College, 1964
Ph.D., Texas Tech University, 1985

Kurt A. Freeman (1999)

Assistant Professor
B.A., Claremont McKenna College, 1992
M.A., West Virginia University, 1995
Ph.D., West Virginia University, 1999

Ruth Friedel (1995)

Assistant Professor
B.S., Ithaca College, 1966
M.S., New York University, 1975
Psy.D., Pacific University, 1987

Eric M. Johnson (1999)

Assistant Professor
B.A., University of Arizona, 1975
M.A., University of Arizona, 1981
Ph.D., University of Arizona, 1983
Diplomate in Clinical Psychology, American Board of Professional Psychology

Soonie A. Kim (1998)

Assistant Professor
B.A., University of Hawaii, 1986
M.S., Washington State University, 1989
Ph.D., Washington State University, 1993

Barry M. Maletzky (1999)

Professor
B.A., Columbia University, 1963
M.D., State University of New York, New York, 1967

Taryn Elizabeth Markee (1997)

Assistant Professor
B.S., Wheaton College, 1986
M.A., Fuller Theological Seminary, 1992
Ph.D., Fuller Graduate School of Psychology, 1994

Jillayne Z. McClanahan (2001)

Assistant Professor
B.A., Portland State University, 1994
M.S., Pacific University, 1997
Psy.D., Pacific University, 2000

RuthAnn Parvin (1998)

Assistant Professor
B.A., University of Arkansas, 1970
M.A., University of Oklahoma, 1974
Ph.D., University of Nebraska, 1982

Benson Schaeffer (1996)

Assistant Professor
B.A., University of California, Los Angeles, 1962
M.A., University of California, Los Angeles, 1964
Ph.D., University of California, Los Angeles, 1967

Edward B. Versteeg (1999)

Assistant Professor
B.S., Portland State University, 1978
M.S., Portland State University, 1986
Psy.D., Pacific University, 1990

Ricks L. Warren, (1983)

Professor
B.A., University of North Carolina, 1970
M.A., University of Oregon, 1975
Ph.D., University of Oregon, 1978
Diplomate in Clinical Psychology, American Board of Professional Psychology

Candace D. Young, (1996)

Assistant Professor
B.A., Wellesley College, 1969
Ph.D., Washington University, 1976

Stephen G. Zahm (1982)

Professor
B.A., University of California, Berkley 1965
M.A., California State College, Los Angeles, 1969
Ph.D., University of Portland, 1973

CONSULTANTS/ADJUNCT FACULTY

Herman M. Frankel (2000)

Adjunct Professor
B.A., Columbia College, 1958
*M.D., Columbia University College
of Physicians & Surgeons, 1962*
Ph.D., University of Oregon, 1987

Miller A. Garrison (1982)

Associate Professor
B.A., University of Washington, 1972
*M.A., California School of Professional
Psychology, Los Angeles, 1976*
*Ph.D., California School of Professional
Psychology, Los Angeles, 1989*

Steven L. Henry (1999)

Adjunct Assistant Professor
B.A., University of Oregon, 1966
M.A., University of Portland, 1972
Psy.D., Pacific University, 1988

Loyal F. Marsh (1999)

Adjunct Professor
B.A., Gonzaga University, 1955
M.S., University of Portland, 1959
Ph.D., University of Portland, 1960

Harold B. Robb (1995)

Assistant Professor
B.A., Westminster College, 1968
M.A., University of Nebraska, 1973
Ph.D., University of Nebraska, 1978

Faculty of Library

Emily Asch

Cataloging/Technical Systems Librarian
B.A., Earlham College, 1994
M.L.S., University of Illinois, 2002

Nancy Ann Henderson

Associate Professor and Sciences & Health
Sciences Librarian
B.A., University of Southern California, 1976
M.L.S., University of California LA, 1978
M.A., Portland State University, 1994

Lynda Larremore

Electronic/Information Services Coordinator
A.A.S., College of Southern Idaho, 1979
B.B.A., Boise State University, 1983
M.L.I.S., Brigham Young University, 1990

Alex Toth

Associate Professor/Associate Librarian
B.A., Portland State University, 1973
M.L.S., University of Oregon, 1975

Faculty Emeriti

Amy Beaupre

Professor of Music
B.M., Pacific University, 1933

Ramendra K. Bhattacharyya

Associate Professor of Mathematics
B.S., Calcutta University, 1951
M.S., Calcutta University, 1953
Ph.D., Stanford University, 1964

Edward J. Buecher

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

Jane B. Carmichael

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

Richard T. Carter

Professor of Biology
B.S., Portland State University, 1963
M.S., Oregon State University, 1968
Ph.D., Oregon State University, 1973

Florence S. Chino

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

Margaret Y. Chou

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

Robert A. Davies

Professor of English
A.B., University of Massachusetts, 1952
M.A., University of Michigan, 1953

Jane L. Ellis-Horner

Professor of Education
M.A.T., Lewis and Clark College, 1965

George G. Evans

Distinguished University Professor of English
B.A., Beloit College, 1956
M.A., Northwestern University, 1957
Ph.D., University of Oregon, 1966

Grazio Falzon

Professor of Romance Languages
B.A., Malta University, 1959
Licent., Malta University, 1959
J.C.D., Lateran University, 1963

Joseph K. Frazier

Professor of History
B.A., Reed College, 1950

Albert M. Freedman

Professor of Music
B.M., VanderCook School of Music, 1938
A.B., Central College, 1939
M.M., Roosevelt University, 1947
D.M.E., Indiana University, 1972

Alfred Furie

Professor of Optometry
B.S., Pacific University, 1958
O.D., Pacific University, 1960

Leigh Hunt Jr.

Professor of Political Science
B.A., Yale College, 1947
M.A., University of Minnesota, 1949
Ph.D., University of Minnesota, 1968

Marshall M. Lee

Professor of History
B.S., Whitman College, 1967
M.A., Claremont Graduate School, 1969
Ph.D., University of Wisconsin, Madison, 1974

Leonard Levine

Distinguished University Professor
of Physiology and Pharmacology
B.S., Rutgers University, 1950
Ph.D., Columbia University, 1959

Nira Levine

Director of Student Services, Professor of
Counseling
B.S., Hunter College, 1953
M.Ed., University of Virginia, 1964
Ed.D., University of Virginia, 1969

James V. Miller

President Emeritus
B.A., Indiana Central College, 1942
M.Div., United Seminary, 1946
Ph.D., Boston University, 1955
LL.D., Otterbein College, 1972
LL.D., Indian Central College, 1979

Gary V. Mueller

Professor of Art
B.S., University of Oregon, 1957
M.S., University of Oregon, 1962
M.F.A., Cranbrook Academy of Art, 1971

John L. Neff

Professor of Dance
Indiana University, 1947
Edna McRae School of Dance, 1951
Gertrude Shurr-May O'Donnell School of
Modern Dance, 1955
School of American Ballet, 1955

William E. Preston

Clinical Professor of Optometry
B.S., Pacific University, 1952
O.D., Pacific University, 1958

W. Steve Prince

Professor of English
B.A., University of California, Santa Barbara, 1950
Ph.D., Yale University, 1954

A. Richard Reinke

Associate Dean of Academic Programs
Associate Professor of Optometry
B.S., Pacific University, 1951
O.D., Pacific University, 1952

Niles Roth

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

Fred Scheller

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

Donald O. Schuman

Professor of Optometry
O.D., Illinois College of Optometry, 1948

Richard D. Septon

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

Miles M. Shishido

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

H. Joe Story

Distinguished University Professor of Economics
B.A., University of California at
Santa Barbara, 1959
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Ph.D., University of Oregon, 1975

Don C. West

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B.S., Pacific University, 1961

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Alumni Relations	503-352-2211	Pacific Information Center (PIC)	503-352-3174
Business Office	503-352-2231	Physical Therapy, School of	503-352-2846
Career Development Center .	503-352-2877	Physician Assistant Studies, School of	503-352-2898
Catalogs	503-352-2218	President's Office	503-352-2214
Conference Services	503-352-2111	Professional Psychology, School of	503-352-2240
Dean of the College of Arts and Sciences	503-352-2201	Public Affairs/Events	503-352-2211
Dean of Students	352-2212	Registrar	503-352-2793
Education, College of	503-352-2205	Student Life/ Residential Programs	503-352-2200
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DIRECTIONS TO PACIFIC UNIVERSITY

Forest Grove is located just 25 miles west of Portland. While it may look further, we recommend you take the Highway 26 route. Visitor parking permits are available in the Pacific Information Center in Washburn Hall/University Center (#15 on map).

1. Marsh Hall
 - President's Office
 - Taylor Auditorium
 - University Information Services (UIS)
 - University Relations
 2. Trombley Square
 3. Old College Hall
 - Museum
 - Murdock Hall
 - McGill Auditorium
 5. Greenhouse
 6. Melott Rose Garden
 7. Taylor-Meade Performing Arts Center (McCready Hall)
 8. Jefferson Hall
 - **College of Optometry**
 9. Warner Hall
 - Tom Miles Theater
 10. Brown Hall
 11. Carnegie Hall
 - **College of Education**
 12. Harvey Scott Memorial Library
 - Kathrin Cawein Gallery
 13. Bates House
 14. Walter Hall
 - **School of Occupational Therapy**
 - Undergraduate student housing
 - 14a. Walter Hall Annex
 15. Washburn Hall/University Center
 - Alumni Room
 - Bookstore
 - Fireside Lounge
 - Mail Room
 - Multi-Purpose Room (MPR)
 - Pacific Information Center (PIC)
 - Student Services
 - University Food Service
 16. **School of Physical Therapy**
 17. Douglas C. Strain Science Center
 18. Tom Reynolds Soccer Field
 19. Clark Hall (student housing)
 - Maintenance Department
 20. McCormick Hall (student housing)
 21. University Apartments (student housing)
 22. Municipal Swimming Pool
 23. Pacific Athletic Center & Field House
 24. Vandervelden Court (student apartments)
 25. Holce Tennis Courts
 26. English Language Institute
 27. World Languages House
 28. Chapman Hall
 - Career Development
 - International Programs
 29. Knight Hall
 - Office of Admissions
 30. Walker Hall
 31. Abigail Scott Duniway House
 32. Upward Bound
 34. Drake House
 - Humanitarian Center
 - Community Partnership and Diversity Program
 - Institutional Research
 35.
 - Business Services
 - Service Center
 36. The Creamery Building
 - Milky Way
 - Pacific Outback
 - Cosmic Coffee
 37. **School of Professional Psychology**
 38. Tidwell Building
 - Events and Conferences
 - Campus Compact
 39. Landscaping and Custodial Offices
 40. Landscaping Storage
 41. Facilities Engineering Storage
 42. Motor Pool
 43. Barbara E. Story Memorial Garden
 44. Tuality Student Health & Counseling Center
- Off Campus:**
- **School of Physician Assistant Studies**
3201 19th Avenue, Suite F, Forest Grove
 - **College of Education**
 - **SPP Portland**
 - **Optometry Portland**

KEY



Faculty and staff parking; no parking midnight-6 am



Campus parking; no parking midnight-6 am (Lots D & F 2-6 am)



Overnight parking allowed



15-minute parking



Emergency phone

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