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ACCREDITATIONS

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

Dental Health Science
Commission on Dental Accreditation

Education
Teacher Standards and Practices
Commission of the State of Oregon

Music
National Association of Schools of Music

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

Optometry
Accreditation Council on Optometric Education

Pharmacy
Accreditation Council on Pharmacy Education. Pacific University School of Pharmacy applied for pre-accreditation status in the Fall of 2005. Approval or disapproval of pre-candidate status will be determined by the ACPE Board of Directors in June of 2006.

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

Physician Assistant Studies
Accreditation Review Committee on Education for the Physician Assistant, 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

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Introduction

MISSION OF PACIFIC UNIVERSITY

Pacific University is a comprehensive teaching institution comprised of the Colleges of Arts and Sciences, Education, Health Professions, and Optometry. We provide a close-knit environment and challenging opportunities that foster undergraduate education in the liberal arts tradition and graduate education for specific service-oriented professions.

At Pacific, effective teaching and learning are the highest priorities. Our faculty of scholars is dedicated to instilling in our students a passion for learning through dynamic curricula and close faculty-student interaction. Pacific creates critical thinkers who become life-long learners who can make informed decisions and valuable contributions to society and the world.

In addition to our mission, Pacific University values:

• Students
  The fundamental value and organizing principle that underlies our decisions and actions at Pacific University is our dedication to our students as individuals, providing all with an environment for learning to achieve their aspirations and potential.

• Academics
  Pacific University is a scholarly community valuing academic rigor, integrity, creative endeavors, and ethical professional applications.

• Community
  The Pacific University community is one of belonging, respect, and recognition of individual worth, whose members share a joint commitment to goals and one another.

• Service
  Pacific University fosters a sense of purpose grounded in principled action and belief in responsibility beyond the self.

• Transformation
  Pacific University provides the context in which people expand their knowledge of their own identity, respective disciplines, and larger community, transforming of themselves and their places in the world.

PACIFIC: AN OVERVIEW

Pacific University, founded in 1849, is an independent, comprehensive university recognized as one of the best universities in the West. With a rich liberal arts tradition and acclaimed health profession programs, Pacific University presents a distinctive combination of learning opportunities. Faculty and staff work with students in a dynamic small-class environment to weave together classroom experience, service learning, international education, internships, research, and co-curricular activities. Pacific also seeks to provide students with opportunities for personal growth and development, creating living tapestries of understanding about themselves, their disciplines, and their world.

Pacific University, with an enrollment of more than 2,500, provides attractive, state-of-the-art facilities for living and learning in a rich environment. Administrators and staff join faculty in their dedication to students and promote a comfortable and unpretentious atmosphere. The 55-acre Forest Grove campus is a picturesque setting of green lawns and tall shade trees. The architecture 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 Pacific Athletic Center and the Tom Reynolds Soccer Field.

In addition to its Forest Grove campus, the University has a satellite campus in Eugene, which serves the needs of the College of Education, and in Hillsboro, where the new Health Professions Campus is located. Additional facilities in Portland support the academic and clinical programs of the College of Optometry and the School of Professional Psychology.

By staying true to its unique history, strong sense of community, and tradition of enhancing student experiences in remarkable ways, Pacific University enjoys a national reputation for transforming individual lives and enriching the quality of life wherever its graduates may be found.
INTRODUCTION

EARLY 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 Clark, Congregational missionaries who came to the Northwest from Chester, Vt. With the help of Alvin T. Smith, they built a log cabin for a school on the corner of what are now 15th and Elm Streets in Forest Grove, Ore.

In 1847, Mrs. Tabitha Moffett Brown reached Oregon by wagon train and visited the Clarks. She became interested in their work and partnered with them in teaching the children. Inspired by her assistance, Rev. Clark 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, the 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 Clark and several others drew up plans for the new institution.

On Sept. 26, 1849, the Territorial Legislature granted a charter establishing Tualatin 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 Clark and Elkanah Walker.

Rev. Atkinson secured the Reverend Sidney Harper Marsh of Union Theological Seminary of New York to serve as the first president of the new school. Rev. Marsh was the son of the president of the University of Vermont, and grandson of the first president of Dartmouth College. He served as president from 1853 to 1879.

COLLEGE OF ARTS AND SCIENCES

The College offers Bachelor of Arts and Bachelor of Science degrees along with a Master of Fine Arts in Writing. The 34 different majors offered in the College of Arts and Sciences clearly reflect Pacific’s foundation in the liberal arts and sciences. The College is the largest unit and the core of the University; it provides a broad spectrum of opportunities to match individual interests and career plans.

Within the Arts, Humanities, Natural Sciences, and Social Sciences divisions, the College offers a carefully constructed range of courses with breadth and depth in many fields. A strong advising program that covers academic development through career counseling and placement undergirds students’ studies. This residential College provides the kind of living and learning experiences that characterize the best 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’s theory-to-practice curriculum affirms educational experience.

COLLEGE OF EDUCATION

For over ninety-five 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. Our goal is to prepare teachers who understand and can contribute to educational equity, including the elimination of systemic barriers to learning. Our teaching strategies model the active construction of understanding in student-centered environments that promote inquiry and use technology tools to support and enhance learning.

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. 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.

COLLEGE OF OPTOMETRY

The College of Optometry offers a four-year Doctor of Optometry degree and a Master 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, China and Australia.

Residency programs leading to a certificate in Cornea & Contact Lens, Vision Therapy & Rehabilitation/Pediatric Optometry, Ocular Disease/Refractive & Ocular Surgery, Primary Eye Care Optometry/Refractive & Surgical Co-Management, Primary Eye Care/Geriatric Optometry are available through the College. The Cornea & Contact Lens and the Vision Therapy & Rehabilitation/Pediatric Optometry residencies are 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.

COLLEGE OF HEALTH PROFESSIONS

The College of Health Professions is home to six academic programs whose mission is to develop caring, compassionate professionals in Pharmacy, Dental Health Science, Professional Psychology, Physical Therapy, Occupational Therapy and Physician Assistant Studies. The College is housed in two locations: the main campus is in Hillsboro next to Tuality Hospital and the School of Professional Psychology has an additional campus in downtown Portland. We also partner with the Virginia Garcia Memorial Clinic whose mission is dedicated to providing high-quality, culturally appropriate health care to low-income residents of Washington and Yamhill counties.

SCHOOL OF DENTAL HEALTH SCIENCE

The mission of the School of Dental Health Science is to provide an outstanding education for our students, high quality care for our patients and exemplary service to the community and the profession.

The School of Dental Health Science offers two bachelor’s degree options, a dental hygiene entry-level program and a degree completion program, both leading to a Bachelor of Science in Dental Health. A Master of Science in Dental Health will be offered starting in fall 2008. These programs emphasize careers in education, public health and management.

The dental hygiene entry-level program includes two years of dental health courses completed at Pacific University, following completion of required prerequisite coursework. This program is intended to prepare students to become dental hygienists who provide high quality, patient-centered care to diverse patient populations in a variety of health care settings.

The dental health degree completion program is intended for current dental health professionals who wish to pursue
INTRODUCTION

a Bachelor of Science degree in Dental Health. Students may attend on a part-time basis and do not need to complete courses in sequence.

The Master of Science degree in Dental Health program is intended for current dental health professionals who wish to pursue a graduate degree. Students who complete the dental hygiene entry-level program or dental health degree completion program at Pacific University may receive advanced standing into the Master of Science degree program.

The School of Dental Health Science is located at Pacific University’s Health Professions Campus in Hillsboro, Oregon. The facilities for the School of Dental Health Science include a 16-chair Dental Health Clinic which provides preventive dental health services to the community with special emphasis on patients who have limited access to dental care.

Students in the School of Dental Health Science have a unique opportunity for interdisciplinary study with students and faculty in Pacific University’s other professional programs and through community affiliation sites which include a dental school, public health clinic and a community hospital.

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 facing individuals who want to live more active and satisfying lives. The School of Occupational Therapy focuses on improving satisfaction and performance in all of the activities (occupations) that people do 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 occupations 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 learn in a variety of settings where people across the age span maintain, promote, or regain occupational function, health, and well-being through occupational therapy services.

The Occupational Therapy curriculum focuses on the study of occupational function/dysfunction and its impact on health. This emphasis, along with the faculty’s commitment to facilitating students to become critical thinkers and problem solvers, prepares graduates for a future in a wide range of practices, from those most common (as in schools, hospitals, and mental health centers) to newly emerging and innovative 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 use occupation as a powerful medium for facilitating health in our communities.

SCHOOL OF PHARMACY

The pharmacist is an integral member of an interdisciplinary health care team focused on improving health care outcomes of patients. As the leading source for accurate and timely drug information, the pharmacist contributes to patient safety, alleviation of symptoms, prevention of disease, and reduced health care costs. Pharmacists can choose to work in a wide variety of professional settings. Although, the majority of pharmacists work in community pharmacies (independent or chain), many other opportunities exist in hospital, industry, nursing homes, managed care, home infusion, and academic settings.

The mission of the Pacific University School of Pharmacy is to provide an educational environment that values excellence in teaching, learning and research. It prepares students to provide competent, ethical, and compassionate patient-centered pharmacist-delivered care to a diverse population in a changing healthcare environment.

The School of Pharmacy offers a 3 calendar year professional curriculum leading to the Doctor of Pharmacy degree. The program emphasizes teamwork, the development of critical thinking skills and...
integration of knowledge. The curriculum is composed of two didactic years followed by one clinical clerkship year. During the first two academic years, students will spend one day every other week in a community pharmacy, gaining experience that supports the classroom material. The curriculum is based on a modified-block design that allows the sequential delivery of topics rather than the more traditional method of teaching multiple courses at the same time. Students are not assigned letter grades in the curriculum but are instead assigned either a “pass” or “no-pass” based on achievement of 90% of stated competencies. Students are assessed every two weeks during the first 2 years of the curriculum. Students who do not achieve the necessary level of competence are given opportunities for Extended Learning. The Extended Learning opportunities follow each block assessment and during a dedicated period in the summer.

SCHOOL OF PHYSICAL THERAPY

The School of Physical Therapy offers a three-year Doctor of Physical Therapy degree. The School is located in the newly constructed College of Health Professions building in Hillsboro, the government seat of rapidly growing Washington County. Hillsboro has old fashioned charm, yet is only 20 minutes away from the big city amenities of Portland. It offers a variety of parks, fairs, historical places and rural beauty that can appeal to anyone’s taste. The Hillsboro campus is a short 10 minute drive from the main Forest Grove Campus which 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 entry-level program, the School of Physical Therapy provides an opportunity for practicing physical therapists to build on their existing experience and earn a clinical doctoral degree through the transition Doctor of Physical Therapy Degree program. Courses are taught by core faculty and other authorities in the field. Faculty members, also, provide several continuing education programs for the professional community annually.

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 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 program 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, surrounding states and internationally. 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, health care administration and education.

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 fosters 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, cultural, 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 values and ethics of the practitioner are central to effective and socially responsible practice. The School promotes 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. Graduates of the School have the knowledge and skills to provide psychological services to individuals, groups, and the community in a variety of contexts. Doctoral graduates are skilled in several professional roles including the traditional areas of professional psychology: psychological assessment, psychotherapy, and applied research. Graduates of the Counseling Psychology program are skilled in psychological and counseling interventions including psychotherapy, consultation, and case analysis. Graduates are encouraged to seek out new and innovative professional roles. Training is structured to prepare graduates to enter the postdegree licensing process.

Professional psychology complements and strengthens the other health profession programs among Pacific’s graduate offerings in the College of Health Professions.

CONTINUING EDUCATION

The Pacific University College of Optometry offers continuing education courses to licensed practitioners and others with interest in the profession.

Programs are held both on campus and in various communities across the U.S. and Canada. Programs range from one-hour lectures to week-long conferences. Some continuing education offerings are available via the internet as part of the College of Optometry’s on-line continuing education program. Information regarding current continuing education program calendars and on-line education may be easily obtained by searching the College’s web site — www.opt.pacificu.edu

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 part of International Programs.

LIBRARY

From the moment one enters Pacific University Library—the doors open upon approach—one is invited to stay with as much ease as it took to walk in. Soaring cathedral ceilings tower over the light-infused lobby and its various resources: a circulation and reference desk, of course, but also a self-checkout system to the left and a coffee bar near the new books. These features, combined with cozy study nooks, study rooms equipped for collaborative PC work and study, a 24 hour Study Center, wireless technology throughout the library, an Information Commons with computer workstations, a Library Classroom and over 90 pieces of art by faculty and alumni have no doubt attracts students and community members alike; attendance is up 60% since the library opened August 2005. Passer-bys notice the similar architectural style to Pacific's neighboring 19th century building, Marsh Hall. Students enjoy the second floor reading room with its fireplace and impressive glass installation. Board members and trustees utilize the spacious conference room looking out over the oak trees. The Library offers students, faculty, and staff a diverse, carefully selected collection of nearly 250,000 volumes, over 1,000 paper journal subscriptions, 21,000 online journals, and over 200 electronic databases. The Library also houses a select collection of United States documents from around the world. Pacific's membership in the Orbis Cascade Alliance gives students, faculty, and staff easy access to more than 26 million volumes in over 35 academic libraries in Washington and Oregon. A highly qualified staff of librarians and support personnel work regularly with students and faculty to assist them in locating, evaluating, and using today's world of information. “Explore. Discover. Experience.” These are the words Pacific University has chosen to describe its library. And that it does.

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

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

TRANSFER STUDENT — ADMISSION AND APPLICATION PROCEDURES

Please refer to individual program sections in this catalog for transfer information or contact our Office of Graduate and Professional Admissions by calling 503-352-2218 or 1-800-677-6712.

The School of Dental Health Science will consider transfer students for admittance to advance standing only after careful review of all available information.

The School of Occupational Therapy does not accept transfer credit.

The School of Pharmacy - The block method of curriculum delivery, combined with the integrated nature of the curriculum, does not easily support integration of students from more traditional programs. Pacific University School of Pharmacy will consider transfer students for admittance to advance standing only after careful review of all available information. The School will evaluate students who wish to transfer on a case by case basis, and will include a student interview. Student prerequisites, course descriptions and syllabi from the previous institution, hours completed, transcripts, and other significant data will be used in making a decision.

The School of Physical Therapy does not accept transfer credit.

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

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

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

INTERNATIONAL STUDENTS

International Students are welcome to apply for any of our graduate or professional programs, however, programs may have varying requirements. Please refer to individual program sections in this catalog or contact our Office of Graduate and Professional Admissions by calling 503-352-2218 or 1-800-677-6712.

CAMPUS VISITS

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

READMISSION

To apply for readmission after an absence of one semester or more, a student must complete a brief Application for Readmission form, and submit official transcripts from all colleges attended during a student’s absence from Pacific to the Dean or Director of the applicable College or School.
Tuition & Fees

SCHEDULE OF TUITION FOR ACADEMIC YEAR 2006/2007

TUITION

COLLEGE OF EDUCATION

Forest Grove MAT Fifth-Year
(Students entering summer 2006)
Per credit hour ................................ $474

Eugene MAT Fifth-Year
(Students entering spring 2007)
Per credit hour ................................ $474

Special Education Program (Students entering summer 2006)
Special Educator Program ........ $18,500

All other Graduate Programs in the College of Education
Per credit hour ................................ $474

Eugene Undergraduate tuition
Per credit hour ................................ $474

SCHOOL OF DENTAL HEALTH SCIENCE

Annual ......................................... $18,000
Fall Semester ................................. $7,200
Spring Semester ............................ $7,200
Summer Term ............................... $3,600

SCHOOL OF OCCUPATIONAL THERAPY

Annual ......................................... $21,108
Semester ....................................... $10,554
Part time, per semester hour ........ $678
Audit, per semester hour ................. $322
MOT1 Summer Tuition ............... $3,518

COLLEGE OF OPTOMETRY

Optometry academic year
Annual ......................................... $25,998
Semester - 1st & 2nd year .......... $12,999
(Summer ’06, Fall ’06 & Spring ’07 semester)
Semester - 3rd year ....................... $8,666
Semester - 4th year ....................... $8,666

Tuition is subject to annual review and possible increase.
Per Credit Tuition

Part time, per semester hour (one hour courses and overloads) .......... $857
Audit, per semester hour .......... $322
Students enrolled for 9-23 credit hours are charged the full-time per semester/session tuition. Students taking 8 or fewer hours per semester/session are charged the per credit fee. Students enrolled in more than 23 credit hours are charged the full-time tuition, plus the part-time per semester hour charge for each credit above the 23 hours.

MASTER IN FINE ARTS

Annual ........................................ $11,800
Semester ..................................... $5,900
Room/Board Fall .......................... $550
Room/Board Spring ..................... $750

SCHOOL OF PHYSICAL THERAPY

Entry-Level DPT
(Fall ‘06 and Spring ‘07)
Annual ........................................ $22,546
Semester .................................... $11,273
Part time, per semester hour ...... $691
Audit, per semester hour .......... $322

Transition DPT per credit hour rate
Summer 2006 .............................. $425
Fall 2006 ...................................... $425
Spring 2007 ................................. $425

SCHOOL OF PHYSICIAN ASSISTANT STUDIES

Summer ‘06, Fall ‘06 & Spring ‘07
Annual ........................................ $22,923
Semester .................................... $7,641
Part time, per semester hour ...... $641

For the clinical and didactic year of the program, students who are enrolled for 12 or more credit hours are charged the full-time per semester tuition. Students taking less than 12 hours per semester are charged the per credit hour rate. This does not apply to the graduate project semester.

Tuition is subject to annual review and possible increase.
SCHOOL OF PROFESSIONAL PSYCHOLOGY

Tuition for students in the PsyD or MS program

- Annual ......................................... $21,792
  (Fall ’06, Spring ’07, and Summer ’07)
- Semester ....................................... $7,264

Tuition for students in the MA in Counseling Psychology program

- Annual ......................................... $16,233
- Semester ....................................... $5,411

Per Credit Tuition

- Part-time, per semester hour .............. $621
- Audit, per credit hour ........................ $322

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.

SCHEDULE OF FEES

UNIVERSITY FEES

Student Government/Activities

- Annual ........................................... $75
- Semester Fall & Spring ....................... $37.50

Recreation

- Annual ........................................... $50
- Semester Fall & Spring ....................... $25

FEES FOR ACADEMIC YEAR 2006/2007

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 August 14, 2006.

- August 20, 2006 to August 20, 2007
  (U.S. citizen) ................................... $765
  (International) ............................... $765

Tuition is subject to annual review and possible increase.
PROGRAM FEES

**College of Education**
- Fingerprinting Fee and background check ................. $80

**School of Occupational Therapy**
- Laboratory Fee ...................................... $50*
  *For 2006-07 academic year, 2007-08 subject to annual review.
- For additional total costs, contact The School of Occupational Therapy

**College of Optometry**
- AOSA/SOA Fee .................................. $32

**School of Physical Therapy**
- Laboratory deposit ............................. $150

**School of Physician Assistant Studies**
- First year Emergency Medicine Fee ........ $350

**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
- ID-Name badge fee ............................ $10

**School of Dental Health Science**
- Laboratory ........................................ $1,000
- Professional Assoc. dues ....................... $50
- Professional Liability Insurance ................ $50

**School of Pharmacy**
- Laboratory ........................................... $500
- ACLS/BCLS ......................................... $350

*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 2006-2007 Academic Year are:

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>TOTAL PAYMENT DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2006</td>
<td>May 15, 2006</td>
</tr>
<tr>
<td>Fall</td>
<td>August 15, 2006</td>
</tr>
<tr>
<td>Winter/Spring</td>
<td>January 15, 2007</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>May 15, 2007</td>
</tr>
</tbody>
</table>

*Tuition is subject to annual review and possible increase.*

www.pacificu.edu  
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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, with additional payments due the 15th of each month. For spring semester, payments begin on December 15, for summer semester, April 30. For those students who began their program in summer, monthly payments are due April 30, 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 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 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 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 www.pacificu.edu/offices/bo/ or email us at cashiering@pacificu.edu or access your student account and pay on-line through BoxerOnline.

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, social security 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 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 the current semester. Loans are available for up to $2,000.

Students may borrow more than one loan, but may not have more than $2,000 outstanding at any time. Failure to repay the loan on the agreed upon repayment schedule will cancel the student’s privilege to borrow further from the Short-Term Loan 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, which is collected at the time of disbursement.
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 Family Education Loan Program (FFELP) - 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, Psy.D and Pharm D. 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 fixed 6.8% as of July 1, 2006, 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 and The School of Pharmacy who demonstrate “exceptional” financial need. Parental information and FAFSA signature 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, or maintains less than half-time enrollment.

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

Private Alternative Loans - loans available to students 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, School of Physician Assistant Studies, 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 website 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
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
The following sources of financial aid are available to Psy.D. candidates in the School of Professional Psychology. Award amounts vary, and may be for a single year or for multiple years.

Service Scholarships
Applicants may apply for multi-year service scholarships, which are awarded at the time of formal notification of admission. Returning students who did not receive multi-year scholarships may apply for 1-year scholarships.

Graduate & Teaching Assistantships
Available general assistantships are awarded to outstanding applicants each year at the time of formal notification of admission. These positions assist one of our full-time faculty for about 7 hours per week in a variety of roles. Continuing students may apply for teaching assistantships.
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

School of Pharmacy
For current scholarships contact the Assistant Dean for Experiential Education and Student Development.

School of Dental Health Science
For current scholarships contact the Director of the Dental Health Science program.
College of Arts & Sciences  
Master of Fine Arts in Writing

Shelley Washburn, Director

MISSION
The MFA program's purpose is to help students improve their craft while creating a quality portfolio of fiction, nonfiction or poetry. Encouraging writing excellence is primary. We encourage students to write meaningful and honest pieces and embrace writing as an art that has the potential to make a difference in the world.

GENERAL INFORMATION

Low-Residency Format
The low-residency format allows students to earn a graduate degree over the course of two years through five intensive campus residencies, coupled with guided independent study during four correspondence semesters. Students earn 15 credits each semester in the one writing course that they take and apply those 15 credits toward the minimum of 60 required for successful completion of the program.

In the belief that writers can and must lead full and interesting lives, the program embraces students who have full-time jobs and other obligations and allows them to design individualized courses of study to be carried out under the supervision of a writer advisor.

Students and writers come together twice a year in June and January for 10-day residencies on the Pacific University campus or at an off-campus location. Residencies include workshops, lectures, seminars, panels and readings, featuring both award-winning writers who act as faculty members for the program and visiting writers who participate only during the residency.

During each residency, we pair each student with a writer who serves as an advisor for the independent study that follows. Student and advisor meet in conferences to develop a study plan for the subsequent correspondence semester when the student will devote 20-25 hours each week to writing and reading.

Faculty
The writers who serve as faculty for the MFA program are outstanding for both their level of national or regional achievement and for their teaching records and abilities. Most faculty who serve as advisors for students teach during the campus residency that precedes the semester, though the program reserves the right to assign non-residency faculty as advisors in some circumstances. During the residency, faculty members give readings, deliver lectures, conduct classes and serve on panels. Some of the visiting writers also participate actively in residency events but do not serve as advisors in the following semester. Please visit the webpage for a list of current faculty.

Eligibility/Prerequisites
The MFA program seeks students who have demonstrated talent, commitment to the writing process, ability to look objectively at their work, and willingness to use criticism in a discriminating manner while remaining true to individual voice and vision.

Applicants to the program should hold an undergraduate degree from an accredited college or university. Admission is based primarily on the quality and promise exhibited in the application manuscript and personal essay. Applicants should
address their ability to participate productively and supportively in a writing community and to sustain commitment through extended independent work periods (during the correspondence semesters).

Genre

A student may earn an MFA in fiction, nonfiction or poetry. A student earning an MFA degree in two genres must work in the second genre for a minimum of three semesters and must complete a second critical essay and a second creative manuscript. Thus, the minimum time to complete an MFA degree in two genres would be six semesters, and more likely up to seven or eight semesters.

Exploring a Second Genre

If a student wishes to explore a second genre for one semester, the student must petition the Academic Board before the semester begins. Students may not switch genres during a semester. In most cases, students who elect to explore another genre should expect to attend an additional semester to fulfill requirements for the degree.

Changing Genres

Students who begin the program in one genre and then decide they would like to make a permanent switch to another may do so when the following conditions have been met:

1) The petition for the genre switch has been approved by the Academic Board and members of the faculty.
2) The student has successfully completed at least one semester in the new genre before the essay semester.

A student must work in the new genre for at least three semesters to earn the MFA degree in that genre. In many cases this will necessitate an additional semester of study.

PROGRAM OF STUDY

Summary of Requirements by Semester

FIRST SEMESTER & SECOND SEMESTER

- Residency evaluations
- Creative work in one’s genre (or, during the second semester, in a second genre if approved by the Academic Board)
- A bibliography of approximately 20 works
- Reading commentaries on 12-15 works
- Written midterm and semester assessments

ESSAY SEMESTER

- Residency evaluations
- Creative work in one’s genre
- An annotated bibliography of approximately 20 works
- An annotated bibliography of approximately 20 works
- Reading commentaries (The annotated bibliography may take the place of some or all of the 12-15 reading commentaries during the essay semester, if approved by the advisor.)
- A critical essay on work by published authors
- Written midterm and semester assessments

THESIS SEMESTER

- Residency evaluations
- Creative work to complete the manuscript requirement of the final thesis project
- An annotated bibliography of approximately 20 works
- Reading commentaries (The annotated bibliography may take the place of some or all of the 12-15 reading commentaries during the thesis semester, if approved by the advisor.)
- Preparation of an hour-long presentation to be given during the final residency
- Preparation of a 15-minute reading of original work to be given during the final residency
- Preparation for the thesis review that takes place during the final residency
- Submission of the complete thesis, when approved, to the program archive
- Written midterm and semester assessments

COURSE DESCRIPTIONS – RESIDENCY

Residency Overview

The twice-yearly residency periods (June and January) initiate each semester and
form the foundation of a community of writers. The 10 intensive days of events provide the student with literary breadth to balance the more specific individual focus of the ensuing correspondence semester work.

The residency schedule includes workshops, formal presentations, panels, lectures, classes, and readings, featuring core faculty members and guest writers. Though students specialize in a particular genre for their degrees, the residency offers opportunities to experience and appreciate the relationships among all the literary genres. This diversity is provided through residency activities and, in some cases, a multi-genre workshop.

In addition to the formal sessions, the residency includes time set aside for quiet contemplation, writing and informal gatherings. The residency is both a rich reward and a stimulus for the months of solo work that lie ahead.

During the residency, the student should expect to do the following:

• Participate in assigned workshop sessions led by one or more of the faculty writers
• Receive close critique of worksheet material during at least one workshop
• Provide commentary and critique of the work of other students in the workshops
• Attend all workshops, lectures, panels and craft talks in the student's genre of study
• Attend nightly readings and take advantage of the opportunity to participate as a reader
• Meet twice with the assigned advisor to design the semester study plan

Semester Study Proposal

Prior to each residency, students submit a preliminary semester study proposal that includes writing goals, specific areas of interest, and a tentative reading list. Students meet with their assigned advisors in at least two conferences to design the formal semester study plan. Before these sessions, faculty will familiarize themselves with the students’ semester study proposals and creative work. The emphasis of the strategy sessions is to outline work and goals for the following correspondence semester, rather than to review additional manuscript materials.

Workshops

We assign students to a workshop specific to their genre (poetry, fiction or nonfiction) or, in some instances, a to multi-genre workshop. Submitted creative worksheets form the text for discussion and commentary in the workshops.

Each workshop includes up to 14 students from every stage of progress through the program. One to four faculty members lead these workshops. Each student’s worksheet material receives at least one close critique during a workshop session. The student spends the remaining workshop hours offering the same level of review to other students.

Presentations, Readings and Classes

Faculty, visiting writers and degree candidates offer numerous lectures, presentations, classes and analytical discussions. We expect students to attend all formal offerings in their genres including at least one outside their chosen area of study.

Classes serve as introductions to an element of craft or a body of work, or both. In these classes, students may discover issues relevant to their work to pursue in greater depth as they develop their semester project proposals/study plans. Students attend all lectures and classes in their genre, including at least one outside their chosen area of study.

Classes serve as introductions to an element of craft or a body of work, or both. As a result, students may discover issues relevant to their work to pursue in greater depth during the correspondence semester. We encourage students to engage in as many classes as time and energy allow and to do any preparatory reading for them. Classes are intended for all students without regard to genre focus, and faculty writers welcome participation by both poets and prose writers. Though a student works one-on-one with a single advisor during the correspondence semester, the residency provides access to all faculty in the classes, lectures, panels and readings.

Students should attend the readings by core faculty members and by visiting writers. In addition, we encourage students to attend and to participate in one of the several student readings.
Advisor Assignment

The advisor supervises the student’s independent work during the correspondence semester following the residency. Faculty advisors are chosen based on the student’s study proposal, on material submitted for workshops, and on previous semester work, if any.

The faculty meets during the residency to review student materials and to make recommendations about advisor assignments. These recommendations are forwarded to the Director for the final student-advisor pairings. Students may state a preference for an advisor, but there is no guarantee that the preference will be met. It is one of the goals of the MFA program that every student will work with a writer who is enthusiastic about and who feels able to contribute to the development of the student’s writing. Students work with different advisors throughout the four or five semesters of study, though a previous advisor may be assigned for the final semester.

Semester Study Plan

Toward the end of the residency, the student and advisor meet in conference, normally during two strategy sessions, to refine the preliminary study proposal. These conferences lead to a formal, written study plan that addresses both the student’s and the advisor’s expectations for the correspondence semester.

The study plan may include the following:

- Goals for the student’s creative work, which may be general or specific, as appropriate for a particular student in a given semester
- Specific elements of style, form and technique to be studied during the semester
- Deadlines, methods and expected frequency of student-advisor exchanges
- A reading list that may be modified as the correspondence semester progresses
- Additional planned projects or activities (tailored exercises, a journal, attendance at literary and cultural events in the student’s home area)
- Other work that addresses the student’s interests, needs and developing vision

The semester study plan must be filed with the MFA office at the end of the residency or shortly after the beginning of the correspondence semester.

Residency Evaluation

At the end of the residency, each student submits a written analytical commentary on each formal activity attended, as well as on the residency in general. Each analysis addresses the quality of the student’s own preparation and participation, as well as the relevance of the residency activity to the student’s educational goals. Students are also asked to make suggestions for changes or improvements that might enhance future residencies.

COURSE DESCRIPTIONS – CORRESPONDENCE SEMESTER

Correspondence Overview

Throughout the correspondence semester, students send work to their advisors and, in turn, receive criticism and guidance, including specific suggestions and general advice for their developing craft and course of study. Student work sent in the exchanges includes new poetry or prose, revised work, and reading commentaries assigned as part of the study plan.

Students are expected to devote 20-25 hours each week to the semester study project, but the flexible structure of the exchanges allows them to carry out family and job commitments while studying the art of writing.

Semester Creative Project

The student submits a manageable portion of creative work approximately every three weeks. This work is the heart and focus of the semester project. Manuscripts are critiqued by the advisor and returned for revision. By semester’s end, each student should have a body of carefully edited work (20-30 pages prose/10-15 poems).

Exchanges

Exchanges with the advisor provide guidance and response to balance the solitude necessary to pursue the art of writing. Because the on-going dialogue
between student and advisor is vital to a low-residency program, students are expected to take part in no fewer than five and no more than six exchanges, consisting of creative work, inquiry and analysis, facilitated either electronically or by mail.

In addition to the reading commentaries, the natural subject areas for substantive exchange are the student’s written manuscripts, the advisor’s critiques and the subsequent revisions. In cover letters, journals or tapes accompanying each exchange packet, the student offers reflections on the process of study and receives detailed responses. Students who participate in local workshops or attend relevant lectures in their area are welcome to include comments on these activities in the exchange to enrich and extend the dialogue. Specific projects, dates, materials sent, and comments received should be recorded, and this log becomes part of the correspondence semester work.

**Reading List**

A writer’s natural gifts are deepened through broad reading and careful reflection about that reading. The reading list is derived from the needs and literary background of the student, developed with guidance from the advisor, and should include contemporary letters, a close examination of a few major writers in the genre, and exploration of literary traditions.

While the reading lists for early semesters may be broad-based, the lists will place more emphasis on the focus of the critical essay as candidates draw nearer completion of their degrees. Each semester should produce a bibliography of approximately 20 works of poetry, fiction, nonfiction, or critical prose.

**Reading Commentaries and Annotations**

The purpose of any term’s reading list is to foster critical inquiry into stylistic and technical considerations. Thus, in each of the first two semesters, students write 12-15 commentaries about the craft of writing, based on works selected from the reading list (see above). In the essay and thesis semesters, the reading commentaries and bibliography are replaced by an annotated bibliography.

The reading commentaries need not be book reviews nor scholarly works but should be 500-1000 words of clear prose in which the student examines some aspect of craft in the work. The works chosen for commentary should reflect the balance of primary works to analytical texts in the reading list.

Reading commentaries are submitted throughout the semester, with three to five included in each exchange with the advisor. These become part of the dialogue, deepening the conversation between student and advisor.

Reading commentaries help students to develop rhetorical skills, as well as to make conscious observations regarding various elements of craft and the impact of these in their own work and the works they are reading. By the second semester, the commentaries are useful in locating the topic for the final thesis project and may become rough draft material for the essay, or a way to test the emerging or completed essay’s thesis against other texts.

In the essay and thesis semesters, an annotated bibliography replaces the reading commentaries, although, when academically appropriate, the advisor may recommend that the student complete additional reading commentaries. An entry in an annotated bibliography, unlike a reading commentary, contains only two or three sentences of descriptive or evaluative comments on a work.

**ESSAY SEMESTER**

**Essay Semester Overview**

Normally the third semester of the program, the essay semester requires degree candidates to develop a polished work in literary analysis that demonstrates clarity of thought and expression in English prose. Candidates must write a 20-30 page critical essay on works by one or more published authors. The student’s continuing creative work during the essay semester will be enhanced if the critical essay involves investigation of issues relevant to the student’s own writing.

The purpose of this critical essay is two fold: To develop the ability to analyze formally the work of recognized writers and to identify and to explain elements that will
strengthen the student's own work
To hone skills that will assist the student wishing to teach writing or to publish book reviews and articles on craft
For these reasons, the essay semester requires development of polished work in literary analysis that demonstrates clarity of thought and expression in English prose. The analysis must concentrate on craft and technique as evidenced in works by one or more authors and should address those techniques as they reflect the candidate's own work. The continuing creative work during the essay semester will be enhanced if the analytical work involves investigation of issues relevant to the student's own writing.

Students planning the critical essay generally reserve some portion of the preceding semester to formulate an essay topic, or several promising topics, in dialogue with their advisors. During this preparatory semester, students also complete the bulk of preliminary reading, if at all possible.

Students work closely with their advisors in developing, drafting and revising the essay. The essay semester study plan should incorporate exchange methods and schedules for development of the analytical writing, which must be completed by the end of the semester.

Submit the Essay
The Academic Board receives the recommendation of the project advisor. Once the essay is approved, or if it requires only minor revisions, the student may advance to the final thesis semester. The student may not advance to the final semester until the essay is approved. The award of credit for the semester, however, is a separate matter, an independent judgment made at the term's end, and does not require acceptance of the essay.

THESIS SEMESTER

Thesis Semester Overview
Students may enter the final semester upon completion of no fewer than three successful semesters (including any semester accepted for transfer from other institutions; we allow a maximum of one transfer semester, but acceptance of a transfer semester does not guarantee that a student will finish the program early) and acceptance of the critical essay. The final semester, usually the fourth in the program, focuses primarily on creative writing and completion of an original, high-quality manuscript of poetry, fiction or nonfiction. The analytical and creative components form the Master of Fine Arts thesis, copies of which are placed in the MFA program archives and in the Pacific University Library.

Reading and Critical Inquiry
As in the previous semesters, the final semester includes a reading component (approximately 20 works of poetry, fiction, nonfiction, or critical prose), and these readings are listed in the annotated bibliography. The student's reading informs the creative manuscript and furnishes material for the graduate presentation taught during the final residency.

Preparation for the Graduate Presentation
During the final semester, the student prepares to teach a class at the final residency. The topic for the graduate presentation may emerge from the student's essay or may reflect new interests, but it should be related to the student's creative work. The student selects the topic with the advisor's guidance and with the approval of the MFA Director.

Creative Manuscript
The creative manuscript consists of 30-50 pages of poetry or 70-120 pages of prose. Work included in the manuscript must have been composed or substantially revised during a student's tenure in the program. Emphasis in this final project should be on quality rather than quantity and should involve careful editing and revision.

In the third month of the final semester, the student must submit to the advisor approximately one-half of the final manuscript. The advisor responds to the student's work and describes the manuscript's progress in the Midterm Assessment.
Though manuscripts will naturally include work from previous semesters, students are encouraged to continue to write new work for the volume and to be influenced by their reading and their work on the critical essay.

**ASSESSMENT**

**Academic Review/Assessment**

Assessment occurs at midterm and semester end. For both assessments, the student writes a narrative analysis addressing the following:

- The student's semester performance and progress toward completion of the program
- The efficacy of the semester’s design and instruction, the number and merit of the student-advisor exchanges, as well as the effectiveness of assignments
- Expectations and tentative plans for the coming semester as discussed with the advisor

Assessments completed by the student and advisor at the end of the semester become part of the student's official record and narrative transcript (the MFA program does not use grades). Students may request hard copy or electronic versions of their semester assessments prior to the next residency.

**Award of Semester Credit**

A successful semester and the granting of 15 hours of graduate credit require documentation by way of the semester study plan, residency evaluation, midterm and final assessment, semester bibliography, reading commentaries, log, and work samples. After successful evaluation, recommendation of credit by the advisor, and review of all materials by the Academic Board, the MFA program awards credit. Prior to the next residency, the student is advised of the award of credit in a letter from the Academic Board. Comments and counsel for the student regarding the upcoming semester may be included.

**Award of the MFA Degree**

The Master of Fine Arts degree is granted by the Pacific University President and Board of Trustees upon recommendation of the Academic Board of the MFA in Writing program and approval of the College of Arts & Sciences.

The student's record must document the following:

- Full participation in five residency periods (documented with residency evaluations; including any semester accepted for transfer from other institutions)
- Successful completion of four semester projects with the minimum accumulation of 60 graduate credit hours (documented through semester assessments and submitted revised work)
- Work with no fewer than three faculty advisors during the student’s tenure in the program
- Broad reading in literature and contemporary letters (documented through a cumulative bibliography with approximately 80 entries, at least 40 of which are annotated)
- The ability to write clear prose and to articulate cogent response to work by other writers (documented through 24-30 reading commentaries)
- A clearly written, substantial, critical essay of 20-30 pages concentrating on the creative works of one or more published authors
- A creative manuscript of high-quality poetry, fiction or nonfiction, consisting of 30-50 pages of poetry or 70-120 pages of prose
- Objective discussion of the creative manuscript by faculty and peers in the thesis review
- An hour-long, graduate-level presentation, either lecture or craft talk, given during the final residency
- A public reading of the student’s work during the final residency
College of Arts and Sciences
Master of Fine Arts
in Writing Calendar
2006-2008

2006-2007

June
June 10-20 Residency
June 10-Dec 1 Semester Dates
June 18 Commencement

September
September 1 Midterm Assessments

November
November 11 Semester Assessments

January
January 6-16 Residency
January 6-May 31 Semester Dates
January 14 Commencement

March
March 30 Midterm Assessments

May
May 21 Semester Assessments

2007-2008

June
June 9-19 Residency
June 9-Dec 3 Semester Dates
June 17 Commencement

September
September 3 Midterm Assessments

November
November 21 Semester Assessments

January
January 5-15 Residency
January 5-May 31 Semester Dates
January 13 Commencement

March
March 31 Midterm Assessments

May
May 23 Semester Assessments

**Please note: all dates subject to change.**
College of Education

Mark Ankeny, Ph.D, Dean

MISSION OF THE COLLEGE OF EDUCATION

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

HISTORY OF THE SCHOOL

The education of teachers has been an integral part of Pacific University’s mission and offerings for over ninety-five 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 master’s 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:

• a commitment by professional educators to respect humanity in all its diversity
• professional educators who interact constructively with students and their parents as well as colleagues, administrators, other school personnel, and the community – to achieve both instructional and relational goals
• 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

• professional educators who understand the subject(s) being taught and appreciate how knowledge in that subject is created, organized, linked to other disciplines and applied in real-world settings

• participation of educators as leaders and 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 the learner, family, community, and environment who use that data to the extent possible when planning instruction

• modeling by professional educators of an inquisitive attitude and enjoyment of intellectual pursuits

• promotion by professional educators of intellectual independence and active, responsible learning

• professional educators who, as reflective practitioners, continually study theory, research, practice, and available resources as they strive to improve the effectiveness of their teaching

• professional educators who exhibit the energy, drive, and determination to make their school and classroom the best possible environment for teaching and learning

• professional educators who believe that all students can learn and who assume responsibility in furthering that learning

• professional educators who are confident, energetic and both physically and mentally healthy

Today’s programs, designed to meet the demands of school reform in Oregon and the nation, are 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

• Evaluate students’ initial conceptions and provide opportunities to gain a deeper and more useful understanding

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 sociopolitical context
• Understand and participate in both conservation and change

CAMPUS LOCATIONS AND PROGRAMS
The College of Education offers Initial License programs and Advanced programs at two sites, the main campus in Forest Grove and the Eugene campus.

INITIAL LICENSURE PROGRAMS
The College of Education offers four programs that lead to Oregon’s Initial Teaching License:
• Master of Arts in Teaching (MAT) Fifth-Year program – 12-month full-time cohort program for those holding a bachelor’s degree
• Master of Arts in Teaching (MAT)/Flex program – part time program for those holding a bachelor’s degree (must be completed within 6 years)
• Master of Arts in Teaching (MAT)/Special Educator program – 17-month program for those holding a bachelor’s degree and seeking initial licensure in special education
• An undergraduate teacher education program offered in conjunction with the College of Arts and Sciences (See Undergraduate Catalog)

These programs prepare teachers at any of four levels of authorization: Early Childhood Education (valid for teaching children from age 3 to grade 4); Elementary School (valid for teaching grades 3-8 in an elementary school); Middle School (valid for teaching grades 5-9 in a middle or junior high school); and High School (valid for teaching integrated subjects and departmental assignments in grades 7-12 in a mid-high or high school).

ADVANCED PROGRAMS
Advanced programs are primarily intended for licensed educators who wish to continue their development as professionals in the field of education.
• Continuing Teaching License program – part-time program for practicing teachers who have completed bachelor’s and/or master’s degrees, hold an initial license, and choose to move to the Continuing Teaching License
• Initial License II program – part-time program for practicing teachers who have completed bachelor’s and/or master’s degrees, hold an initial license, and choose to renew their initial license at the required intervals rather than move to a Continuing Teaching License
• Non-degree programs – part-time programs for practicing teachers holding an initial license who wish to add authorizations and endorsements
Certificate programs:
- Talented and Gifted (TAG) Education – part-time program for teachers, counselors, and parents who wish to learn more about meeting the needs of gifted children (Eugene campus only)
- Cultural Competence – part-time program for teachers, counselors, school support staff, and community members who wish to engage in dialogue and learn more about issues of diversity in our schools.

Related Graduate Programs
- Master of Arts in Education / Curriculum Studies (MAE/CS) – advanced degree program not leading to licensure
- Master of Education/Visual Function in Learning (MEd/VFL) – advanced degree program for optometry students or practicing optometrists (Forest Grove campus only)

Programs are also available for practicing teachers holding a Basic or Standard License who wish to add authorizations or endorsements or upgrade their professional skills.

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 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.

Initial Licensure Programs
Master of Arts in Teaching Fifth-Year Program
The MAT Fifth-Year program is 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 have the opportunity to qualify for two authorizations, and while qualification for two is not required, students are 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 (French, German, Japanese, Russian, and Spanish), Health, Language Arts, Marketing, 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. For application information and forms, contact the Education Admissions Office at 503-352-2958 or toll free at 1-877-722-8648, ext 2958, or email teach@pacificu.edu.

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 either the California Basic Educational Skills Test (CBEST) or the PRAXIS Pre-Professional Skills Test (PPST).
7. Official transcripts documenting coursework from each college or university attended. Transcripts from colleges or universities outside of the US must be translated and evaluated by an independent university-accredited service.
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 and enthusiasm to work with school-aged children or youth in volunteer or paid work experiences
   b. A university or college professor with direct knowledge of applicant’s academic abilities
   c. An employer with direct knowledge of applicant’s professional habits
9. Ability to write clearly and cogently as demonstrated 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 seeking Early Childhood, Elementary, and Middle School authorizations is the Oregon Educator Licensure Assessment (ORELA) or the Multiple Subjects Assessment for Teachers (MSAT). 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 is given to applicants who have taken a broad range of courses as part of their undergraduate experience. Preferred courses include literature, writing, science (preferably biology), 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 is given to applicants 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 are notified of their status by mail.

Transfer of credits into an initial license program is rare. Transcripts are evaluated on a case-by-case basis. No more than 10 semester hours of transfer credit will be accepted in degree programs. Fewer will be accepted in non-degree programs.

**MAT Fifth-Year Curriculum**

**ECE/Elem:** 46 credit hours required for completion of program

**MS/HS:** 44 credit hours required for completion of program

**The Foundations Block - all authorizations**

**Educ 504** Learning Communities I: Personal Awareness ............ 2

**Educ 570** School and Society .............. 2

**Educ 515** Advanced Human Development and Psychology (ECE/Elem) .... 4 or

**Educ 516** Advanced Human Development and Psychology (MS/HS) ....... 4

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

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

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

**Educ 533** Integrated Methods I: General Methods, Assessment, and Classroom Management .... 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

**Educ 533** Integrated Methods I: General Methods, Assessment, and Classroom Management .... 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 526** Teaching, Assessment, and Classroom Management in the Middle and High School ......................... 4
Educ 541  Reading and Writing across the Curriculum ................. 2
Educ 567  Curriculum Design: Middle and High School .................. 2
Educ 537  Technology Across the Curriculum ............................... 2
Educ 573  Practicum ........................................ 2
Special Methods (in appropriate content area)..................................................3
Educ 502  Teaching Art in the Middle and High School
Educ 503  Teaching Music in the Middle and High School
Educ 536  Teaching Health in the Middle and High School
Educ 538  Teaching Science in the Middle and High School
Educ 539  Teaching PE in the Middle and High School
Educ 546  Teaching Business in the High School
Educ 547  Teaching Foreign Language in the Middle and High School
Educ 549  Teaching Mathematics in the Middle and High School
Educ 551  Teaching Social Studies in the Middle and High School
Educ 552  Teaching Language Arts in the Middle and High School
Educ 553  Teaching Drama in the Middle and High School

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

Continuation in the Program
1. 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.
5. Students must complete program requirements within six years of entry into program.

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 on the Forest Grove campus, and part-time students on the Eugene campus. Courses meet in the late afternoon, early evening and 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 5-9) 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.
Admission to the MAT/Flex Program

Applications are accepted throughout the year. Admission is selective. Transcripts are assessed on an individual basis. For application information and forms, contact the Education Admissions Office at 503-352-2958 or toll free at 1-877-722-8648, ext 2958, or email teach@pacificu.edu.

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 either the California Basic Educational Skills Test (CBEST) or the PRAXIS Pre-Professional Skills Test (PPST).
7. Official transcripts documenting coursework from each college or university attended. Transcripts from colleges or universities outside of the US must be translated and evaluated by an independent university-accredited service.
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 and enthusiasm to work with school-aged children or youth in volunteer or paid work experiences
   b. A university or college professor with direct knowledge of applicant’s academic abilities
   c. An employer with direct knowledge of applicant’s professional habits
9. Ability to write clearly and cogently as demonstrated 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 seeking Early Childhood, Elementary, and Middle School authorizations is the Oregon Educator Licensure Assessment (ORELA) or the Multiple Subjects Assessment for Teachers (MSAT). 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 is given to applicants who have taken a broad range of courses as part of their undergraduate experience. Preferred courses include literature, writing, science (preferably biology), 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 is given to applicants 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 are notified of their status by mail.

Transfer of credits into an initial license program is rare. Transcripts are evaluated on a case-by-case basis. No more than 10 semester hours of transfer credit will be accepted in degree programs. Fewer will be accepted in non-degree programs.

**MAT Flex Curriculum**

**Early Childhood and Elementary Authorizations**
(45 credit hours required for completion of program)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 305G</td>
<td>Learning Communities: Personal Awareness and Diversity ..................</td>
<td>3</td>
</tr>
<tr>
<td>Educ 570</td>
<td>School and Society ..........</td>
<td>2</td>
</tr>
<tr>
<td>Educ 561</td>
<td>Advanced Human Development and Psychology ...............................</td>
<td>4</td>
</tr>
<tr>
<td>Educ 537</td>
<td>Technology Across the Curriculum ........................................</td>
<td>2</td>
</tr>
<tr>
<td>Educ 431G</td>
<td>Integrated Methods I: General Methods, Assessment, and Classroom Management</td>
<td>2</td>
</tr>
<tr>
<td>Educ 508</td>
<td>Integrated Methods II: Reading and Language Arts in Early Childhood Education</td>
<td>4</td>
</tr>
<tr>
<td>Educ 544</td>
<td>Integrated Methods II: Reading and Language Arts in Elementary and Middle School Education</td>
<td>4</td>
</tr>
<tr>
<td>Educ 543</td>
<td>Integrated Methods III: Math, Science and Health in Early Childhood and Elementary Education</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Educ 510</td>
<td>Integrated Methods IV: Expressive Arts in Early Childhood Education</td>
<td>2</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educ 545</td>
<td>Integrated Methods IV: Thematic Teaching through SS and the Arts ......</td>
<td>2</td>
</tr>
<tr>
<td>Educ 397G</td>
<td>Field Experience ..........</td>
<td>2</td>
</tr>
<tr>
<td>Educ 459G</td>
<td>Preparing the Work Sample ...............</td>
<td>1</td>
</tr>
<tr>
<td>Educ 601</td>
<td>Teachers as Consumers of Research ........................................</td>
<td>2</td>
</tr>
<tr>
<td>Educ 576</td>
<td>Learning Communities III: Reflection and Practice ......</td>
<td>2</td>
</tr>
<tr>
<td>Educ 575</td>
<td>Student Teaching .............</td>
<td>15</td>
</tr>
</tbody>
</table>

**Middle School and High School Authorizations**
(43 credit hours required for completion of program)

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, Marketing, 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 305G</td>
<td>Learning Communities: Personal Awareness and Diversity ..................</td>
<td>3</td>
</tr>
<tr>
<td>Educ 570</td>
<td>School and Society ..........</td>
<td>2</td>
</tr>
<tr>
<td>Educ 561</td>
<td>Advanced Human Development and Psychology ...............................</td>
<td>4</td>
</tr>
<tr>
<td>Educ 537</td>
<td>Technology Across the Curriculum ........................................</td>
<td>2</td>
</tr>
<tr>
<td>Educ 431G</td>
<td>Integrated Methods I: General Methods, Assessment, and Classroom Management</td>
<td>2</td>
</tr>
<tr>
<td>Educ 508</td>
<td>Integrated Methods II: Reading and Language Arts in Early Childhood Education</td>
<td>4</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educ 544</td>
<td>Integrated Methods II: Reading and Language Arts in Elementary and Middle School Education</td>
<td>4</td>
</tr>
<tr>
<td>Educ 543</td>
<td>Integrated Methods III: Math, Science and Health in Early Childhood and Elementary Education</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 326G</td>
<td>Teaching, Assessment, and Classroom Management in the Middle and High School</td>
<td>3</td>
</tr>
<tr>
<td>Educ 541</td>
<td>Reading and Writing Across the Curriculum ................................</td>
<td>2</td>
</tr>
<tr>
<td>Educ 567</td>
<td>Curriculum Design: Middle and High School ................................</td>
<td>2</td>
</tr>
</tbody>
</table>
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 506 Teaching Health in the Middle and High School
Educ 508 Teaching Science in the Middle and High School
Educ 509 Teaching PE in the Middle and High School
Educ 506 Teaching Business in the High School
Educ 507 Teaching Foreign Language in the Middle and High School
Educ 508 Teaching Mathematics in the Middle and High School
Educ 509 Teaching Social Studies in the Middle and High School
Educ 507 Teaching Language Arts in the Middle and High School
Educ 508 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

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.
5. Students must complete program requirements within six years of entry into the program.

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. A more traditional approach is also available. 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. For application information and forms, contact the Education Admissions Office at 503-352-2958 or toll free at 1-877-722-8648, ext 2958, or email teach@pacificu.edu.

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 either the California Basic Educational Skills Test (CBEST) or the PRAXIS Pre-Professional Skills Test (PPST).
7. Strong evidence of academic content (e.g., reading, social studies, mathematics, science) or passing score on the Oregon Educator Licensure Assessment (ORELA) or the Multiple Subjects Assessment for Teachers (MSAT)
8. Official transcripts documenting coursework from each college or university attended. Transcripts from colleges or universities outside of the US must be translated and evaluated by an independent university-accredited service.
9. Three recommendations, including one from each of the following:
   a. An immediate supervisor in an educational or social agency who can attest to the applicant’s ability to work with persons with disabilities and/or school-aged children or youth in volunteer or paid work experiences and as a team member in a professional or educational setting
   b. A university or college professor with direct knowledge of applicant’s academic abilities
   c. An employer with direct knowledge of applicant’s professional habits
10. Ability to write clearly and cogently as demonstrated in a brief essay on a current special education issue

Selection Process
Preference is given to candidates who have a background in working with individuals with disabilities in either a school-based setting or non-school setting, or who have taken coursework related to working with persons with disabilities (e.g., psychology, sociology) as a part of their undergraduate experience. Strong interpersonal skills and the ability to work as a member of a team in an educational setting are a must.
During the selection process, candidates are screened and then interviewed by a faculty selection committee and representatives of local school districts. At the time of the interview, candidates submit a timed writing sample. Required elements for admission along with information gathered during the interview is scrutinized to determine breadth and depth of knowledge, strength of recommendations, written communication skills, and critical thinking skills. Applicants are notified of their acceptance by mail.
Transfer of credits requires evaluation of transcripts on a case-by-case basis. No more than 10 semester hours of transfer credit will be accepted in degree programs. Fewer will be accepted in non-degree programs.

MAT Special Educator Curriculum
Early Childhood and Elementary Authorizations
(40-47 credit hours required for completion of program)
SpEd 500 Foundations of Special Education ......................... 2
SpEd 505 Exceptionalities ................................. 2
SpEd 510 Behavior Management for Special Educators ........... 3
SpEd 516 Classroom Management for Special Educators .......... 1
SpEd 520 Assessment and Evaluation in Special Education .......... 3
SpEd 530 Integrated Curriculum and Methods for Students with Disabilities: Academic ...... 3
### Middle and High School Authorizations

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SpEd 500</td>
<td>Foundations of Special Education</td>
<td>2</td>
</tr>
<tr>
<td>SpEd 505</td>
<td>Exceptionalities</td>
<td>2</td>
</tr>
<tr>
<td>SpEd 510</td>
<td>Behavior Management for Special Educators</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 516</td>
<td>Classroom Management for Special Educators</td>
<td>1</td>
</tr>
<tr>
<td>SpEd 520</td>
<td>Assessment and Evaluation in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 530</td>
<td>Integrated Curriculum and Methods for Students with Disabilities: Academic</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 536</td>
<td>Transition</td>
<td>1</td>
</tr>
<tr>
<td>SpEd 540</td>
<td>Technology in Special Education</td>
<td>2</td>
</tr>
<tr>
<td>Educ 600</td>
<td>Orientation to Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>Educ 561</td>
<td>Advanced Human Development and Psychology</td>
<td>2</td>
</tr>
<tr>
<td>SpEd 575</td>
<td>Student Teaching</td>
<td>2-15</td>
</tr>
</tbody>
</table>

### Requirements for Program Completion

1. Students must complete all coursework with satisfactory grades.
2. Students must complete field experience, required practica, and full-time student teaching with a grade of Pass.
3. Students must complete requirements for two work samples. Requirements include preparation, assessment, teaching, and a satisfactory evaluation.
4. Students must pass all applicable tests required for licensure.
5. Students must show evidence of first aid training and community CPR.

### 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.

### Advanced Programs

**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 environment.
community. The program is available to experienced teachers who have completed bachelor’s and/or master’s degrees and hold an Oregon Initial Teaching License.

Programs must be completed within 6 years 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
- ESOL
- Foreign Languages (French, German, Japanese, Russian and Spanish)
- Health
- Language Arts
- Marketing
- Mathematics, Advanced
- Mathematics, Middle School
- Music
- Physical Education
- Reading
- Science (Biology, Chemistry, Integrated Science, Physics)
- Social Studies

**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 567 Curriculum Design: Middle and High School .... 2
   - Educ 660 Advanced Teaching and Learning ................. 2
   - Educ 611 Meeting the Needs of All Students .............. 3
   - Educ 682 Technology Enhanced Learning Environments .... 2
   - Content Classes .................. 6

2. **Teachers as Researchers**
   - Educ 585 Teachers as Researchers of Research ............ 2
   - Educ 596 Education Research Project 2

3. **Continuing Professional Development**
   - Educ 625 Portfolio Development ............... 1
   - Educ 686 Portfolio Presentation ........... 1
   - Electives ................................ 7

**The license only program for candidates holding an Initial License and master's degree from Fifth-Year Program (6 credits)**

1. **Teachers as Researchers**
   - Educ 585 Teachers as Researchers .... 2
   - Educ 596 Education Research Project 2

2. **Continuing Professional Development**
   - Educ 625 Portfolio Development ............... 1
   - Educ 686 Portfolio Presentation ........... 1
Professional Portfolio

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

The Professional Portfolio will include both required components and optional ones chosen by the candidate. The required components will include the Differentiated Curriculum Project and the Education Research Project. The candidate will select the optional components of the Portfolio as exemplars of their best professional work.

INITIAL II TEACHING LICENSE

Practicing teachers may elect to qualify for an Initial II Teaching License instead of a Continuing Teaching License. For teachers who earned their Initial Teaching License in an undergraduate program, requirements include:

- a master’s degree in the arts & sciences or an advanced degree in the professions, OR
- in lieu of a master’s degree, candidates must complete 30 hours of graduate coursework germane to public school employment:
  - 10 semester hours in subject matter coursework
  - 10 semester hours in education-related coursework
  - 10 semester hours in graduate-level electives

For teachers who earned their Initial Teaching License in a post-baccalaureate program, requirements include:

- 6 semester hours of graduate-level coursework germane to the teaching license or to public school employment

Pacific has a variety of offerings meeting the requirements for the Initial II Teaching License.

Curriculum

For Master of Education candidates:

1. Advanced Classroom Competencies

Educ 615 Curriculum Foundations and Design(ECE/Elem) ..... 2
   or
   Educ 567 Curriculum Design: Middle and High School.... 2
   Educ 660 Advanced Teaching and Learning ...................... 2
   Educ 611 Meeting the Needs of All Students ................. 3
   Educ 682 Technology Enhanced Learning Environments .... 2

Content Classes ........................................... 6

2. Teachers as Researchers

Educ 601 Teachers as Consumers of Research ................... 2
Educ 585 Teachers as Researchers ..... 2
Educ 596 Education Research Project 2

3. Continuing Professional Development

Electives ............................................. 15

Continuing Professional Development may include adding endorsements, authorizations, content coursework, or completing a certificate program.

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 are added by a combination of coursework and supervised practica.
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, Assessment, and Classroom Management ............................ 2
Educ 628 Teaching Reading in ECE ........................ 2
Educ 655 Supervised Practicum ................................ 2

Adding an Elementary Authorization

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

Adding a Middle School Authorization

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

Adding a High School Authorization

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

Academic Procedures

1. Candidates must submit a passing score on the appropriate PRAXIS test. Both sections of the ORELA or 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 Selected Subject Area Endorsements to a Current License

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

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

Academic Procedures

1. Candidates must submit a passing score for the PRAXIS test appropriate to the endorsement area.

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

Candidates must pass the Praxis test required by TSPC in order to add the endorsement to their license.

Core Reading Endorsement Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 630</td>
<td>Assessment and Evaluation of Reading and Related Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Educ 632</td>
<td>Current Issues in Literacy</td>
<td>2</td>
</tr>
</tbody>
</table>

Early Childhood/Elementary Education Reading Endorsement Requirements

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 635</td>
<td>Language Development and Literacy: Seminar and Related Practicum</td>
<td>1</td>
</tr>
<tr>
<td>Educ 637</td>
<td>Advanced Teaching of Prescriptive Reading Techniques, Grades K-8</td>
<td>3</td>
</tr>
<tr>
<td>Educ 639</td>
<td>Children’s Literature and Media Literacy</td>
<td>1</td>
</tr>
<tr>
<td>Educ 316G</td>
<td>Child and Adolescent Literature</td>
<td>2</td>
</tr>
<tr>
<td>Educ 641</td>
<td>Comprehending Expository Text, Grades K-8</td>
<td>2</td>
</tr>
</tbody>
</table>

Middle School/High School Reading Endorsement Requirements

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 645</td>
<td>Advanced Teaching of Prescriptive Reading Techniques and Practicum, Grades 6-12</td>
<td>3</td>
</tr>
<tr>
<td>Educ 647</td>
<td>Advanced Reading, Writing and Study Skills Techniques in the Content Areas</td>
<td>2</td>
</tr>
<tr>
<td>Educ 649</td>
<td>Young Adult Literature and Media Literacy, Grades 6-12</td>
<td>2</td>
</tr>
<tr>
<td>Educ 316G</td>
<td>Child and Adolescent Literature</td>
<td>2</td>
</tr>
</tbody>
</table>

D. Adding English for Speakers of Other Languages (ESOL)/Bilingual Endorsement

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.

ESOL Endorsement:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 305G</td>
<td>Learning Communities II: Diversity</td>
<td>2 or 3</td>
</tr>
<tr>
<td>Educ 478/578</td>
<td>Foundations of Teaching ESOL</td>
<td>2</td>
</tr>
<tr>
<td>Educ 479/579</td>
<td>Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>Educ 492/592</td>
<td>Methods and Materials of Teaching ESOL: Early Childhood and Elementary Levels</td>
<td>3</td>
</tr>
</tbody>
</table>
OR

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 test Teaching English as a Second Language.
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 466 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

CERTIFICATE PROGRAMS

Talented and Gifted Education Certificate
This certificate program is available only at the Eugene campus. The 11-credit program is designed for teachers, counselors, and parents who want to learn more about meeting the needs of gifted children. Courses meet for three half-day sessions each semester. The remainder of the coursework is conducted online to allow students more flexibility and convenience. Students may enter the program during any semester.

Curriculum

- Educ 481 Introduction to Gifted Education ..................... 3
- Educ 482 Classroom Strategies for Talented and Gifted Education ..................... 3
- Educ 483 Social & Psychological Foundations of Gifted Education ..................... 3
- Educ 484 Practicum in Talented & Gifted Education ..................... 2

Total number of semester credits 11
Cultural Competence Certificate

This 10-credit certificate program is designed for teachers, counselors, administrators, school support staff and community members who want to engage in dialogue and learn more about cultural competence and issues of diversity in our schools. Courses may be taken individually or as a full certificate program.

Curriculum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 564</td>
<td>Cultural Competence for Young Children</td>
<td>1</td>
</tr>
<tr>
<td>Educ 569</td>
<td>Teaching About the Holocaust</td>
<td>1</td>
</tr>
<tr>
<td>Educ 562</td>
<td>Foundations of Cultural Competence</td>
<td>3</td>
</tr>
<tr>
<td>Educ 563</td>
<td>Beyond Fear, Anger, &amp; Guilt: Moving Toward Cultural Competence</td>
<td>2</td>
</tr>
<tr>
<td>Educ 578</td>
<td>Foundations of Teaching English for Speakers of Other Languages</td>
<td>2</td>
</tr>
<tr>
<td>Educ 655</td>
<td>Practicum in Cultural Competence</td>
<td>2</td>
</tr>
</tbody>
</table>

Total number of semester credits 10

ADMISSION TO ADVANCED PROGRAMS

Admission is selective. For application information and forms, contact the Education Admissions Office at 503-352-2958 or toll free at 1-877-722-8648, ext 2958, or email teach@pacificu.edu.

Requirements for admission for candidates completing a degree program:

1. Completed application
2. Completed checklist of TSPC character questions
3. Current resume that includes professional work history
4. Copy of Oregon Initial Teaching License
5. Official transcripts from each college or university attended
6. 2.75 minimum GPA in undergraduate work or 3.00 minimum GPA in at least 8 hours of graduate study
7. Two recommendations from school administrators, evaluators, supervisors, or peer teachers addressing the applicant’s professional teaching abilities, relationships with students and staff, and attitudes about improvement of teaching
8. Essay addressing an aspect of teaching on which the applicant wishes to concentrate in a professional development program

Requirements for admission for candidates completing a non-degree program:

1. Letter of intent
2. Resume that includes professional work history
3. Transcripts from all colleges or universities attended other than Pacific University
4. Copy of Oregon license or out-of-state license, if applicable

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.

Academic Procedures

1. Each candidate is assigned an academic advisor, who works with the candidate to develop a planned program, and monitors completion of coursework.
2. All work must be completed within six years of entry into the program.
3. All work must be at the graduate level.
4. No single course can meet the requirements for both the Initial and the Continuing Teaching License.
5. A cumulative GPA of 3.00 is required for all coursework. Grades must be a “C” or above to be credited in the program; C- is not acceptable.

6. Transfer credit is evaluated on a case-by-case basis. No more than 10 semester hours of transfer credit will be accepted in degree programs. Fewer will be accepted in non-degree programs.

7. All coursework must be graded, with the exceptions of Educ 596 Education Research Project, Educ 686 Portfolio Presentation, Educ 625 Portfolio Development, and other practicum requirements.

RELATED GRADUATE PROGRAMS

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. For application information and forms, contact the Education Admissions Office at 503-352-2958 or toll free at 1-877-722-8648, ext 2958, or email teach@pacificu.edu.

Requirements for admission include:

1. Transcripts from each college or university attended. Transcripts from colleges or universities outside of the US must be translated and evaluated by an independent university-accredited service.

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

2. Selected applicants are invited for a personal interview and, at that time, asked to complete a timed writing sample.

3. The selection committee makes recommendations for acceptance into the program to the faculty of the College of Education.

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

Admission to MED/VFL Program
Applications are accepted twice a year: November 1 and April 1. Requirements include:
1. Transcripts from each college or university attended.
2. 3.00 minimum GPA in at least 8 semester hours of graduate work
3. Doctor of Optometry degree or current status as an optometry student
4. Two letters of recommendation from optometry faculty and one letter from the Director of Student Services for students currently enrolled. Two letters from optometrists are required for applicants who hold an O.D. degree.
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 College of Education.
3. Applicants are 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.

5. 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 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;
   b. Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues; and
   c. Maintain an appropriate professional student-teacher relationship by:
      1) Not demonstrating or expressing professionally inappropriate interest in a student’s personal life;
      2) Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
      3) Reporting to the educator’s supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator.

2. The ethical educator, in fulfilling obligations to the district, will:
   a. Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;
   b. Conduct professional business, including grievances, through established lawful and reasonable procedures;
   c. Strive for continued improvement and professional growth;
   d. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
   e. Not use the district’s or school’s name, property, or resources for noneducational benefit without approval of the educator’s supervisor or the appointing authority.
3. The ethical educator, in fulfilling obligations to the profession, will:
   a. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
   b. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; and
   c. Respond to requests for evaluation of colleagues and keep such information confidential as appropriate.

Statute Authority: ORS Ch. 342.175 to 342.190

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 2004-2005 ................................................. 450

Total number of students in programs of supervised student teaching during academic year 2004-2005 ....................... 243

Number of supervising faculty who were:
   - Appointed full-time faculty in professional education ............................ 15
   - Appointed part-time faculty in professional education, but full time in the institution .................................... 1
   - Appointed part-time faculty in professional education, not otherwise employed by the institution .................... 77

Total number of supervising faculty during 2004-2005 .................................................. 93

Student/faculty ratio ...................................................... 2.6:1

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.

<table>
<thead>
<tr>
<th>Practicum</th>
<th>MAT Fifth-Year</th>
<th>MAT Fifth-Year</th>
<th>MAT/Flex,UG</th>
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<tr>
<td>Hours/week</td>
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<td>6</td>
</tr>
<tr>
<td>Total Weeks</td>
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<td>15</td>
<td>15</td>
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<tr>
<td>Total Practicum</td>
<td>288</td>
<td>240</td>
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<tr>
<td>Student Teaching</td>
<td>40</td>
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<td>40</td>
</tr>
<tr>
<td>Hours/week</td>
<td>18</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Total Weeks</td>
<td>720</td>
<td>600</td>
<td>720</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 302</td>
<td>Special Methods: Teaching Art in Middle and High</td>
<td>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.</td>
</tr>
<tr>
<td>Educ 303</td>
<td>Special Methods: Teaching Music in Middle and High</td>
<td>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.</td>
</tr>
<tr>
<td>Educ 305(G)</td>
<td>Learning Communities: Personal Awareness and Diversity</td>
<td>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.</td>
</tr>
<tr>
<td>Educ 314</td>
<td>Reading and Writing Across the Curriculum</td>
<td>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.</td>
</tr>
<tr>
<td>Educ 316(G)</td>
<td>Child and Adolescent Literature</td>
<td>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.</td>
</tr>
<tr>
<td>Educ 317</td>
<td>Special Methods: Teaching Art in the Elementary</td>
<td>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.</td>
</tr>
<tr>
<td>Educ 318</td>
<td>Special Methods: Teaching Music in the Elementary</td>
<td>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.</td>
</tr>
<tr>
<td>Educ 319</td>
<td>Special Methods: Teaching Physical Education in</td>
<td>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.</td>
</tr>
</tbody>
</table>

62  ●  PACIFIC UNIVERSITY  ●  Graduate & Professional Programs Catalog 2006-2008
Educ 320  Brain-Based Learning
This course examines a range of cognitive processes and their relationship to learning and neuroscience. A special emphasis will be placed on current neuroscientific research that deepens our understanding of the biological basis of learning and teaching. Offered only at the Eugene campus. 3 hours.

Educ 326(G) Teaching, Assessment, and Classroom Management in the Middle and High School
Develops skills in designing, organizing, and assessing lessons and units for middle schools and 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 336  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  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  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  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  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. 3 hours.

Educ 370  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  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, Assessment, and Classroom Management
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,
instructonal 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  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  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  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  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  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 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 466(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 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 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 Learning Communities: Reflection and Practice
Serves as both a support and knowledge base for student teachers. Corequisite: Educ 475 or Educ 550. 2 hours. P/NP.

Educ 477 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 481/581 Introduction to Gifted Education
This course is designed to answer the question “Who are the gifted?” By starting with a history of talented and gifted students in the US, we will better understand the implications and requirements of Oregon’s TAG mandate. Course content will include understanding the need for an identification process that considers not just school performance, but also environmental opportunities, Bett’s six profiles of gifted students, and the need for gifted services for twice-exceptional students. 3 hours.

Educ 482/582 Classroom Strategies for Talented and Gifted Education
This course is designed to assist classroom teachers in meeting the diverse needs of gifted students in the regular classroom through differentiation of instruction in the content, process, products, pace, grouping, and learning environment. Course content will include a variety of teaching strategies, brain-
based teaching and learning, and the 16 Habits of Mind developed by Costa and Kallick. In addition, issues of gifted students from diverse populations and students with dual exceptionality will be discussed from the perspective of helping all students reach their potential.

3 hours.

Educ 483/583 Social and Psychological Foundations of Gifted Education

This course is designed for classroom teachers and counselors who want to help students, parents and other educators see giftedness in a positive context rather than an oddity of development. Course content will include affective issues of gifted children and adolescents, the impact of Piirto’s Pyramid of Talent Development and emotional intelligence on life-long success, and the use of “The Gifted Identity Model” to help gifted students develop an identity that better matches their potential. 3 hours.

Educ 484/584 Practicum in Talented and Gifted Education

This practicum provides candidates an opportunity to utilize, in a school setting, the knowledge and skills gained in coursework. Students will maintain a competency and reflection notebook documenting a wide range of experiences from assessment of rate and level of learning to direct services to identified talented and gifted students. In addition, students will participate in an individualized “TAG Plan” meeting with a parent and teacher (or other district representative). 2 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 graduate education program or consent of instructor. 3 hours.
Educ 503  Special Methods: Teaching Music in the Middle and High School
Examiners the fundamental principles, techniques, and procedures for teaching music in the middle and high school classroom. Prerequisite: Admission to graduate education 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 graduate education 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 graduate education 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 graduate education program or consent of instructor. 3 hours.

Educ 526 Teaching, Assessment, and Classroom Management in the Middle and High School
Develops skills in designing and organizing lessons and units for middle and 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 graduate education program or consent of instructor. 4 hours.

Educ 533 Integrated Methods I: General Methods, Assessment, and Classroom Management
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 graduate education 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 graduation education 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 graduate education 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 graduate education 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 graduate education 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 graduate education 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 graduate education 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 graduate education 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 graduate education 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 graduate education 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 graduate education program or consent of instructor. 3 hours.
Educ 550  Practicum
Offers variable credit student teaching under the guidance of 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 graduate education 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 graduate education 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 graduate education 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. Prerequisite: Admission to MAT/Flex program (4 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: Middle and 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, and uses the resources, skills, readings, and concepts acquired to design a semester or year-long course in one content area. Integrates individual course plans with subjects across the curriculum and allows time to research and gather a variety of resources. Prerequisite: Admission to graduate education 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 581  Introduction to Gifted Education
This course is designed to answer the question “Who are the gifted?” By starting with a history of talented and gifted students in the US, we will better understand the implications and requirements of Oregon’s TAG mandate. Course content will include understanding the need for an identification process that considers not just school performance, but also environmental opportunities. Bett’s six profiles of gifted students, and the need for gifted services for twice-exceptional students. 3 hours.

Educ 582  Classroom Strategies for Talented and Gifted Education
This course is designed to assist classroom teachers in meeting the diverse needs of gifted students in the regular classroom through differentiation of instruction in the content, process, products, pace, grouping, and learning environment. Course content will include a variety of teaching strategies, brain-based teaching and learning, and the 16 Habits of Mind developed by Costa and Kallick. In addition, issues of gifted students from diverse populations and students with dual exceptionality will be discussed from the perspective of helping all students reach their potential. 3 hours.

Educ 583  Social and Psychological Foundations of Gifted Education
This course is designed for classroom teachers and counselors who want to help students, parents and other educators see giftedness in a positive context rather than an oddity of development. Course content will include affective issues of gifted children and adolescents, the impact of Piirto’s Pyramid of Talent Development and emotional intelligence on life-long success, and the use
of “The Gifted Identity Model” to help gifted students develop an identity that better matches their potential. 3 hours.

**Educ 584 Practicum in Talented and Gifted Education**

This practicum provides candidates an opportunity to utilize, in a school setting, the knowledge and skills gained in coursework. Students will maintain a competency and reflection notebook documenting a wide range of experiences from assessment of rate and level of learning to direct services to identified talented and gifted students. In addition, students will participate in an individualized “TAG Plan” meeting with a parent and teacher (or other district representative). 2 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 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Educ 608</td>
<td>Advanced Human Development and Psychology for Middle School and High School Education</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td>Educ 611</td>
<td>Meeting the Needs of All Students</td>
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<td>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.</td>
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<tr>
<td>Educ 615</td>
<td>Curriculum Foundation and Design (ECE/Elem)</td>
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<td>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.</td>
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<tr>
<td>Educ 625</td>
<td>Portfolio Development</td>
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<td>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. P/NP.</td>
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<tr>
<td>Educ 628</td>
<td>Teaching Reading in Early Childhood Education</td>
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<td>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.</td>
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<tr>
<td>Educ 629</td>
<td>Teaching Reading in Elementary Education</td>
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<td>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.</td>
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<tr>
<td>Educ 630</td>
<td>Assessment and Evaluation of Reading and Related Practicum</td>
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<td>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. Includes 45-hour supervised clinical experience working with students with reading difficulties. 3 hours.</td>
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<tr>
<td>Educ 632</td>
<td>Current Issues in Literacy</td>
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<td>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.</td>
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<tr>
<td>Educ 635</td>
<td>Language Development and Literacy</td>
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<td></td>
<td>Exploration of the development of linguistic competencies as a basis for understanding the emergent reading process and language readiness for reading. 1 hour.</td>
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</table>
Educ 637  Advanced Teaching of Reading Techniques and Related Practicum, Grades K-8
Survey of reading resources, methodologies, remediation techniques and ways to implement philosophical approaches to reading. Survey of Title I procedures. Includes a 45-hour supervised clinical experience working with students with reading difficulties. 3 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 655  Supervised Practicum
Offers practicum credit while participating in a school setting under the guidance of a classroom teacher and university supervisor. 2 hours. P/NP.

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 682  Technology Enhanced Learning Environments
Helps practicing PreK-12 educators further develop their ability to integrate technology into their classroom to create better learning environments with their students. Addresses the National Educational Technology Standards for Teachers (NETS-T). 2 hours.

Educ 686  Portfolio Presentation
This is the culminating activity for each candidate in the CTL program. Candidates present their individual Professional Portfolio to their Professional Development Team in the third year of teaching or later. 1 hour. P/NP.
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
2006-08

2006

January

January 2  Education classes resume (Forest Grove & Eugene)
January 2  MAT Fifth-Year classes begin (Eugene)

August

August 28  Education classes begin (Forest Grove & Eugene)

September

September 4  Labor Day – no classes

November

November 22-24  Thanksgiving Holidays

December

December 9  Commencement (Eugene)

June

June 19  MAT Fifth-Year classes begin (Forest Grove)
2007

January
  January 2  Education classes resume (Forest Grove & Eugene)
  January 2  MAT Fifth-Year classes begin (Eugene)

March
  March 26-30  Spring Break

May
  May 19  Commencement (Forest Grove)

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

August
  August 27  Education classes begin (Forest Grove & Eugene)

September
  September 3  Labor Day – no classes

November
  November 21-23  Thanksgiving Holidays

December
  December 10  Commencement (Eugene)
2008

January

**January 2**  Education classes resume (Forest Grove & Eugene)

**January 2**  MAT Fifth-Year classes begin (Eugene)

March

**March 22-30**  Spring Break

May

**May 17**  Commencement (Forest Grove)

June

**June 16**  MAT Fifth-Year classes begin (Forest Grove)
School of Dental Health Science

Lisa J. Rowley, R.D.H., M.S., Program Director

GENERAL INFORMATION
The School of Dental Health Science offers a dental hygiene entry-level program leading to a Bachelor of Science degree in Dental Health. The School of Dental Health Science will offer a Bachelor of Science degree completion program beginning in fall 2007 and a Master of Science degree program beginning in fall 2008.

MISSION & GOALS
The mission of the School of Dental Health Science at Pacific University is to provide an outstanding education for our students, high-quality care for our patients and exemplary service to the community and the profession.

The goals of the School of Dental Health Science are to:

• Prepare dental health professionals for clinical, educational and leadership roles in a variety of settings.
• Provide diverse patient populations with dental hygiene care which meets their individual needs.
• Create a supportive learning environment which embraces creativity, flexibility and diversity.
• Promote optimal oral health for the public through community outreach programs.
• Advance the dental health professions through association activities and networking opportunities.

DENTAL HYGIENE ENTRY-LEVEL PROGRAM
The dental hygiene entry-level program leads to a Bachelor of Science degree in Dental Health. This program includes two years of dental health courses completed at Pacific University, following completion of required prerequisite coursework. All dental health courses must be taken in the sequence listed and must be passed with a grade of C or above in order to continue in the program. Students must complete the equivalent of 120 semester hours with a cumulative grade point average of 2.0 or above in order to receive a Bachelor of Science degree in Dental Health.

The mission of the dental hygiene entry-level program is to prepare students to become dental hygienists who provide high-quality, patient-centered care to diverse patient populations in a variety of health care settings. Graduates will have the foundation to pursue careers in education, public health and management.

Graduates of the dental hygiene entry-level program will:

• Provide patient-centered dental hygiene care based on current standards of practice and emerging scientific research.
• Use effective communication skills, psychosocial concepts and cultural awareness to enhance dental hygiene care for diverse patient populations.
• Demonstrate knowledge and skills needed to successfully complete the licensure process.
• Participate in community outreach programs that promote optimal oral health and access to care.
• Develop teaching strategies to effectively convey dental health information to individuals and groups.
• Apply principles of business management to professional practice settings.
• Pursue opportunities for lifelong learning to expand professional knowledge and skills.
• Belong to and actively participate in professional associations and community groups.
• Commit to advancing the profession through leadership and networking activities.
• Display ethical behavior and professional judgment in all aspects of practice.

ACCREDITATION

The program in dental hygiene is accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611.

ADMISSION TO THE DENTAL HYGIENE ENTRY-LEVEL PROGRAM

Enrollment in the dental hygiene entry-level program is limited and admission is selective. Well-qualified applicants who apply early are more likely to be admitted. The Admissions Committee considers the following factors when reviewing candidates for admission:
• Strength and breadth of academic record
• Prior dental or health care experience
• Essay questions
• Letters of recommendation
• Community and/or college service
• Accuracy, completeness and neatness of application
• Personal interview

PREREQUISITE COURSES

The following courses must be completed prior to starting the dental hygiene entry-level program. All prerequisite courses must be completed with a grade of C or above. Science courses should be taken within the last seven years.

Natural Sciences – 16 semester hours
• Chemistry – 4 semester hours
• Microbiology – 4 semester hours
• Human Anatomy & Physiology – 8 semester hours

Communication – 6 semester hours
• English Composition/Writing – 3 semester hours
• Interpersonal Communication – 3 semester hours

Social Sciences – 6 semester hours
• Psychology – 3 semester hours
• Sociology – 3 semester hours

Statistics – 3 semester hours
• A statistics course from a department of psychology, sociology, statistics or mathematics. A biostatistics course is acceptable.

Arts – 3 semester hours
• A course in art, music or theater

Humanities – 10 semester hours
• Courses in language, literature, philosophy, religion, ethics, history or media arts

Students must complete a minimum of 48 semester hours prior to starting the dental hygiene entry-level program. All prerequisite courses must be 100-level or above.

CLINICAL FACILITIES

Students will receive their basic clinical education in the Pacific University Dental Health Clinic located at the Health Professions Campus in Hillsboro, Oregon. Although patients may call the clinic for appointments, each student is responsible for securing a patient for all scheduled clinic sessions. Students may not provide transportation for their patients.
OFF-CAMPUS AFFILIATIONS

Students will complete clinical enrichment and educational experiences at off-campus affiliation sites. The affiliation sites will provide patients for these assignments. Students must provide their own transportation to the affiliation sites.

ACADEMIC AND PROFESSIONAL STANDARDS

Good standing in the School of Dental Health Science requires regular and prompt attendance, satisfactory academic performance, satisfactory clinical progress, appropriate professional conduct, effective interpersonal skills and adherence to policies and procedures.

Attendance

Regular and prompt attendance is essential for success in the dental hygiene entry-level program. Therefore, attendance at all scheduled lectures, laboratories, clinic sessions and affiliation assignments is required. Absence does not excuse a student from responsibility for course work or assignments that are missed. Excessive absences may result in dismissal from the program. Lateness causes inconvenience to patients, instructors, staff and fellow students. Students are expected to conduct themselves in a professional manner by being prompt in meeting their professional obligations.

Grade Policies

A final grade of C or above must be attained in each dental health course in order to continue to the following semester in the dental hygiene entry-level program. For dental health courses which have both lecture and laboratory/clinical portions, both the lecture and laboratory/clinical portions must be passed at 75% or above in order to pass the course. Students who receive a final grade of C-, D+, D or F in a dental health course will be academically dismissed from the program.

Incomplete Grades

Students who do not complete all classroom or clinical requirements for a course due to illness or circumstances beyond their control may receive an incomplete grade for that course at the discretion of the instructor. The student must present a valid reason for the incomplete work and must make arrangements with the course instructor to complete the course requirements. Incomplete grades must be completed with a grade of C or above prior to the end of the next semester in order to continue in the program. Incomplete grades automatically change to F grades if the work is not made up by the end of the next semester.

Academic Honesty

Students must protect the integrity of their work and maintain a high level of academic honesty. Cheating and plagiarism constitute serious academic offenses. Plagiarism is the act of using the words or ideas of someone else without citing the source. Students involved in an act of academic dishonesty may receive a grade of zero (0) or an F for that aspect of the course and may be dismissed from the program.

Clinical Progress & Practice

Students must demonstrate satisfactory clinical progress by showing continuous improvement in their clinical skills. Students must also demonstrate safe clinical practice which does not pose a potential or actual threat to the patient’s physical/psychosocial well-being. Students who demonstrate unsatisfactory clinical progress or unsafe clinical practice may be dismissed from the program. Clinical instructors identify unsatisfactory clinical progress or unsafe clinical practice based upon current standards of practice and established policies and procedures. Students who are dismissed for unsatisfactory clinical progress or unsafe clinical practice may not be eligible for re-admission to the program.
Professional Conduct

Students must display ethical behavior and professional judgment in a variety of professional situations. Students are also expected to comply with all policies and procedures established by the program and the university. Unprofessional conduct may include falsifying information, participating in fraudulent practices, providing dental hygiene services without faculty supervision and falsifying, altering or removing patient records from the Dental Health Clinic. Students involved in an act of unprofessional conduct may receive a grade of zero (0) or an F for that aspect of the course and may be dismissed from the program.

Dismissal

Students who receive a C-, D+, D or F grade in any dental health course will be academically dismissed from the dental hygiene entry-level program. Students who are academically dismissed from the program may apply for re-admission. Students who are dismissed for unsatisfactory clinical progress, unsafe clinical practice or unprofessional conduct may not be eligible for re-admission to the program.

Appeals

Details of professional and academic standards, academic policies and procedures, clinical policies and procedures, the appeals process, and the academic conduct policies, please see the following documents:

• School of Dental Health Science
  Student Handbook
• Pacific University Professional Catalog
• University Student Handbook,
  “Pacific Stuff”

Re-Admission

Students who wish to be considered for re-admission to the dental hygiene entry-level program must submit a letter of intent to the program director. Requests for re-admission will be reviewed by the program director and faculty. Re-admission will be dependent upon a cumulative grade point average of at least 2.0, recommendations of faculty and space availability in the program. Re-admitted students must demonstrate continuing clinical competence and comply with all policies and procedures. Students who are re-admitted will be on program probation for the semester when they are re-admitted. Continuance to the following semester in the program is dependent upon a grade of C or above in repeated courses, demonstration of continuing clinical competence and recommendations of faculty.

DENTAL HYGIENE ENTRY-LEVEL CURRICULUM

Junior Year, Fall Semester (15 weeks)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DHS 311</td>
<td>Dental Hygiene Seminar I</td>
<td>2</td>
</tr>
<tr>
<td>DHS 321</td>
<td>Dental Hygiene Clinic I</td>
<td>3</td>
</tr>
<tr>
<td>DHS 330</td>
<td>Dental Science</td>
<td>4</td>
</tr>
<tr>
<td>DHS 335</td>
<td>Dental Radiology</td>
<td>3</td>
</tr>
<tr>
<td>DHS 338</td>
<td>Nutrition &amp; Oral Health</td>
<td>2</td>
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Junior Year, Spring Semester (15 weeks)

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<th>Description</th>
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<tbody>
<tr>
<td>DHS 312</td>
<td>Dental Hygiene Seminar II</td>
<td>2</td>
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<tr>
<td>DHS 322</td>
<td>Dental Hygiene Clinic II</td>
<td>2</td>
</tr>
<tr>
<td>DHS 340</td>
<td>Periodontics</td>
<td>3</td>
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<tr>
<td>DHS 345</td>
<td>Dental Materials I</td>
<td>2</td>
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<tr>
<td>DHS 350</td>
<td>Dental Health Education</td>
<td>2</td>
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<tr>
<td>DHS 352</td>
<td>Spanish for Dental Professions</td>
<td>3</td>
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Junior Year, Summer Term (8 weeks)

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<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>DHS 313</td>
<td>Dental Hygiene Seminar III</td>
<td>2</td>
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<tr>
<td>DHS 323</td>
<td>Dental Hygiene Clinic III</td>
<td>1</td>
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<tr>
<td>DHS 325</td>
<td>Pain Management</td>
<td>2</td>
</tr>
<tr>
<td>DHS 360</td>
<td>Dental Research Methods</td>
<td>3</td>
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Senior Year, Fall Semester (15 weeks)

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<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DHS 414</td>
<td>Dental Hygiene Seminar IV</td>
<td>2</td>
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<tr>
<td>DHS 424</td>
<td>Dental Hygiene Clinic IV</td>
<td>3</td>
</tr>
<tr>
<td>DHS 440</td>
<td>Oral Medicine</td>
<td>4</td>
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<tr>
<td>DHS 445</td>
<td>Dental Materials II</td>
<td>2</td>
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<tr>
<td>DHS 460</td>
<td>Psychosocial &amp; Cultural Aspects of Dental Care</td>
<td>3</td>
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DENTAL HEALTH DEGREE COMPLETION PROGRAM

The dental health degree completion program is intended for current dental health professionals who wish to pursue a Bachelor of Science degree in Dental Health. Students may attend on a part-time basis and do not need to complete courses in sequence. Students must complete the equivalent of 120 semester hours with a cumulative grade point average of 2.0 or above in order to receive a Bachelor of Science degree in Dental Health. At least 30 semester hours of coursework must be completed at Pacific University and students must fulfill all university requirements in order to receive a Bachelor of Science degree. This program will begin in fall 2007.

MASTER OF SCIENCE DEGREE PROGRAM

The Master of Science degree in Dental Health program is intended for current dental health professionals who wish to pursue a graduate degree. Students who complete the dental hygiene entry-level program or dental health degree completion program at Pacific University may receive advanced standing into the Master of Science degree program. This program will begin in fall 2008.

COURSE DESCRIPTIONS

DHS 311 Dental Hygiene Seminar I
This course provides an introduction to dental hygiene principles and practice. The dental hygiene profession, dental law & ethics, disease transmission, exposure control, principles of instrumentation, patient assessment, oral conditions, basic disease control methods and dental recordkeeping are included.
2 semester hours.

DHS 312 Dental Hygiene Seminar II
This course provides further study of dental hygiene principles and practice. Planning dental hygiene care, adjunctive disease control methods and management of medical emergencies are included.
2 semester hours.

DHS 313 Dental Hygiene Seminar III
This course addresses non-surgical periodontal therapy in terms of expected outcomes, appointment planning, pain control, power instrumentation and supplemental care procedures. Topics include periodontal dressings, suture removal and care for acute periodontal conditions.
2 semester hours.

DHS 321 Dental Hygiene Clinic I
This course introduces application of patient assessment and instrumentation skills. The student will practice skills in a supervised clinical laboratory setting using teaching manikins and student partners.
3 semester hours (0 lecture, 9 lab).

DHS 322 Dental Hygiene Clinic II
This course provides development of dental hygiene clinical skills with an emphasis on patient assessment, instrumentation and preventive techniques. The student will provide dental hygiene services to patients in a supervised clinical setting.
2 semester hours (0 lecture, 8 clinic).
DHS 323  Dental Hygiene Clinic III
This course provides further development of dental hygiene clinical skills with emphasis on non-surgical periodontal therapy. The student will practice skills in a supervised clinical setting using teaching manikins, student partners and patients. 1 semester hour (0 lecture, 4 clinic).

DHS 325  Pain Management
This course provides a study of anxiety and pain management techniques used in dental care. Components of pain, pain control mechanisms, topical anesthesia, local anesthesia and nitrous oxide-oxygen sedation are included. The student will practice skills in a supervised clinical laboratory setting. 2 semester hours (1 lecture, 2 lab).

DHS 330  Dental Science
This course provides an integrated study of the anatomy, histology and embryonic development of the oral cavity, teeth, head and neck. Emphasis is placed on application of dental science to clinical practice. Laboratory activities are designed to reinforce course content. 4 semester hours (3 lecture, 2 lab).

DHS 335  Dental Radiology
This course provides an overview of dental radiology principles and techniques. Topics include x-ray production, radiation safety, exposure techniques, film processing and mounting, radiographic findings and patient management. The student will practice skills in a supervised clinical laboratory setting using teaching manikins, student partners and patients. 3 semester hours (2 lecture, 2 lab).

DHS 338  Nutrition & Oral Health
This course provides a study of nutrition and its effects on both general and oral health. Emphasis is placed on the role of diet and nutrition in oral diseases. Dietary assessment and patient counseling procedures to promote oral health are included. 2 semester hours.

DHS 340  Periodontics
This course provides a study of the progression and treatment of periodontal disease. Topics include periodontal anatomy, disease classification, etiology, clinical examination, treatment planning, non-surgical periodontal therapy and surgical techniques. 3 semester hours.

DHS 345  Dental Materials I
This course provides a study of the properties and manipulation of preventive and diagnostic dental materials. Impressions, study models, dental sealants and custom trays are included. Laboratory activities are designed to reinforce course content. 2 semester hours (1 lecture, 2 lab).

DHS 350  Dental Health Education
This course addresses health promotion and disease prevention strategies that can be used to assist individuals and groups to improve their oral health. 2 semester hours.

DHS 352  Spanish for Dental Professions
This course emphasizes use of Spanish language and understanding of Spanish cultures to enhance communication with patients in dental health care settings. 3 semester hours.

DHS 360  Dental Research Methods
This course provides a study of the dental research process including problem identification, literature review, research design, data collection, statistical analysis, interpretation of results and presentation of findings. Emphasis is placed on critical analysis of published research and the concept of evidence-based practice. 3 semester hours.

DHS 414  Dental Hygiene Seminar IV
This course addresses dental hygiene care for patients with special dental, medical, physical and mental conditions. 2 semester hours.

DHS 415  Dental Hygiene Seminar V
This course provides an overview of the dental health care delivery system including practice settings, credentialing, regulation, legal considerations, ethical issues, professional associations and dental office procedures. 2 semester hours.

DHS 416  Dental Hygiene Seminar VI
This course provides an overview of dental hygiene career opportunities and career planning strategies. 1 semester hour.
DHS 424  Dental Hygiene Clinic IV
This course provides further development of dental hygiene clinical skills with emphasis on providing care to special needs patients. The student will provide dental hygiene services to patients in supervised clinical settings both on and off campus. 3 semester hours (0 lecture, 12 clinic).

DHS 425  Dental Hygiene Clinic V
This course provides further development of dental hygiene clinical skills with emphasis on self-assessment, evaluation of treatment outcomes and peer review. The student will provide dental hygiene services to patients in supervised clinical settings both on and off campus. 3 semester hours (0 lecture, 12 clinic).

DHS 426  Dental Hygiene Clinic VI
This course focuses on transition to professional dental hygiene practice with emphasis on comprehensive treatment planning and independent decision making. The student will provide dental hygiene services to patients in clinical settings both on and off campus with limited supervision. 1 semester hour (0 lecture, 4 clinic).

DHS 440  Oral Medicine
This course provides an integrated study of pathology and pharmacology with a focus on the inter-relationship between oral and systemic conditions. Emphasis is placed on diseases which affect the head, neck and oral cavity, common oral lesions, drugs commonly used in dental care, drugs which may modify dental care and oral manifestations of systemic conditions. 4 semester hours.

DHS 445  Dental Materials II
This course provides a study of the properties and manipulation of materials used in restorative and prosthetic dentistry. Amalgam, composite and provisional restorative materials are included and specialty dental practices are discussed. Laboratory activities are designed to reinforce course content. 2 semester hours (1 lecture, 2 lab).

DHS 450  Dental Public Health
This course addresses the prevention and treatment of dental disease through community oral health initiatives. Emphasis is placed on the special oral health needs of various population groups and the delivery of preventive and therapeutic dental care in public health settings. 3 semester hours.

DHS 455  Current Issues for Dental Professions
This course examines current issues which affect dental professionals and the delivery of dental health care. 3 semester hours.

DHS 460  Psychosocial & Cultural Aspects of Dental Care
This course addresses the psychological, social and cultural issues which affect demand for and access to dental health care. Emphasis is placed on developing awareness, enhancing communication and promoting positive change in health care delivery. 3 semester hours.

DHS 462  Teaching Strategies for Dental Professions
This course provides an overview of teaching strategies which can be used to convey information to individuals, small groups and large audiences in a variety of professional settings. Learning styles, behavioral objectives, teaching methods, instructional materials, teaching psychomotor skills and evaluation of learning are included. 3 semester hours.

DHS 465  Business Management for Dental Professions
This course provides a study of basic principles of business with emphasis on application of business management skills in dental health care settings. Management styles, organizational structure, strategic planning, finances, marketing, human resources, labor relations, information technology, quality control and risk management are included. 3 semester hours.

DHS 475  Internship
This course enables the student to participate in a workplace experience in a health care or educational setting. May be repeated for credit. Semester hours vary.

DHS 490  Dental Capstone
This course provides the student with the opportunity to pursue concentrated study of a dental-related topic through a research project or internship experience. The student will work with a faculty mentor to plan, implement and evaluate their capstone project. 3 semester hours.

DHS 495  Independent Study
This course enables the student to pursue an individual research or program development project. May be repeated for credit. Semester hours vary.
School of Dental Health Science Academic Calendar 2006-2008

FALL SEMESTER 2006
August 28 - December 14, 2006

August 28  Classes Begin
September 4  Labor Day – No Classes
October  National Dental Hygiene Month
November 22-24  Thanksgiving Break – No Classes
December 8  Classes End
December 11-14  Final Exams

SPRING SEMESTER 2007
January 29 – May 17, 2007

January 29  Classes Begin
February  National Children’s Dental Health Month
March 26-30  Spring Break – No Classes
May 11  Classes End
May 14-17  Final Exams

SUMMER SESSION 2007
June 4 – August 3, 2007

June 4  Classes Begin
July 2-6  Fourth of July Break – No Classes
August 3  Classes End

FALL SEMESTER 2007
August 27 – December 13, 2007

August 27  Classes Begin
September 3  Labor Day – No Classes
October  National Dental Hygiene Month
November 21-23  Thanksgiving Break – No Classes
December 7  Classes End
December 10-13  Final Exams

SPRING SEMESTER 2008
January 28 – May 15, 2008

January 28  Classes Begin
February  National Children’s Dental Health Month
March 24-28  Spring Break – No Classes
May 9  Classes End
May 12-15  Final Exams

SUMMER SESSION 2008
June 2 – August 1, 2008

June 2  Classes Begin
June 30-July 4  Fourth of July Break – No Classes
August 1  Classes End
School of Occupational Therapy

John A. White, Jr., Ph.D., OTR Director

MISSION OF THE OCCUPATIONAL THERAPY PROGRAM

The School of Occupational Therapy educates students who integrate the art and science of occupational therapy and creatively collaborate with clients to improve health and participation in life. Through active engagement in diverse learning opportunities in the classroom and community, students graduate as competent, ethical practitioners who incorporate best evidence to guide current practice and advance emerging practice. Thus, graduates of the program promote health and well-being through engagement in therapeutic occupations (everyday life activities) that enhance quality of life for persons in the communities where they live, work, and play.

ELABORATION ON THE MISSION

The primary focus of occupational therapy is to enable persons to engage in daily life activities that are meaningful and purposeful. We refer to these everyday life activities as occupations and hence our profession’s name, occupational therapy (OT). When a person experiences factors (such as disease, developmental delay, injury, disability, and social or economic disadvantages) that challenge his or her participation in preferred occupations, health is further compromised. At these times, when health and well-being are threatened or compromised, occupational therapy practitioners collaborate with clients, first to identify those most meaningful occupations, life goals, and strengths, and then to create an effective plan to help the client return to satisfying ways to occupy his or her time.

In order to minimize limitations in occupation and promote meaningful participation in life, OT practitioners apply their understanding of the complex person-environment-occupation interaction. For the first component of this three-way interaction, the OT is knowledgeable of the many biological, psychological, socio-cultural, and spiritual aspects of human action, performance, and behavior, that is, the person. Secondly, OT practitioners are skilled in analyzing and structuring the person’s environment to support optimal performance of his or her occupations. Occupation is the unique domain and special focus of occupational therapy. Occupation comprises all of the activities that people do to occupy their time in taking care of themselves and others, contributing to society and the economy, enjoying themselves in play and leisure, and finding spiritual fulfillment. The occupational therapist works with clients to create the optimum fit and balance of the person-environment-occupation elements to promote performance and participation, ultimately leading to greater health, well-being, and life satisfaction.

Mindful of this focus, the School of Occupational Therapy is committed to establishing an optimal collaborative learning environment that involves full participation of faculty, students, staff, and the community in a dynamic interchange of ideas and actions to
understand and enact the therapeutic potential of human occupation to foster health and well-being. Working together, committed to enhancing health and human services, the faculty, staff, and students engage with the community in real life experiences in which students and practitioners implement ideas and concepts explored in the classroom throughout the curriculum. Through this collaborative and experiential process and through application of the best evidence-based clinical reasoning, students develop an understanding of the art of client-centered practice and the science of human occupational performance, integrated for the optimal practice of occupational therapy.

Consistent with the philosophy of Pacific University, the School of Occupational Therapy seeks to promote values of leadership, quality and service to advance the profession of occupational therapy for the betterment of society. The mission of the School of Occupational Therapy supports the University’s mission as Sidney Harper Marsh, first president of Pacific University, summarized it: “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 the community with the understanding that, “life requires more than knowledge....life demands right action if knowledge is to come alive.” (Millman, 1980, p. 30).

HISTORY OF THE SCHOOL
Established in 1984, the Pacific University School of Occupational Therapy is the first and only professional occupational therapy school in the state of Oregon. The program was originally accredited in 1986 and has continually grown and developed, transitioning to a Master of Occupational Therapy (MOT) degree in 1997, graduating the first class of students in May, 2000. The School of Occupational Therapy became one of six professional graduate programs in the College of Health Professions, formed in 2003, and is located in the Pacific University Health Professions Campus building in Hillsboro, Oregon.

ACCREDITED OCCUPATIONAL THERAPY PROGRAM
Successful accreditation of this new graduate entry-level curriculum was attained in April 2000. This professional entry-level occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. ACOTE’s telephone number in care of AOTA is 301-652-AOTA (2682). The website for AOTA is www.aota.org and more information about ACOTE can be found in the index on the AOTA homepage by clicking the link labeled “Academic Affairs & Accreditation.” Upon successful completion of all program requirements and resultant graduation, the graduated student is eligible to take the National Board of Certification in Occupational Therapy (NBCOT) certification examination. The mission of NBCOT to assure professional competence and skills of occupational therapists in the nation, and the primary means by which this is done is the certification examination. Candidates who pass this examination become Occupational Therapists, Registered (OTR), are certified for practice, and eligible for state licensure, where applicable. A felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain 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.

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 activities of daily life (ADL) including taking care of one’s self, contributing to the economic and social fabric of the community, and enjoying oneself in leisure or play. Occupational therapy explores how people can live more productively by facilitating their abilities to engage in and perform meaningful daily activities, which in turn, enhances health and quality of life. The occupational therapist uses a rich array of these meaningful daily occupations to adapt, maintain, or improve an individual’s ability to achieve self-fulfillment.

Occupational therapy students and practitioners study how people occupy their time at various ages and developmental stages of life. The occupational therapist considers the individual as a whole being—the integration of mind, body, and spirit. Occupational therapists focus on the achievement of complete physical, mental, social, and spiritual well-being through doing, that is, engagement in meaningful and personally relevant activity or occupation. Based on this focus, the role of the occupational therapist consists of opening the doors of possibilities and opportunities for an individual to do, plan, and create. Through pursuit of, and engagement in, occupation, the individual finds harmony, health, well-being, and adaptation to life circumstances. It is by acknowledging one’s capacities and interests, through the process of organizing and occupying time, that one finds greater life purpose and maintains health and well-being. Thus, occupational therapy does not focus on the diagnosis and treatment of individual symptoms or disease, but rather seeks to evaluate capacities and facilitate meaningful intervention based on what people need and want to do. A person’s ability to occupy his/her time in a state of physical, social and spiritual well-being facilitates and enhances a natural rhythm of pleasurable-ease (Adolph Meyer, 1921). The occupational therapist assists in empowering individuals to take a more active role in life, and to exercise greater control in caring for their own health and quality of life.

CAREER OPPORTUNITIES

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

Most occupational therapy graduates enter into a practice that entails working directly with people individually or in groups, helping them maintain, enhance, or regain productive meaningful lives through engaging in activities or occupations within the context of family, work, and community life. Services are provided through direct, educational or consultative modes of delivery. Practitioners may work with infants and children, adolescents, adults, or the elderly promoting health and or facilitating prevention, maintenance, or restoration of health related to physical, cognitive, social, or environmental issues. Career opportunities exist nationwide and internationally, and in many different settings—hospitals, public and private schools, rehabilitation centers, community health centers, nursing homes, home health programs, and community-based settings such as business, industry, and daycare. Increasing numbers of practitioners are in private practice and educating students with the skills to develop innovative, private practices is a strength of the Pacific occupational therapy program.

Some occupational therapists serve in the role of an administrator, which would require them to coordinate the activities of an occupational therapy department or a program in a community setting. Responsibilities range from program planning and management, policy development and budget preparation, to staff and patient education, and personnel coordination.
All occupational therapists are educators in that they teach their clients the skills to live healthier lives, however, an occupational therapist may assume the role of an educator in an academic setting in a position such as program director, professor, or instructor. In such a role, the therapist will design courses, teach, and advise students. Most teaching requires an advanced degree, as well as experience practicing occupational therapy.

All health care practitioners are expected to base their practice decisions on sound evidence, and thus are expected to be able to effectively use research skills every day. However, for those who choose the primary role of researcher, the occupational therapist defines problems for investigation and designs research programs to better understand the problem. The research occupational therapist collects and analyzes data, evaluating and publishing the results of his or her research. Active research is critical to any health profession and offers challenges to the professional. An occupational therapist may, of course, combine research with other work in the field, 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 31 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. All Level II fieldwork experiences must be completed within the timeframe set by the program, that is, prior to graduation. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist, administered by the National Board of Certification in Occupational Therapy (NBCOT) as described previously.

The curriculum embraces a holistic view of the occupational therapy client and takes as its starting point the belief that the individual’s goal-directed use of time, energy, interest, and attention will promote and maintain health. Driven by a profound belief that occupational therapy creates new possibilities for health and well-being, the Pacific University School of Occupational Therapy reflects the philosophy of the profession. That philosophy is that wellness and wholeness proceed from a balanced, integrated interaction with the environment through doing the necessary and meaningful activities of everyday living (i.e., occupations of taking care of one’s self, earning a living, contributing to the community, and enjoying leisure). The faculty of the School of Occupational Therapy seek to model the practice of the profession by using educational and community environments to actively involve the students in planning, creating, and participating in the learning process. The faculty also encourage development of leadership skills to enhance professional competence and enable students to become active and effective agents of change.

Graduates from the program exceed the defined standards of competence as identified by the American Occupational Therapy Association and are prepared to enter practice with a sound philosophical and theoretical knowledge base, professional and technical skills, and high ethical standards.

Fieldwork Experiences

Direct practical and clinical experiences in community and health care settings are integrated throughout the curriculum. As the student advances through the curriculum, progressively higher levels of performance and responsibility are required. Fieldwork experiences are opportunities to apply academic learning 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 a few international locations, and continually seeks to develop and incorporate new sites in order to provide variety and quality to the student’s practical experience. The School of Occupational Therapy’s fieldwork program is unique in requiring three Level II fieldwork rotations (30 weeks total) occurring within the 31 month curriculum, assuring that students graduate with effective skills for a wide range of practice settings.

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

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

Enrollment in the professional program is limited to 30 students per class and admission is highly selective. A bachelor degree is highly recommended but not required. Students who enter without a bachelor’s degree are eligible to apply for the Bachelor of Science degree in Human Occupation following completion of their first year in the graduate curriculum (referred to as the 3/3 option for 3 years of undergraduate course work prior to entering the 3 year OT program).

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

In reviewing applications, the Committee evaluates:

- Completeness of application forms and the care in preparing their content
- Letters of reference
- Evidence of observations and understanding of the role of occupational therapy services. Observations should be with a variety of clients across the age span and in multiple arenas of practice. Examples include those environments where OT services are provided to individuals who are experiencing occupational dysfunction due to developmental disability, psychosocial-emotional disability, physical disability, as well as to individuals who desire to maintain and sustain health and wellness through occupation.
- Academic performance: all academic prerequisite coursework completed at a “C” grade or higher with a minimum prerequisite coursework GPA of 2.7 required, although a 3.0 or higher is preferred. Evidence that all prerequisite coursework requirements will be completed prior to actual entrance into the program must be documented.

The admission process required for matriculation 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 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

Courses in both human anatomy and human physiology are preferred, a single course combining anatomy and physiology will be reviewed for adequacy. In addition, a physics course (need not be calculus based) and a course in kinesiology is recommended. All courses must include laboratory. Anatomy and physiology must be completed within the last seven years.

Completion of this prerequisite will enable the applicant to: 1) understand the way in which the human body develops, is anatomically structured and physiologically functions, 2) utilize methods of scientific inquiry, 3) apply concepts and theories of science, and 4) build skills in problem solving and logical analysis.

Social Sciences: 12 semester hours

These courses should address the individual and group patterns of thought and behavior. 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: 4 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 2 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 Methods: 2 semester hours
It is recommended that this be taken in a department of psychology, sociology, or anthropology and include a qualitative research component. Statistics 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: 6 semester hours
(in addition to the writing prerequisite)
Must include courses from two (2) of the following areas: literature, religion, history, philosophy, ethics, and history or appreciation (art, music, theater).

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

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 supports the applicant to develop a sound mind through a sound body.

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 into 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.
Course Transfer
The School of Occupational Therapy does not accept transfer credits.

FINANCIAL AID
The Financial Aid Program at Pacific University, including a summary of the sources and kinds of financial aid available, is described earlier in this catalog. Prospective students are strongly encouraged to seek out and explore scholarship opportunities that may be available to them, as there are many sources of educational scholarships, however, common sources of financial aid for Occupational Therapy students not listed previously are:
The E. K. Wise Loan Program, administered by the American Occupational Therapy Association, is available to women with baccalaureate degrees who are enrolled in an occupational therapy entry level professional program. For further information contact:
The American Occupational Therapy Association, Inc.
Attn: Membership Information Division
4720 Montgomery Lane
P.O. Box 31220
Bethesda, MD 20824-1220

The National Association of American Business Clubs (AMBUCS) administers scholarships and provides thousands of dollars each year to occupational therapy students. For more information contact:
The National Association of American Business Clubs (AMBUCS)
P.O. Box 5127
High Point, NC 27262

The American Occupational Therapy Foundation awards scholarships to occupational therapy undergraduate and graduate students, based on their financial need and scholastic ability. For a free brochure on the scholarship program and other sources of financial aid, contact:
The American Occupational Therapy Foundation
4720 Montgomery Lane
P.O. Box 31220
Bethesda, MD 20824-1220

ACADEMIC 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. Students will need to undergo a criminal background check in order to be able to participate in fieldwork or practice in certain settings.

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 the 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, timelines 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. A student may appeal a decision of the School’s academic standing procedures through the College of Health Professions Standards and Appeals Committee. Appeals must be filed with the Director’s office within 10 days of notification of the original action. The student is not allowed to attend class until he or she has filed an appeal. Further appeals may be pursued through the University Standards and Appeals Committee.

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.

2006-2007 COURSES IN THE MASTER OF OCCUPATIONAL THERAPY CURRICULUM

For the most current version of the occupational therapy curriculum visit the Pacific University catalog website.
### First Year
#### Summer Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OT 437</td>
<td>Standardized Assessments in Client-Centered Occupational Therapy</td>
<td>3</td>
</tr>
<tr>
<td>OT 438</td>
<td>Occupation and Adaptation for People Experiencing Disabilities</td>
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</table>

### Second Year
#### Fall Semester

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

<table>
<thead>
<tr>
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<tr>
<td>OT 522</td>
<td>Level I-B Fieldwork</td>
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<td>OT 523</td>
<td>Level I-B Fieldwork Seminar</td>
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<td>OT 530</td>
<td>Occupational Therapy Process with Older Adults</td>
<td>4</td>
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<tr>
<td>OT 531</td>
<td>Occupational Therapy Process with Adults: Neurological Challenges</td>
<td>4</td>
</tr>
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<td>OT 532</td>
<td>Management of Occupational Therapy Services</td>
<td>3</td>
</tr>
<tr>
<td>OT 533</td>
<td>Scholarship and Evidence-Based Practice II</td>
<td>3</td>
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</table>

#### Winter-Spring-Summer Semesters

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

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 628</td>
<td>Seminar III: Fieldwork Preparation</td>
<td>1</td>
</tr>
<tr>
<td>OT 621</td>
<td>Level II-A Fieldwork</td>
<td>10</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 629</td>
<td>Fieldwork II-A Seminar</td>
<td>1</td>
</tr>
<tr>
<td>OT 622</td>
<td>Level II-B Fieldwork</td>
<td>10</td>
</tr>
<tr>
<td>OT 624</td>
<td>Fieldwork II-B Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

#### 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 630</td>
<td>Advanced Occupational Therapy Process with Children</td>
<td>3</td>
</tr>
<tr>
<td>OT 631</td>
<td>Seminar IV: The Reflective Practitioner</td>
<td>1</td>
</tr>
<tr>
<td>OT 623</td>
<td>Level II-C Fieldwork</td>
<td>10</td>
</tr>
<tr>
<td>OT 627</td>
<td>Fieldwork II-C Seminar</td>
<td>1</td>
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</table>

#### Winter-Spring-Summer Semesters

<table>
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<tr>
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<th>Credits</th>
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<tr>
<td>OT 632</td>
<td>Evidence-Based Practice in Current Settings</td>
<td>4</td>
</tr>
<tr>
<td>OT 633</td>
<td>Enacting Innovative Practice</td>
<td>4</td>
</tr>
<tr>
<td>OT 634</td>
<td>Advanced Topics in Occupational Therapy</td>
<td>3</td>
</tr>
<tr>
<td>OT 635</td>
<td>Visionary Occupational Therapy Program Development</td>
<td>4</td>
</tr>
</tbody>
</table>

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100  Pacific University  Graduate & Professional Programs Catalog 2006-2008
COURSE DESCRIPTIONS

Courses will be graded with a letter grade unless noted with P/NP (Pass/No Pass)

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 400 Foundations of Occupation and Occupational Therapy
Exploration and study of human occupation, examining the relationship between a person's engagement in occupation and his or her well-being. Includes overview of OT history, philosophy, use of theory to guide practice, and understanding of the role occupation plays in the delivery of OT services. (4 credits)

OT 407 Occupational Therapy Process with Younger Children
Evaluation and intervention with younger children through age 10. Includes focus on childhood development, including neuroanatomical and neurophysiological client factors and application to provide OT services that promote children's abilities to participate in daily life activities. (4 lecture 1 lab credits)

OT 416 Occupational Analysis
Focuses on exploring a wide array of occupations (ADL, IADL, education, work, play, leisure, social participation) and developing skills to analyze the person-environment-occupation interaction and gain experience with a range of adaptive activities. (3 lecture, 1 lab credits)

OT 419 Seminar I: The Profession of Occupational Therapy
Focus on understanding and development of attributes to support what it means to be a professional and professional graduate student as an evolving OT practitioner, with an exploration of ethics in the profession. (1 credit seminar) P/NP

OT 422 Level I-A Fieldwork
Fieldwork experience in different settings in which OT practitioners provide services, primarily to observe and appreciate the diversity of approaches used by OT practitioners. Includes seminar to reflect on experience. (2 fieldwork, 1 seminar credits) P/NP

OT 436 Seminar II: Leadership and service
Exploration of OT practitioners' roles and responsibilities, particularly in regard to leadership and service to society and development of clinical reasoning. (1 seminar credit) P/NP

OT 432 Therapeutic Approaches for Client-Centered Practice
Exploration of, and skill development with, therapeutic methods to enhance the collaborative process during evaluation and intervention. Includes a major focus on communication (e.g., interviewing) and developing/implementing therapeutic OT groups. (3 lecture 1 lab credits)

OT 433 Occupational Therapy Process with Older Children and Adolescents
Evaluation and intervention to promote participation in daily life for older children and adolescents. Includes understanding and application of human development and OT frames of reference to guide OT process. (2 lecture, 1 lab credits)

OT 434 Occupational Therapy Process with Adults: Psychosocial Challenges
Evaluation and intervention to promote participation in daily life for adults experiencing psychosocial conditions. Includes understanding and application of frames of reference to address psychosocial issues affecting participation in occupations and in society. (3 lecture, 1 lab credits)
OT 435  Occupational Therapy  
Process with Adults:
Physical Challenges  
Evaluation and intervention to promote participation in daily life for adults experiencing physical conditions. Includes focus on understanding human movement and development through anatomy and kinesiology content, with application in context of promoting ability to engage in daily life activities. (3 lecture, 1 lab credits)

OT 437  Standardized Assessments in Client-Centered Occupational Therapy  
Skill development to select, appraise, administer and interpret standardized assessments commonly used in OT settings for persons across the lifespan. Includes in-depth exploration of psychometric properties and application to evidence-based practice. (2 lecture, 1 lab credits)

OT 438  Occupation and Adaptation for People Experiencing Disabilities  
In-depth exploration of the relationship between occupation and adaptation, focusing on the personal stories of people who experience a disability in today’s society. Includes an exploration of the social construct of disability. (2 lecture, 1 seminar credits)

OT 522  Level I-B Fieldwork  
Fieldwork experience in settings which adults experience occupational challenges secondary to physical conditions. (1 FW credit) P/NP

OT 523  Level I-B Fieldwork Seminar  
Reflection and integration of fieldwork experience with academic coursework, designed to further explore and understand the multiple roles of occupational therapy practitioners within current practice settings and the development of clinical reasoning. Taken concurrently with Fieldwork Level IB. (1 credit seminar) P/NP

OT 530  OT Process with Older Adults  
Evaluation and intervention to promote participation in daily life for older adults. Includes understanding of lifespan development, focusing on how the aging process affects participation in daily roles and occupations, and application of health and wellness promotion for older adults. (3 lecture and 1 lab credits)

OT 531  Occupational Therapy Process with Adults: Neurological Challenges  
Evaluation and intervention to promote participation in daily life for adults experiencing neurological conditions. Includes further exploration and application of neurological sciences and incorporating principles of motor learning and neurorehabilitation. (3 lecture and 1 lab credits)

OT 532  Management of Occupational Therapy Services  
Basic introduction to the principles of development, delivery, and management of OT services and personnel in the context of current health care systems, focusing on factors and methods to develop and manage innovative OT services. (3 credits)

OT 533  Scholarship and Evidence-Based Practice II  
Application of evidence-based practice principles to effectively analyze and synthesize professional literature to identify best-practice. Additional concentration on enhancing abilities to produce scholarly publications. (3 lecture credits)

OT 621  Level II-A Fieldwork  
Fieldwork in physical or mental health setting. (10 fieldwork credits) P/NP

OT 628  Seminar III: Fieldwork Preparation  
Preparation for the transition from academic coursework to full-time Level II fieldwork education, focusing on critical reasoning skills and professional responsibilities. (1 seminar credit) P/NP

OT 629  Fieldwork II-A Seminar  
Integration of academic coursework with fieldwork practice, focusing clinical reasoning skills during fieldwork experience. Taken concurrently with Level II-A Fieldwork. (1 seminar credit) P/NP
SUMMER SEMESTER - MOT 2  11 credits

OT 622  Level II-B Fieldwork
Fieldwork in physical or mental health setting (10 fieldwork credits) P/NP

OT 624  Fieldwork II-B Seminar
Integration of academic coursework with fieldwork practice, focusing on clinical reasoning skills during fieldwork experience. (1 seminar credit) P/NP

OT 630  Advanced Occupational Therapy Process with Children
Evaluation and intervention with children, applying evidence-based clinical reasoning using various frames of reference with emphasis on the role of family in supporting children’s occupational development and participation. (2 lecture 1 lab credits)

OT 623  Level II-C Fieldwork
Fieldwork in a setting providing services for children experiencing disabilities. (10 fieldwork credits) P/NP

OT 627  Fieldwork II-C Seminar
Integration of academic coursework with fieldwork practice, focusing clinical reasoning skills during fieldwork experience. (1 seminar credit) P/NP

OT 632  Evidence-Based Practice in Current Settings
Application of an evidence-based approach to case studies based on students’ experiences during their previous Level II fieldwork rotations. (4 credits)

OT 633  Enacting Innovative Practice
Collaboration between students, faculty, and community practitioners to create and implement an innovative OT project in the community. (1 lecture, 3 lab credits) P/NP

OT 634  Advanced Topics in Occupational Therapy
A series of sessions focusing on specialty skills for selected practice areas (e.g., neurorehabilitation, ergonomics, psychiatric rehabilitation, school-based practiced, hand therapy, sensory processing). (2 lecture, 1 lab credits) P/NP

OT 635  Visionary Occupational Therapy Program Development
Application of program development principles and methods to explore, envision, and propose creative models of OT services within various community settings. (4 lecture credits)

ELECTIVES

OT 650  Level II-D Elective Fieldwork
Optional fieldwork in which student arranges special mentorship and experience in specialized setting or area in which student seeks additional fieldwork education. Additional fee required. 2 fieldwork credits, (repeatable for maximum of 4 credits). P/NP.

OT 610  Independent Study/ Tutorial I
Focused study in OT practice areas of interest. (2 credits) P/NP

OT 611  Independent Study/ Tutorial II
Advanced study in OT practice areas of interest. (2 credits) P/NP
School of Occupational Therapy Academic Calendar 2006-2008

FALL SEMESTER
2006

August
Latter part of August, Classes begin

September
Labor Day (no classes)
Advising Process

October
Mid October- Fall Break
OTAO Conference
Fieldwork Rotation (3rd year students)

November
Thanksgiving Break (no classes)

December
Last day of term, Mid to latter December
Holiday Break

WINTER/SPRING SEMESTER
2007

January
Spring Semester Begins, Early January
Advising Process

February
Fieldwork Rotation (2nd year students)

March
Spring Break

May
End of Semester
Fieldwork Rotation (1st and 2nd year students)
Commencement- latter part of May
FALL SEMESTER
2007

August
Latter part of August, Classes begin

September
Labor Day (no classes)
Advising Process

October
Mid October- Fall Break
OTAO Conference
Fieldwork Rotation (3rd year students)

November
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Holiday Break

WINTER/SPRING SEMESTER
2008

January
Spring Semester Begins, Early January
Advising Process

February
Fieldwork Rotation (2nd year students)

March
Spring Break

May
End of Semester
Fieldwork Rotation (1st and 2nd year students)
Commencement- latter part of May
College of Optometry

James E. Sheedy, O.D., Ph.D, Dean

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.

I. MISSION STATEMENT

The mission of the College of Optometry is to educate highly competent practitioners who render professional and ethical care, understand their professional role in public service and the health care arena, analyze new information critically, advance visual care through scientific inquiry, and qualify for the increasing number of careers best served by an individual with an optometric education.

II. VALUES

In addition to Pacific University’s Mission and Values, the College of Optometry values:

1. The traditional and distinctive aspects of our profession while endorsing and supporting its advancement nationally and internationally.
2. Didactic and clinical preparation in a supportive learning and patient care setting.
3. An educational experience that conveys multicultural competence, coupled with an enhanced awareness and appreciation of a diverse and changing society.
4. An intellectual community that supports collegiality, integrity, mutual cooperation, and respect.
5. The provision of exceptional post-doctoral and continuing education.

III. VISION

We envision enhanced educational opportunities that develop well-prepared and well-rounded practitioners by exploiting the distinctive characteristics of Pacific University and the College of Optometry. We will build upon these elements of distinction as we establish the reputation of the program as the preeminent College of Optometry in the Western United States.

GENERAL INFORMATION

www.opt.pacificu.edu

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

• Bachelor of Science in Visual Science (B.S.)
• 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. They are called upon to make a commitment to serving their communities and profession.
Career Opportunities
Most optometry graduates enter private practice after taking the examinations of the National Board of Examiners in Optometry and one or more state board examinations. Practice opportunities are continually increasing because of the country’s expanding population and greater public recognition of the importance of vision. Direct appointments as optometry officers are available in the Army, Navy, Air Force, and Public Health Service. Many optometrists pursue careers in research and development in industry, federal and civil service agencies. A critical need exists for optometrists with advanced academic training in physiological optics, the natural and behavioral sciences, and clinical optometry for teaching and research. While optometry is already a specialized field, many optometrists pursue special professional interests. Among these are vision therapy and orthoptics, contact lenses, low vision and visual rehabilitation, and industry consulting work to improve vision and job performance.

Questions about career or practice opportunities may be directed to the Assistant Director of Student Services at the College of Optometry. In addition, the College maintains a web page which lists practice opportunities. Career information is also available from the American Optometric Association, 243 N. Lindbergh Blvd., St. Louis, Missouri 63141, from local and state optometric associations, and from the Association of Schools & Colleges of Optometry, http://www.opted.org.

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 successfully completed the minimum pre-optometry course requirements by the date of enrollment in the professional program are eligible to apply for admission. The majority of those admitted have 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 Admission Test (OAT) scores
- Excellence of essay responses
- Quality of observational experiences (minimum of 30 hours at the time of application) preferably in several different types of practice settings, each under the supervision of an optometrist
- Content, thoroughness, and the care with which the application forms have been prepared
- 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 Admissions 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 Committee to evaluate the applicants’ skills in succinctly and effectively expressing themselves in writing.

New classes begin with the fall semester each year; mid year matriculation is not permitted. Applications are accepted starting September 1 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, 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 Admission Test (OAT). The Admissions Committee strongly encourages applicants to take the OAT before the preferred application deadline, as admissions decisions cannot be made without the OAT score. The OAT score must be submitted by the final application deadline. Scores from OATs taken within the last three years are acceptable. Test information is available from:
  Optometry Admission Testing Program
  211 East Chicago Avenue 6th Floor
  Chicago, IL 60611
  1-800-232-2159
  http://www.opted.org/

or from the Admissions Office. Because of OAT registration deadlines, applicants are encouraged to schedule their OAT early.

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

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, ophthalmology or medical programs, transfer students, students resuming studies, and other non-traditional placements). Individuals requesting admission with Advanced Standing should contact the Office of Admissions for more information on application procedures, deadlines and to obtain appropriate application forms.

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 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 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 biochemistry is strongly recommended.

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

Mathematics: 3 semester hours.  
A course in analytic geometry or calculus.

Statistics: 3 semester hours.  
Statistics must be from a Department of Mathematics, Psychology, Sociology or Statistics. A biostatistics course is acceptable. Business and Economics courses will not meet this requirement.

General Psychology: 3 semester hours.

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

Bachelors Degree Requirement for Doctor of Optometry Degree

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

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

Some students attending institutions with pre-professional programs plan a program of study to include pre-optometry requirements plus the bachelors degree requirements for that institution. In a case where Pacific University’s professional courses in optometry are used to satisfy another institution’s graduation requirements, written notice of such an arrangement is required.

Visual Science Major

The major in Visual Science is available only to students who have been admitted to the College of Optometry and who do not have a bachelors degree. Students must enter the College of Optometry with at least 90 semester hours of completed coursework. The student must meet core and other general degree requirements for the Bachelor of Science degree with a major in Visual Science. Requirements for the Bachelor of Science degree with a major in Visual Science are listed below:

124 semester hours are required for graduation including:

Natural Sciences: 35 semester hours

taken from at least two of the following disciplines: biology, chemistry, computer science, mathematics, physics (also see pre-optometry courses that can satisfy some of the requirements in Natural Sciences).
Social Sciences: 12 semester hours taken from at least two of the following disciplines: anthropology, business, cultural studies, economics, geography, history, political sciences, psychology, sociology (also see pre-optometry courses that can satisfy some of the requirements in Social Sciences).

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

Professional Courses In Optometric Science: Successful completion of all coursework taken during the first year of the standard curriculum while enrolled in the College of Optometry.

Promotion
In order to be promoted unconditionally in the College of Optometry from the first to the second year and from the second to the third year, a student must receive a grade of “C” or better in all subjects and be recommended for promotion by the faculty. All unsatisfactory grades require remediation in a timely manner, and remediation must occur according to specific written plans.

For promotion from the third to the fourth year, students must satisfactorily complete all 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 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 non-refundable tuition deposit of $500 is required of students enrolling in the optometry curriculum.

Additional College of Optometry expenses include books, equipment and supplies. Clinical instruments, which may be used later in actual practice, make up a portion of the total four-year cost. As a requirement of the clinic course sequence, students receive a portion of their training in off-campus clinics. The student bears all living and transportation costs incurred during the off-campus clinical rotations.

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

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

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 may be 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 for consideration.

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 Stafford Loans are borrowed from the Federal Family Education Loan Program (FFelp), and include subsidized and unsubsidized loans. Students who demonstrate “need” are eligible to borrow subsidized Federal Stafford Loans; students who do not show need or who have remaining need are eligible to borrow unsubsidized Federal 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. Loans as of 07/01/06 will be at a fixed 6.8% interest rate.

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 by February 15th, 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 $20,000 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 2.9%. 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 by February 15th, indicate on their financial aid application that they want to be considered for work-study, and demonstrate financial need to receive work-study funds.
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 120
Vancouver, WA 98662
(503) 283-1989 or (360) 891-4938
email: david.mindolovich@usarec.army.mil

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) 258-2000
1-866-628-7327

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
www.ihs.gov

This is an overview of scholarships and awards that are available in the College of Optometry. Scholarships and available funds are subject to change. Additional Awards and Scholarships can be found on the Optometry website at: www.opt.pacificu.edu

CODE OF ACADEMIC AND PROFESSIONAL CONDUCT

Academic and Professional Standards

Good academic standing in the College of Optometry is defined as continued enrollment, satisfactory academic progress, sound clinical ability, behavior that leads to professional competence and positive interpersonal and professional relations, and appropriate professional/ethical conduct and attitudes. Students are evaluated regularly in these areas. Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, the College of Optometry Guidelines for Professional Behavior, the Optometric Code of Ethics, and the most current state and federal laws governing the conduct of optometrists. The College of Optometry reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students in regard to them.

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

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

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

Guidelines for Professional Behavior

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

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

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

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

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

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

**Citizenship:** Students are expected to serve humankind, displaying those attributes expected of a member of a learned profession; demonstrate social awareness and a sense of social responsibility; and, exemplify good citizenship in all social and community interactions. They must conform with all city, state, and federal laws and regulations, and should expect to be held accountable for their actions. Individuals convicted of a 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.


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.”

Specific policies and procedures pertaining to Student Academic Standing for the College of Optometry can be found in the Academic and Professional Standards Committee Policies and Procedures Manual. The program-specific policies and procedures in this manual reflect the standards of the optometric profession. The content of this Manual is discussed with each class at the program orientation presented by the Associate Dean for Academic Programs and the Director of Student Services at the beginning of each academic year. In addition, a copy of this Manual is provided to each first year optometry student. Additional copies of this document are available from the office of the Associate Dean for Academic Programs or the office of the Director of Student Services in the College of Optometry.

The following policies and procedures are covered in this manual:
• Description of Governance Section on Academic and Professional Standards Committee
• Policy Statements
• Standard Operating Procedures
• Code of Academic and Professional Conduct
  – Guidelines for Professional Behavior
  – Optometric Code of Ethics
  – Course Attendance
  – Grading Policy
  – Instructor Responsibilities
• Violations of the Code of Academic and Professional Conduct (excerpt below)
  – Violations Procedures
  – Hearing for Allegation of Code Violations
• Academic Performance Review
  – End of Term Review Policies
  – Incomplete grades with sample letter
  – Substandard Grades, Warning, Probation, and Dismissal With Sample Letters
• Extended Duration Program
• Leave of Absence
• Withdrawal
• Admission with Advanced Standing
Violations of the Code of Academic and Professional Conduct (excerpt)

Each student must uphold and honorably promote by example and action the highest standards, ethics, and ideals of his/her chosen profession. Therefore, behavior which is found to be in violation of this expectation may be sufficient cause for the Academic and Professional Standards Committee to dismiss a student from the program at any time and without previous warning.

Because the College is committed to creating and maintaining an educational environment that is favorable to learning, any individual with direct knowledge of an incident in which the Code of Academic and Professional Conduct has been violated is expected to bring the issue to the attention of the appropriate individual as described in the Academic and Professional Standards Committee Policies and Procedures Manual.

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.

Candidates for the Doctor of Optometry degree are generally required to enroll as full-time students during each of the four professional years. A full-time student is defined as taking no fewer than 9 credit hours per semester during the first three years and no fewer than 11 credits hours per session during the fourth year.

All core courses required for the Doctor of Optometry degree should be completed successfully while the degree candidate is a matriculated student at the Pacific University College of Optometry. Courses taken elsewhere, or taken while the degree candidate is not a matriculated student at Pacific University, may be difficult to substitute for core courses.
Required and elective courses may be given at various locations and times, and the student is expected to bear the costs to attend. Many factors enter into class scheduling and, as a result, elective courses listed may not be available while others, not yet listed, are available. Every attempt is made to assign schedules that are convenient for the student. However, there are times when individual student preferences cannot be accommodated and program goals must take precedence in the assigning of lecture, laboratory, and elective times.

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

Each eligible candidate must make application for a Doctor of Optometry degree by 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.

2004-2005 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opt 500</td>
<td>Basic Science for Optometry with Laboratory</td>
<td>2.5</td>
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<tr>
<td>Opt 501</td>
<td>Geometric and Physical Optics with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Opt 516</td>
<td>Patient Care I</td>
<td>0.5</td>
</tr>
<tr>
<td>Opt 532</td>
<td>Anatomy of the Visual System with Laboratory</td>
<td></td>
</tr>
<tr>
<td>Opt 535</td>
<td>Functional Neuroanatomy and Neurobiology</td>
<td>3</td>
</tr>
<tr>
<td>Opt 536</td>
<td>Essentials of Medical Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>Opt 546</td>
<td>Clinical Procedures I with Laboratory</td>
<td>2.5</td>
</tr>
<tr>
<td>Opt 562</td>
<td>Behavioral Optometric Science with Laboratory</td>
<td>4</td>
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</table>

22.5

Spring Semester: Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Opt 502</td>
<td>Geometric and Physical Optics with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Opt 503</td>
<td>Visual Optics and Ocular Motility with Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Opt 517</td>
<td>Patient Care II</td>
<td>0.5</td>
</tr>
<tr>
<td>Opt 531</td>
<td>Ocular Anatomy, Physiology and Biochemistry with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Opt 533</td>
<td>Ocular Disease I with Laboratory</td>
<td></td>
</tr>
<tr>
<td>Opt 537</td>
<td>Etiology, Diagnosis and Management of Systemic Diseases; Pharmacology of Systemic Medications I</td>
<td>3</td>
</tr>
<tr>
<td>Opt 550</td>
<td>Ophthalmic Dispensing Procedures with Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>Opt 547</td>
<td>Clinical Procedures II with Laboratory</td>
<td>2.5</td>
</tr>
</tbody>
</table>

22
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
- Opt 602 Sensory-Motor Interactions in Vision with Laboratory ................ 4
- Opt 616 Theory and Methods of Refraction .................................. 3
- Opt 620 Patient Care III .................... 0.5
- Opt 631 Ocular Disease II with Laboratory .................. 3
- Opt 637 Etiology, Diagnosis and Management of Systemic Diseases; Pharmacology of Systemic Medications II .......... 3
- Opt 646 Clinical Procedures III ........ 2
- Opt 661 Physiological, Psychological and Cognitive Changes During the Lifespan .......... 2

20.5

Spring Semester: Credits
- Opt 617 Optometric Case Analysis ........................................ 4
- Opt 618 Theory and Practice of Spherical Rigid and Soft Contact Lenses with Laboratory ...................... 3
- Opt 621 Patient Care IV .................... 0.5
- Opt 633 Ocular Disease III with Laboratory .................. 4
- Opt 638 Etiology, Diagnosis and Management of Systemic Diseases with Laboratory; Pharmacology of Systemic Medications III ................... 2
- Opt 648 Clinical Procedures IV ........ 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 V .................. 1.5
- Opt 716 Theory and Practice of Specialty Contact Lenses with Laboratory .................. 3.5
- 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

Fall Semester: Credits
- Opt 718 Advanced Optometric Case Analysis with Laboratory .................. 4
- Opt 720 Vision Therapy for Binocular and Oculomotor Dysfunction with Laboratory .................. 4
- Opt 722 Patient Care VI .................... 2
- Opt 724 Pediatric and Developmental Optometry ...................... 2
- Opt 728 Assessment and Management of the Partially Sighted Patient .................. 2
- Opt 733 Ocular Disease IV with Laboratory 3

Elective(s) *

17
Spring Semester: Credits

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

*Students are required to complete a minimum of four elective credits during their third year. These electives may be chosen from those offered by the College of Optometry. Alternatively, with prior authorization, it may be possible to substitute the following: 1) courses taken on an independent study contract; 2) courses taken at Pacific University outside 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.

Sessions: ............................................. Credits

Opt 814  Patient Care VIII: Preceptorship Session 1 ..................... 11
Opt 815  Patient Care IX: Preceptorship Session 2 ..................... 11
Opt 816  Patient Care X: Preceptorship Session 3 ..................... 11
Opt 817  Patient Care XI: Internal Clinic Rotation .......... 5
Opt 818  Vision Therapy Patient Care ................. 2
Opt 819  Low Vision Patient Care ..................... 1
Opt 820  Contact Lens Patient Care 1
Opt 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

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Clinical Facilities

Students begin their clinical education experience in the recently renovated eye and vision clinic. The Forest Grove Vision Center offers primary care and secondary care to the residents of western Washington County. Specialty services provided at the Forest Grove Vision Center include the areas of ocular disease, contact lens, pediatrics, vision therapy, occupational vision, learning disabilities, and low vision.

Pacific operates four additional eye and vision clinics in the immediate geographic area. These centers are designed to meet the individual needs of the communities in which they are located with each clinic offering a unique learning experience for the student.
The Portland Vision Center is located in the heart of downtown Portland and provides students an opportunity to broaden the clinical optometry experience in a large urban community health care environment. The Pediatric/Strabismus Referral Center located within the Portland Vision Center focuses on all aspects of pediatric, strabismus, and binocular vision care including surgical and non-surgical intervention. Students work with pediatric ophthalmology and have opportunities to observe surgical care at the Oregon Health Sciences University Hospital, also located in Portland.

The Southeast Clinic operates in cooperation with the Multnomah County Health Department. This clinic functions in a multidisciplinary care setting offering medical, dental, mental health, and optometric care to area residents. The Eye Clinic at the Virginia Garcia Memorial Health Center in Cornelius provides full-scope vision services to patients in western Washington County. This center is also multidisciplinary, and students interact regularly with physicians, physician’s assistants, and nursing staff.

The Health Professions Campus in Hillsboro features an interdisciplinary clinic and provides comprehensive primary medical, dental, and optometric services. In partnership with the Virginia Garcia Memorial Health Center, special emphasis will be on migrant and seasonal farm workers and others who face barriers to healthcare.

Through a cooperative effort with the Lions Club, a Low Vision Clinic located on the campus of the Washington State School for the Blind in Vancouver, Washington provides a unique clinical opportunity. This is a rehabilitative clinic that emphasizes treatment for visually challenged patients.

The College continually strives to enhance the clinical experience for students while providing quality eye and vision services to the community. Faculty of the College and optometric physicians from the community staff Pacific University Eye and Vision Clinics. Under the direct supervision of the attending doctor, interns at these centers are able to assist in the diagnosis and treatment of vision and eye disorders. Professional office staff at each center assist interns with the administrative details of practice management.

In addition to the College Clinics, preceptorship rotations are a curricular requirement. These rotations are a much anticipated, highly rewarding and exciting part of the program. Students have an opportunity to customize their fourth year program by choosing sites that meet their individual interests and career goals.

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

**Affiliated Preceptorship Sites**

- Action Eye Care/Stonewall Vision Center, Manitoba
- Air Force Academy Hospital, Colorado
- Alaska Eye Care Centers, Alaska
- 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
- Baltimore Vision Fitness Center, Maryland
- Bandon Vision Center, Oregon
- Barnet Dulaney Eye Centers - Mesa, Arizona
- Barnet Dulaney Eye Centers - Phoenix, Arizona
- Bascom Palmer Eye Institute, Florida
- Belcourt Indian Hospital, North Dakota
- Bellevue Vision Clinic, Nebraska
- Berkeley School of Optometry, California
<table>
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<tr>
<th>Hospital Name</th>
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<tbody>
<tr>
<td>Bethel Indian Hospital, North Dakota</td>
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<td>Blackfeet Indian Hospital, Montana</td>
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<tr>
<td>Blackwell Vision, Oklahoma</td>
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<td>Cascade Eye Center, Oregon</td>
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<tr>
<td>Cass Lake Indian Hospital, Minnesota</td>
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<tr>
<td>Chemawa Indian Health Center, Oregon</td>
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<tr>
<td>Cheyenne VAMC, Wyoming</td>
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<tr>
<td>Coastal Eye Care, LLC, Washington</td>
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<td>Coastal Eye Care-Prince Rupert, British Columbia</td>
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<tr>
<td>Columbia Crest Eye Care, Washington</td>
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<td>Columbia Park Clinic, Minnesota</td>
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<td>Discover Vision, Missouri</td>
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<td>Dixie Eye Care, Utah</td>
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<tr>
<td>Drs. Bateman &amp; Johnson, Optometrists, Colorado</td>
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<td>Dr. Bishop &amp; Associates, Alberta</td>
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<td>Dr. Corey &amp; Associates, Oregon</td>
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<td>Dr. Cornetta &amp; Associates, Virginia</td>
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<td>Dr. Stanley Matsuura, Idaho</td>
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<tr>
<td>Dr. Dorothy Parrott, Colorado</td>
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<td>Drs. Edmonds &amp; Husz, Arizona</td>
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<td>Eugene Optometrists, Oregon</td>
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<td>Fresno VAMC, California</td>
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<td>Georgia Eye Consultants, Georgia</td>
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<td>Hellerstein &amp; Brenner Vision Center, Colorado</td>
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<td>Hickam Air Force Clinic, Hawaii</td>
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<td>Honolulu VAMC, Hawaii</td>
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<tr>
<td>Hope Clinic, Washington</td>
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<tr>
<td>Hot Springs VA Medical Center, South Dakota</td>
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<tr>
<td>Icon Lasik and Image Center, Colorado</td>
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<td>Jensen Optometrists, PLC, Iowa</td>
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<td>Jonathan M. Wainwright Memorial VAMC, Washington</td>
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<td>Kaiser Health Plan – Northwest, Oregon</td>
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<td>Kaiser – Honolulu, Hawaii</td>
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<td>Kayenta Indian Health Center, Arizona</td>
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<td>Kohake, Deutscher &amp; Associates, Kansas</td>
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<tr>
<td>Landstuhl Army Regional Medical Center, Germany</td>
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<td>Lebanon VAMC Eye Clinic, Pennsylvania</td>
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<td>Lexington VAMC, Kentucky</td>
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<td>Luke Air Force Base, Arizona</td>
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<td>Lyster Army Health Clinic, Alabama</td>
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<td>Madigan Army Medical Center, Washington</td>
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<td>Malmstrom Air Force Clinic, Montana</td>
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<td>Marshfield Clinic, Wisconsin</td>
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<td>Maxwell Air Force Base, Wisconsin</td>
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<td>Miami Indian Health Center, Oklahoma</td>
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<td>Minot Air Force Hospital, North Dakota</td>
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<td>Mount Ogden Eye Center, Utah</td>
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<td>Naval Medical Center, California</td>
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<td>Nome IHS - Norton Sound Health Corp., Arkansas</td>
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<td>Northwest Eyecare Professionals, Oregon</td>
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<td>Oak Harbor Naval Hospital, Washington</td>
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<td>Pacific Cataract &amp; Laser Center – Bellevue, Washington</td>
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<td>Pasco Vision Clinic, Washington</td>
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<td>Roseburg VAMC, Oregon</td>
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<td>Salt Lake VAMC, Utah</td>
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<td>School of Optometry, Kelvin Grove, Australia</td>
</tr>
</tbody>
</table>

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

GRADUATE AND ADVANCED EDUCATION
Opportunities in advanced education at Pacific University for optometrists include the Master 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. Residencies, 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

Master of Science in Clinical Optometry

The Master of Science (M.S.) in Clinical Optometry Program is not accepting new applications. The information that follows is solely for students currently enrolled in the program.

The Master of Science (M.S.) in Clinical Optometry degree program is based on a core of graduate seminars which enhance knowledge and experience in a broad spectrum of subjects while allowing for specialization in areas of interest. Academic requirements can be customized to meet the needs and preferences of individual students.

The M.S. Program typically requires 21 months for completion of all coursework and requirements. Students must conduct a research thesis or complete in-depth study in a specific topic area followed by a comprehensive examination.

The M.S. Program may be combined with an Optometric Residency or Teaching Fellow position by including clinical and teaching experience during the course of study. Residencies may be arranged individually to focus on clinical topics of specific interest to the graduate student. Examples include functional/behavioral vision, contact lenses, pediatric optometry, or general primary care including ocular disease.

Goals of the M.S. Program
• Advanced education in optometry and vision science.
• Prepare for careers in teaching, industry and research.
• Train individuals to deliver advanced levels of care.

Objectives of the M.S. Program
• Enhanced knowledge from original sources, basic and applied research, creative scholarship, interaction and discussion, and clinical experience.
• Gain expertise in advanced concepts of optometric science including general and pediatric optometry, sports vision, contact lenses, binocular vision, ocular disease and visual performance assessment
• Individual pursuit of a specific area in optometry and vision science through research and/or specialized study to develop unique understanding, skills and expertise.
• Utilize state-of-the-art methods and equipment to develop teaching and presentation skills necessary to become an exceptional teacher and lecturer.

Master of Education, Visual Function in Learning
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 should contact the Office of Admissions for more information on application procedures, deadlines and to request an 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.

**Master 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. Course selections must be approved by the student’s advisor. Courses taken within the Doctor of Optometry (O.D.) curriculum must be arranged in coordination with the course instructor.
### Core Seminars

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opt 901</td>
<td>Seminar in New Ophthalmic Instrumentation and Materials</td>
</tr>
<tr>
<td>Opt 916</td>
<td>Seminar in Functional Vision and Pediatrics</td>
</tr>
<tr>
<td>Opt 917</td>
<td>Seminar in Visual-Motor Function</td>
</tr>
<tr>
<td>Opt 918</td>
<td>Seminar in Contact Lenses</td>
</tr>
<tr>
<td>Opt 919</td>
<td>Seminar in Environmental Vision</td>
</tr>
<tr>
<td>Opt 931</td>
<td>Seminar in Visual System Structure, Function, and Biochemistry</td>
</tr>
<tr>
<td>Opt 932</td>
<td>Seminar in Ophthalmic/Systemic Disease</td>
</tr>
<tr>
<td>Opt 961</td>
<td>Seminar in Information Processing</td>
</tr>
<tr>
<td>Opt 962</td>
<td>Seminar in Presentation Methods in the Health Professions</td>
</tr>
<tr>
<td>Opt 991</td>
<td>Research and Data Analysis Methods</td>
</tr>
</tbody>
</table>

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, offered and administered by the Pacific University College of Education in cooperation with the College of Optometry, enables optometrists to specialize in visual problems as they relate to reading and the learning process of children. Candidates must hold or be working toward the professional terminal degree in optometry. 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.

For application information and forms, contact the Education Admissions Office at 503-352-2958 or toll free at 1-877-722-8648, ext 2958, or email teach@pacificu.edu.

The objectives of the Visual Function in Learning program are:

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

2. To develop skills in research, diagnosis, therapy, and case management within a multidisciplinary setting.

**Admission to MEd/VFL Program**

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

1. Transcripts from each college or university attended.
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.

COLLEGE OF OPTOMETRY

2. 3.00 minimum GPA in at least 8 semester hours of graduate work
3. Doctor of Optometry degree or current status as an optometry student
4. Two letters of recommendation from optometry faculty and one letter from the Director of Student Services for students currently enrolled. Two letters from optometrists are required for applicants who hold an O.D. degree.
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
**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 Lens**
  Pacific University and Associated Clinics, Forest Grove and Portland, Oregon

- **Residency in Vision Therapy/Rehabilitation and Pediatric Optometry**
  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 Lens**

**SPONSOR:** Pacific University College of Optometry, Forest Grove, Oregon

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

**Program Goals**

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

**Residency in Vision Therapy/Rehabilitation and Pediatric Optometry**

**SPONSOR:** Pacific University College of Optometry, Forest Grove, Oregon

**MISSION:** The mission of the Pacific University College of Optometry Vision Therapy & Rehabilitation / Pediatric Optometry Residency is to prepare optometrists for professional excellence by providing advanced clinical experience and academic teaching exposure in vision therapy and vision rehabilitation, co-management of strabismus, vision therapy in a primary care setting, and pediatric optometry.

**Program Goals**

1. To provide opportunities for in-depth clinical experience specializing in vision therapy, vision rehabilitation, co-management of strabismus and pediatrics.
2. To offer experience in didactic and laboratory Vision Therapy and Pediatrics education.
3. To encourage the resident’s pursuit of scholarly activity.
4. To stimulate a commitment to service in the resident.

**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, PRK, intrastromal corneal rings, clear lensectomy and phakic IOL 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, oculeoplastics, 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 postdoctoral 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 and didactic teaching skills.

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

Application Procedure: Post-Graduate Residency Education
Application deadline is February 1, preceding the July 1 starting date for programs at the Veterans Administration; the August 1 starting date for the Cornea and Contact Lens position and the Vision Therapy & Rehabilitation/Pediatric Optometry position; and the 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.

Individual residency programs may have additional eligibility criteria. Applicants should consult with program coordinators for specific requirements and should plan for a formal interview with the residency committee.
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 Master 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 licensed practitioners and others with interest in the profession. Programs are held both on campus and in various communities across the U.S. and Canada. Programs range from one-hour lectures to week-long conferences. Some continuing education offerings are available via the internet as part of the College of Optometry's on-line continuing education program. Information regarding current continuing education program calendars and on-line education may be easily obtained by searching the College’s web site — www.opt.pacificu.edu.

COURSE DESCRIPTIONS

Opt 500  Basic Science for Optometry with Laboratory
Principles of genetics, general biochemistry, microbiology, and immunology, and their application to ocular diseases. Case studies and laboratory designed to supplement the lecture material. 2.5 hours.

Opt 501  Geometric and Physical Optics I
Principles of optics, including electromagnetic waves, propagation of light, vergence, reflection and refraction, prisms, thin lenses, thick lenses, spherocylindrical lenses, lens combinations, lens models of the eye, mirrors, stops and pupils, optical systems, fiber optics, and adaptive optics. Laboratory designed to supplement the lecture material. 4 hours.

Opt 502  Geometric and Physical Optics II
Principles of optics including interference, laser speckle, antireflection lens coatings, diffraction, polarization, dispersion, aberrations, absorption, light scattering, photometry, contrast, resolution of optical systems, optical information, and modulation transfer. 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  Patient Care I
Orientation to the optometric profession and the College's clinical curriculum. Includes observation and participation in clinical care. 0.5 hour.

Opt 517  Patient Care II
Orientation to different modes of optometric practice. Includes observation and participation in clinical care. 0.5 hour.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opt 531</td>
<td>Ocular Anatomy, Physiology, and Biochemistry with Laboratory</td>
<td>The gross anatomy, fine structure, histology, physiology and embryology of the globe and adnexa, as well as ocular biochemistry. Laboratory topics are coordinated with the lecture material. 3 hours</td>
</tr>
<tr>
<td>Opt 532</td>
<td>Anatomy of the Visual System with Laboratory</td>
<td>Anatomy, histology, and physiology of the orbit and extraocular muscles; blood supply and innervation of the visual system; visual pathways and visual field defects. Laboratory topics are coordinated with the lecture material. 3 hours</td>
</tr>
<tr>
<td>Opt 533</td>
<td>Ocular Disease I with Laboratory</td>
<td>Epidemiology, symptoms, signs, diagnosis, and management of diseases and trauma of the eyelids, lacrimal system, cornea, conjunctiva, episclera and sclera, iris, ciliary body, and crystalline lens. Laboratory includes techniques for the detection, assessment, and treatment of anterior segment diseases. 3 hours</td>
</tr>
<tr>
<td>Opt 536</td>
<td>Essentials of Medical Pharmacology</td>
<td>Core concepts in drug formulation, administration, distribution, action, and elimination. Pharmacodynamics and pharmacokinetics of drugs affecting the autonomic nervous system, central nervous system, cardiovascular system, and/or the eye. Drugs used commonly in managing inflammation and infection. Drugs in common clinical use. Drug interactions and drug toxicity. Principles of judicious prescribing. 3 hours</td>
</tr>
<tr>
<td>Opt 537</td>
<td>Etiology, Diagnosis and Management of Systemic Diseases; Pharmacology of Systemic Medications I</td>
<td>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</td>
</tr>
<tr>
<td>Opt 546</td>
<td>Clinical Procedures I with Laboratory</td>
<td>Clinical optometric instrumentation and skills including case history, visual acuity measurement, entrance skill testing, external ocular examination, and basic visual field assessment. 2.5 hours</td>
</tr>
<tr>
<td>Opt 547</td>
<td>Clinical Procedures II with Laboratory</td>
<td>Clinical optometric instrumentation and skills including retinoscopy, biomicroscopy and direct ophthalmoscopy. 2.5 hours</td>
</tr>
<tr>
<td>Opt 550</td>
<td>Ophthalmic Dispensing Procedures with Laboratory</td>
<td>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; lensometry. 2 hours</td>
</tr>
<tr>
<td>Opt 562</td>
<td>Behavioral Optometric Science with Laboratory</td>
<td>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</td>
</tr>
<tr>
<td>Opt 601</td>
<td>Ophthalmic Optics</td>
<td>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</td>
</tr>
</tbody>
</table>
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  Patient Care 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  Patient Care IV
Participation in specific aspects of the clinical program. Includes observation and participation in clinical care, patient care in the dispensary, and certification in cardio-pulmonary resuscitation (CPR). 0.5 hour.

Opt 631  Ocular Disease II with Laboratory
A continuation of epidemiology, symptoms, signs, diagnosis, and management of diseases and trauma of the eyelids, lacrimal system, cornea, conjunctiva, episclera and sclera, iris, ciliary body, and crystalline lens. Introduction to posterior segment diseases with an emphasis on the optic nerve. Laboratory includes techniques for the detection, assessment, and treatment of anterior and posterior segment diseases. 3 hours.

Opt 633  Posterior Segment Diseases with Laboratory
Epidemiology, symptoms, signs, diagnosis, treatment, and management of diseases of the vitreous, macula, choroid, retina, and visual pathway, including glaucoma and visual field anomalies. Diagnosis and management of ocular trauma. Laboratory includes techniques for detection, assessment, and treatment of anterior and posterior segment diseases and trauma. 4 hours.

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 III**
Skills required for clinical optometry including keratometry, human eye retinoscopy, and the analytical examination. 2 hours.

**Opt 648  Clinical Procedures IV**
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 V**
Supervised clinical practice including the examination, diagnosis, analysis, treatment, and management of selected patients in Pacific University affiliated clinics. Lectures reviewing current cases emphasizing problem-solving methods in the delivery of patient care. 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. 3.5 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 722  Patient Care VI**
Supervised clinical practice including the examination, diagnosis, analysis, treatment, and management of selected patients in Pacific University affiliated clinics. Lectures reviewing current cases emphasizing problem-solving methods in the delivery of patient care. 2 hours.

**Opt 723  Patient Care VII**
Supervised clinical practice including the examination, diagnosis, analysis, treatment, and management of selected patients in Pacific University affiliated clinics. Lectures reviewing 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  Ocular Disease IV with Laboratory
Advanced concepts in glaucoma, diabetes, neuro-ophthalmology and retinal disease including macular abnormalities, retinal detachment and vascular disease. Laboratory includes refinement of techniques for evaluation of the optic nerve and retina such as scleral indentation and three mirror fundus evaluations. In addition, methods of evaluation and documentation such as extended ophthalmoscopy, ocular photography and scanning lasers are included.

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

Opt 761  Public Health Optometry

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**

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

**Opt 791 Optometric Thesis: Orientation and Planning**
The first course of a two course sequence involving a creative, disciplined study of a topic or phenomenon related to optometry. Requirements include the development of a formal proposal which may describe an experimental or non-experimental study. Didactic presentations relative to research design are an integral part of the course. 1 hour.

**Opt 815 Patient Care IX 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 Patient Care X 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 Patient Care XI: 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  
A detailed review of a wide range of modern innovations emerging in the contact lens industry. Advanced technologies including new lens designs for the presbyope, semi-scleral GP lenses, custom soft contact lenses and advanced hybrid lens designs. Special emphasis on the use of orthokeratotomy lenses in the contemporary optometric practice.

Opt 741  Geriatric Optometry  
Special needs of the geriatric population. Ocular and systemic aging changes, pharmacological needs, and mental and independence issues of the aged person as seen in office and in custodial institutions. Emphasis on diagnosis and interaction with primary care physicians, social workers, and occupational therapists. 1 hour.

Opt 743  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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opt 749</td>
<td>Refractive Surgery</td>
<td>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.</td>
</tr>
<tr>
<td>Opt 750</td>
<td>Orthokeratology</td>
<td>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.</td>
</tr>
<tr>
<td>Opt 751</td>
<td>Current Topics Impacting Optometry</td>
<td>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.</td>
</tr>
<tr>
<td>Opt 752</td>
<td>Basic Spanish for Optometry</td>
<td>Spanish language essential for conducting an optometric examination. Prerequisite: minimum one year beginning/conversational Spanish or consent of instructor. 1 hour.</td>
</tr>
<tr>
<td>Opt 757</td>
<td>Ophthalmic Imaging</td>
<td>Techniques associated with capturing ophthalmic images. Use of non-mydriatic fundus cameras, traditional fundus cameras, and anterior segment slit lamp cameras. Video, film and digital image capture techniques; the use of computer enhancement/ modification of images. 1 hour.</td>
</tr>
<tr>
<td>Opt 765</td>
<td>Seminar in Multidisciplinary Service</td>
<td>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</td>
</tr>
<tr>
<td>Opt 766</td>
<td>Business Principles for Optometric Practice</td>
<td>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.</td>
</tr>
<tr>
<td>Opt 767</td>
<td>Glaucoma: Evidence Based Diagnosis and Management</td>
<td>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.</td>
</tr>
</tbody>
</table>

### COURSE DESCRIPTIONS:

#### MASTER 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 Courses: Master 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.

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 2006-2008

2006

August
- August 24-25 First Year Orientation
- August 28 Fall Semester Classes Begin

September
- September 4 Labor Day holiday; no classes/patient care scheduled

October
- October 19-22 Great Western Council of Optometry Meeting, Portland, Oregon (student absences from classes and clinic MUST be approved)

November
- November 22 Thanksgiving holiday; Classes/patient care ends at noon; all offices close at noon

December
- December 8 Classes End
- December 11-15 Fall Semester Finals Week

2007

January
- January 8 Spring Semester Classes Begin

March
- March 26-30 Spring Break

April
- April 20 Classes End
- April 23-27 Spring Semester Final Exams

May
- May 7 3rd Year Summer Clinic Orientation and Summer Semester Classes Begin
- May 7 Class of 2009 White Coat Ceremony
- May 19 Commencement
- May 28 Memorial Day holiday; no classes/patient care scheduled
2007

August
  August 23-24  First Year Orientation
  August 27  Fall Semester Classes Begin

September
  September 3  Labor Day holiday; no classes/patient care scheduled

October
  October 11-14  Great Western Council of Optometry Meeting, Portland, Oregon
  (Student absences from classes and clinic MUST be approved)

November
  November 20  Thanksgiving holiday; Classes/patient care ends at noon; all offices close at noon

December
  December 7  Classes End
  December 10-14  Fall Semester Finals Week

2008

January
  January 7  Spring Semester Classes Begin

March
  March 24-28  Spring Break

April
  April 18  Classes End
  April 21-25  Spring Semester Finals Week

May
  May 5  3rd Year Summer Clinic Orientation and Summer Semester Classes Begin
  May 5  Class of 2010 White Coat Ceremony
  May 17  Commencement
  May 26  Memorial Day holiday; no classes/patient care scheduled
School of Pharmacy

Robert P. Rosenow, Pharm.D., O.D., Dean

GENERAL INFORMATION

The pharmacist is an integral member of an interdisciplinary health care team focused on improving health care outcomes of patients. As the leading source for accurate and timely drug information, the pharmacist contributes to patient safety, alleviation of symptoms, prevention of disease, and reduced health care costs. Pharmacists can choose to work in a wide variety of professional settings. Although, the majority of pharmacists work in community pharmacies (independent or chain), many other opportunities exist in hospital, industry, nursing homes, managed care, home infusion, and academic settings.

The School of Pharmacy offers a 3-year professional curriculum leading to the Doctor of Pharmacy degree. The curriculum is composed of two didactic years followed by one clinical clerkship year. During the first two academic years, students will spend one day every other week in a community pharmacy, gaining experience that supports the classroom material. The curriculum is based on a modified-block design that allows the sequential delivery of courses rather than the more traditional method of teaching multiple courses at the same time. Students are not assigned letter grades in the curriculum but are instead assigned either a “pass” or “no-pass” based on achievement of 90% of stated competencies. Students are assessed every two weeks during the first 2 years of the curriculum. Students who do not achieve the necessary level of competence are given opportunities for extended learning. Extended learning opportunities follow each assessment and during a dedicated period in the summer.

The curriculum places an emphasis on integration of knowledge, critical thinking, and the utilization of evidence based principles.

MISSION STATEMENT

The mission of the School of Pharmacy is to provide an educational environment that values excellence in teaching, learning and research. It prepares students to provide competent, ethical, and compassionate patient-centered pharmaceutical care to a diverse population in a changing healthcare environment. The school is dedicated to exemplary student-centered education, fostering scholarship, teamwork, professionalism, service, and high ethical standards with a focus on integration of knowledge, cultural competence, and critical thinking.

GOALS:

• Provide an educational environment that serves as a model for interdisciplinary health care education.
• Provide students with the knowledge, skills, attitudes, and values necessary to deliver contemporary pharmaceutical care in a changing health care environment.
• Develop a learning environment that addresses the diverse learning styles of students.
• Prepare entry level practitioners capable of providing compassionate, patient-centered pharmaceutical care to a diverse patient population
• Emphasize the importance of evidence-based health care principles and population-specific information in the design and implementation of pharmaceutical care plans
• Provide an education environment that fosters the development of interprofessional teamwork and life-long learning practices
• Develop a culture of service to the profession and community
• Promote cultural competence in the delivery of patient-centered, population based pharmaceutical care
• Provide an environment that models respect for diversity
• Promote a sense of responsibility in the management and use of health care resources
• Serve as agents of change, advancing the level of pharmaceutical care within the community and improving health care literacy among patients
• Develop a commitment to health promotion, wellness and preventive health care
• Develop an environment that supports and fosters scholarly pursuits among faculty
• Keep the student at the center of all that we do

VISION

Building on the University’s rich history and tradition of excellence in student-centered education, the School of Pharmacy will become a national leader in interdisciplinary pharmacy education, ethics research, and program assessment strategies. The Pacific University School of Pharmacy will attain national prominence though the development of innovative pathways for diverse, underrepresented student populations to enter and succeed in health professions education, enriching the diversity of the profession and the public they serve. The School of Pharmacy will become highly respected in the professional community by graduating pharmaceutical care experts with exemplary knowledge and skills who are agents of change and who advance innovative approaches to improving the quality of health care, reduce health care disparities, and reduce deficiencies in health literacy.

ACCREDITATION

An application for pre-candidate status was submitted to the Accreditation Council for Pharmacy Education (ACPE). The application was reviewed by the ACPE board and the school has been approved for a site visit in May 2006. Following the site visit, the ACPE board of Directors will meet in June 2006, to consider the school’s application. Information on the accreditation process can be found on the Council’s website at www.acpe-accredit.org. Full accreditation for the School of Pharmacy can only be granted by ACPE after the graduation of the first class in May of 2009.

Pacific University received regional accreditation from the Northwest Association of Schools and of Colleges and Universities (NASC), Commission on Colleges and Universities, in 1929. In 1945 the University requested permission and received approval from NASC to offer the doctoral degree.

ADMISSIONS PROCESS

Applicants to the program are required to submit the Pacific University School of Pharmacy application form. The application may be downloaded in a PDF file format from the University’s website. A traditional paper format can also be obtained by contacting the Office of Admissions. We do not accept PharmCAS applications at this time. The preferred deadline for applications is November 1. The final deadline for submitting applications is December 1. Admission is highly selective and enrollment to the School of Pharmacy is limited. To be eligible for admission, students must meet prerequisite
requirements by the date of enrollment. First-time pharmacy student admission is offered only into the first professional year. Due to the 3-year modified block curriculum, the School of Pharmacy will only consider transfer students to advance standing from programs with a similar curriculum.

Based on the review of applications by the School of Pharmacy Admissions Committee, selected applicants are invited for on-campus personal interviews. The interview is required and is a strong contributing factor in the admission decision. It allows the Admissions Committee to assess skills which may not be reflected in the application. In the interview, consideration is given to knowledge of the profession, motivation toward a career as a Pharmacist, ability to think clearly and logically, writing skills, self-confidence, professionalism and verbal expression of ideas. Interviews will be held in December and January. Applicants are interviewed by two faculty or adjunct faculty members.

The School of Pharmacy Admissions Committee considers the following factors in the selection process:
- Strength and breadth of academic record
- Type and depth of prior health care experience
- Strength of written letters of recommendation
- Content, completion, and neatness of application forms
- Quality of writing ability as demonstrated by personal narrative and current issue essays
- Understanding of the Profession of Pharmacy
- Quality, quantity and type of community activities
- Strength of on-campus personal interview

The School of Pharmacy does not require the applicant to take a standardized examination (i.e., Pharmacy College Admissions Test (PCAT)) to be eligible for admission.

**REAPPLICATION PROCEDURES**

Students reapplying to the School of Pharmacy in subsequent years should fill out a current application form and submit all requested information, including official transcripts for all work competed since the last application. The student should provide evidence that any deficiencies noted on the last application have been addressed. It is strongly suggested that the student reapplying for admissions submit an essay outlining steps taken to strengthen the application.

**PREREQUISITE COURSES**

The applicant must complete a minimum of 62 semester hours of pre-pharmacy study in an accredited college or university in the United States. Applicants must achieve a minimum of 2.5 on a 4.0 scale, or its equivalent, and have received a grade of "C" or better in all prerequisite courses. Courses taken pass/fail or by correspondence will not be accepted. Science prerequisite courses must be for science majors and include laboratory as indicated below. Low level non-science major course will be unacceptable in meeting the requirements. The costs associated with the evaluation of the adequacy of the prerequisite courses taken in other countries will be the responsibility of the student. The program does not grant advanced standing for any course. While a bachelor’s degree is not required in order to apply to the Pharm.D. program, it can make an application more competitive. It is recommended that all required coursework be completed within seven calendar years of the time of application to the program. The applicant must report all coursework completed and failure to reveal educational history will forfeit eligibility for admission. All materials submitted to Pacific University for admission become the property of the University and will not be returned or released.
Biological Sciences – 16 semester hours or 24 quarter hours
- General Biology with Lab: 8 sem hours/12 quarter hours
- Microbiology: 3 sem hours/3 quarter hours
- Human Anatomy and Physiology with Lab: 8 sem hours/12 quarter hours

Chemistry – 16 semester hours or 24 quarter hours
- General Chemistry with Lab: 8 sem hours/12 quarter hours
- Organic Chemistry with Lab: 8 sem hours/12 quarter hours

Physics – 3 semester hours or 4 quarter hours
- Physics with Lab: 3 sem hours/4 quarter hours

Mathematics – 3 semester hours or 4 quarter hours
- Calculus: 3 sem hours/4 quarter hours

English Composition – 6 semester hours or 8 quarter hours
- Must include 3 semester hours of a composition course

Speech/Communication/Debate – 3 semester hours or 3 quarter hours (one course)

Psychology – 3 semester hours or 3 quarter hours
- Introduction or Abnormal Psychology

Economics – 3 semester hours or 3 quarter hours
- Micro or Macro Economics

Social/Behavioral Sciences – 3 semester hours or 3 quarter hours

Humanities/Fine Arts – 3 semester hours or 3 quarter hours

**CLINICAL EDUCATION FACILITIES**

The Pharm.D. Program of Pacific University has affiliations with hospital pharmacies, managed care pharmacy organizations, community pharmacies (chain and independent), ambulatory clinics, long term care facilities, home infusion pharmacies, mail order pharmacies, industry, etc. While most facilities are located within Oregon, sites outside Oregon may be added to enrich and strengthen the clinical educational program. Clinical sites will be continually added in order to provide variety and quality to the clinical experiences.

**Requirements for Clinical Rotations are:**
- Students are required to participate in off-campus activities throughout the program and will be expected to arrange for their own transportation to classes and clinical sites.
- Students should expect to spend several of the clinical rotations outside the Portland area and are expected to make their own travel and housing arrangements.
- The Pharm.D. Program will assist the student with locating housing when possible.
- Pharm.D. students are encouraged to locate potential clinical rotations sites; however, the faculty of the School of Pharmacy reserves the right to make final decisions regarding clinical rotation assignments.
- Electronic study will be incorporated into the Pharm.D. Program and students will be expected to communicate electronically with program faculty and classmates during clinical placements.

**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.
TUITION, FEES AND EXPENSES

Students are responsible for making payments of all fees and charges in accordance with one of the University’s payments options. All payments must be made in U.S. currency. After notice of acceptance, a non-refundable tuition deposit of $500 is required of students enrolling in the School of Pharmacy curriculum. Additional expenses that the student can expect during enrollment in the School of Pharmacy are those associated with books, equipment, student government and living.

ACADEMIC STANDARDS, POLICIES AND PROCEDURES

Financial Responsibilities

Students must fulfill their financial responsibilities to the University in order to remain enrolled in the program. Students who have not satisfied the appropriate financial aid requirements and/or who have not paid their tuition and fees will not be allowed to continue to progress through the curriculum. Students who are late paying their tuition and fees will receive written notice stating that payment is past due and they must fulfill their financial responsibilities to the university to continue their enrollment. Students who are taking a block must make payment by 4:00 pm the day before an assessment to be eligible to take the assessment. Attempts will be made to prevent a student who is not eligible to take an assessment from starting an examination. However, the Assistant Dean for Academic Affairs or her/his designee will not grant credit for an assessment completed by a student who was not eligible to sit for the examination. Students who are prohibited from taking an assessment or who have their assessment scores excluded because of their failure to make appropriate payment will be required to make-up the block during summer extended learning unless payment is received prior to the scheduled reassessment.

Students who are taking electives or any experiential rotation will be removed from the class or their site the day after payment is past due unless arrangements have been made by the student with the School.

Licensing Requirements - Oregon State Board of Pharmacy

Students must be eligible to obtain an Oregon State Board of Pharmacy Technician license and Intern license in order to enroll in the program. Students who have any of the following conditions should check with the Oregon Board of Pharmacy to determine if they are eligible for an Oregon technician or Pharmacy Intern application:

- Have been diagnosed or treated in the last five years for a mental illness or a physical condition that would impair your ability to perform any of the essential functions of your license, including alcohol or substance abuse.
- Have been charged, arrested or convicted of a felony or misdemeanor.
- Have been a subject of an administrative action whether completed or pending.
- Had a license suspended, revoked, surrendered or otherwise disciplined, including any action against a license that was not made public.

All students must maintain an active Oregon pharmacy technician license (Intern License after P1 year) while enrolled at the School. A copy of this document must be provided to the Early Experiential Coordinator, who is responsible for tracking student adherence with this policy. Revocation or expiration of said license precludes students’ ability to participate in experiential activities. Students may, at the discretion of the School, be required to obtain and maintain a Washington State Technician License. During the third year, students are required to obtain and maintain appropriate licensure in each state or country in which their experiential rotations occur. Students must submit proof of licensure to the schools Clinical Programs Faculty or Staff prior to beginning any rotation.
Method of Evaluation of Student Progress

Progression of students toward achievement of programmatic and block outcomes is frequently monitored using various methods of assessment. However, formal summative assessments for the purposes of communicating whether or not a student has passed a particular set of competencies are scheduled regularly throughout the academic year. In addition to the assessments scheduled throughout the academic year, students will also take a cumulative year-end assessment at the conclusion of the first and second academic years and at the conclusion of the third clinical year.

Records of Student Performance

Pacific University School of Pharmacy uses a “Pass”/“No Pass” system of recording student achievement. The faculty of the School has set the standard of achievement for each student at 90%. Therefore, in order to receive a “Pass” (designated as “P” on the transcript), a student must achieve a score of 90% on each assessment. If a student does not achieve 90%, then he or she must remediate that portion of the curriculum at a pre-designated time, be reassessed and achieve a level of 90%. Those students that are required to remediate must also achieve a score of 90% in order to progress to the next academic year. An “NP” (no pass) will appear on the student’s transcript until the assessment is successfully remediated.

Extended Learning

Following each summative assessment, a day is scheduled to remediate and reassess those students who have not successfully achieved the set of competencies assessed. Students who do not pass will be required to attend a mandatory review session on the scheduled remediation day. The review session will be followed by a written reassessment on the same day. Students who are late or fail to attend the review session will not be permitted to take the reassessment and will be required to attend summer remediation. If a student does not successfully achieve the desired set of competencies following reassessment, the student will be required to attend summer remediation. The student will be assessed again on those competencies. Duration, scheduling, and other requirements for summer remediation will be determined by the block faculty in conjunction with the Assistant Dean for Academic Affairs and with the approval of the Dean. Summer remediation is considered to be a part of the regular educational process and as such, the School will not charge additional fees or tuition for summer remediation.

Attendance at Instructional Periods, Assessments, and Extended Learning

Attendance is required at all scheduled instructional periods and all scheduled assessments and remediation/reassessment periods. Absence from scheduled assessments or remediation is permitted only under the following conditions:

1. Student illness when accompanied by a physician’s note describing the illness;

2. A personal emergency or emergency in the student’s immediate family (i.e., parent, guardian, spouse, child, or sibling of the student) such as death, hospitalization or other emergency situation. In this case, the student must contact the assessment leader, or the Assistant Dean for Academic Affairs who shall consider the request and determine whether an excused absence is warranted; or,

3. Attendance at professional meetings, provided that the absence has been pre-approved by the Assistant Dean or Academic Affairs at least two weeks in advance.
If an absence from a scheduled assessment or reassessment is excused, the student will be assessed using a different assessment instrument at a time set by the assessment leader. Students with excused absences will be given the same assessment opportunities as students who were present at the assessment or reassessment. However, because the student could not participate in the team assessment, the student will not be entitled to receive team points on any makeup assessment.

Working with the student, the assessment leader should arrange for the student to take the assessment as soon as possible following the student’s return to school. Every effort should be made to schedule the makeup assessment so that it does not jeopardize the student’s performance on other scheduled assessments. The date and time of the makeup assessment will be communicated to the Assistant Dean for Academic Affairs and may or may not be scheduled for regular school hours.

Academic Standing

Probation

Students who receive an “NP” on more than three but fewer than six blocks during either the P1 or P2 year are placed on academic probation. Students who successfully remediate all deficient blocks during the Summer Remediation period will be removed from academic probation. Students may also be placed on Academic Probation based on failure to comply with School or University rules or procedures or inappropriate professional or ethical conduct.

Students on academic probation will be required to meet with their academic advisor on a schedule established jointly by the student and advisor. The academic advisor will be responsible for the development of a student action plan that outlines the expectations of the student during the probationary period.

Dismissal

If a student receives a “NP” in six or more blocks during the P1 or P2 year, the student will be withdrawn from the program. The student’s status in that case will be withdrawal “not in good academic standing” and the student may request re-admission through the School’s Admissions Application process.

Students who receive a “no pass” on three (3) assessments during Summer Remediation, will be withdrawn from the program. Students who receive a “no pass” on one (1) or two (2) summer reassessments who wish to remain enrolled in the program are required to attend the block or portion of a block covered by the assessment the next time it is offered. Such students are placed on academic probation as a result of receiving a “no-pass” during summer remediation. Criteria for progression through the curriculum will be determined as part of the terms of probation.

Attendance at Experiential Activities

Attendance is required at all scheduled experiential rotations. Students are required to abide by the attendance policies outlined in the appropriate experiential manual.
In the event that the block in which the student received a “NP” has been modified and/or is covered by more than one block in a revised curriculum, the Assistant Dean for Academic Affairs may require a student to complete and pass more than one block assessment.

Students are only allowed to repeat a block once after receiving a “no pass” during Summer Remediation. Students who receive a “no pass” on a reassessment that covers the material for which they received a “no pass” in Summer Remediation will be required to withdraw from the program.

Appeals
Details of professional and academic standards, academic policies and procedures, clinical policies and procedures, the appeals process, and the academic conduct policies, please see the following documents:
• School of Pharmacy Student Handbook
• Pacific University Professional Catalog
• University Student Handbook, “Pacific Stuff”

POLICIES AND PROCEDURES PERTAINING TO PROFESSIONALISM

Surveys of the general public consistently rank pharmacy at the top of lists of the most trusted profession. For ourselves and for the profession of pharmacy, Pacific University School of Pharmacy is committed to instilling in our students the importance of personal and professional honor and integrity. In our position as a gatekeeper for the profession of pharmacy, we intend for our graduates to uphold and maintain the level of confidence and trust the public has placed on pharmacists.

A pharmacist maintains the highest principles of moral, ethical, and legal conduct.

Upon accepting admission to the School, each student agrees to abide by basic standards of honesty and academic integrity which include but are not limited to:

1) Acting with honesty and integrity in academic and professional activities. A student never represents the work of others as his/her own.

2) Striving for professional competence.

3) Fostering a positive environment for learning. A pharmacy student will not interfere with or undermine other students’ efforts to learn.

4) Respecting the knowledge, skills and values of pharmacists, instructors, and other health care professionals.

5) Respecting the autonomy and dignity of fellow students, instructors, staff, other health care professionals, and patients.

6) Seeking treatment for any personal impairment, including substance abuse, which could adversely impact patients, instructors, health care providers or other students.

7) Promoting the good of every patient in a caring, compassionate, and confidential manner.

8) Protecting the confidentiality of any medical, personal, academic, financial or business information.

Violation of the Standards of Professional Conduct

Violation of the Standards of Professional Conduct will be handled by the Administration of the School of Pharmacy and, where appropriate, the Board of Pharmacy. Violations may result in the dismissal of students from the program.
PROFESSIONAL CURRICULUM

The professional program is approximately 34 months divided into three years.
P1: Didactic Year on campus, one day per week at site in Portland area
Six week rotation at site in Portland area during summer
P2: Didactic Year on campus, one day per week at site in Portland area
P3: Experiential Clerkship rotations including and beyond Portland area

**P1 Year**

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<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Contact Hours</th>
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<td>501</td>
<td>Introduction to Pharmacy Profession</td>
<td>18</td>
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<tr>
<td>502</td>
<td>Fundamentals of Drug Action and Metabolism with Clinical Correlates</td>
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<td>503</td>
<td>Genetic Control of Cell Function with Clinical Correlates</td>
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<td>504</td>
<td>Metabolism of Carbohydrates, Lipids and Proteins, and Dietary Nutrition with Clinical Correlates</td>
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<tr>
<td>505</td>
<td>CNS: Pharmacology and Medicinal Chemistry with Clinical Correlates</td>
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<td>506</td>
<td>Pharmacy Leadership</td>
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<td>507</td>
<td>Cardiovascular, Renal, Pulmonary Systems: Pharmacology and Medicinal Chemistry with Clinical Correlates</td>
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<td>508</td>
<td>GI, Genitourinary, Dermal and Skeletal Muscle Systems: Pharmacology and Medicinal Chemistry with Clinical Correlates</td>
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<td>509</td>
<td>Endocrine Systems: Pharmacology and Medicinal Chemistry with Clinical Correlates</td>
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<td>510</td>
<td>Hematology and Immunology with Clinical Correlates</td>
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<td>511</td>
<td>Toxicology with Clinical Correlates</td>
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<td>512</td>
<td>Pharmaceutics and Biopharmaceutics</td>
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<td>513</td>
<td>Pharmacokinetics</td>
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<td>514</td>
<td>Pharmacy Law</td>
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<td>515</td>
<td>Evidence Based Medicine, Drug Information and Biostatistics</td>
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<td>516</td>
<td>Natural Products, Dietary Supplements, Pharmacognosy</td>
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<td>Pharmacy Leadership</td>
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<td>Early Experiential Education</td>
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<td>P1 Seminar</td>
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<td>Basic Cardiac Life Support (BCLS)/Immunization</td>
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<td>Transitional Experiential Education</td>
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<td>End of Year Assessment</td>
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<td>601</td>
<td>Drug Information and Pharmacy Leadership</td>
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<td>602</td>
<td>Management of Patient Care</td>
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<td>603</td>
<td>Pharmacotherapy and Disease State Management:</td>
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<td>Nephrology; Fluid and Electrolytes</td>
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<td>604</td>
<td>Pharmacotherapy and Disease State Management:</td>
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<td>Cardiology</td>
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<td>Clinical Immunology</td>
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<td>Pulmonology</td>
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<td>Gastrointestinal and Hepatic</td>
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<td>Drug Information and Pharmacy Administration</td>
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<td>Pharmacotherapy and Disease State Management:</td>
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<td>Infectious Disease</td>
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<td>Hematology/Oncology</td>
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<td>Endocrinology</td>
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<td>Psychiatry</td>
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<td>Neurology</td>
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<td>Clinical Nutrition</td>
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<td>Men and Women’s Health</td>
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<td>616</td>
<td>Drug Information and Pharmacy Leadership</td>
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<td>617</td>
<td>Intermediate Experiential Education</td>
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<td>618</td>
<td>Advanced Cardiac Life Support (ACLS)</td>
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<td>End of Year Assessment</td>
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<td>Advanced Experiential: Community Pharmacy</td>
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<td>702</td>
<td>Advanced Experiential: Internal Medicine</td>
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<td>703</td>
<td>Advanced Experiential: Ambulatory Care</td>
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<td>Advanced Experiential: Patient Care Elective</td>
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<td>707</td>
<td>Advanced Experiential: Elective</td>
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COURSE DESCRIPTIONS

501 Introduction to Pharmacy Profession
An overview of the pharmacy profession and the program including but not limited to: program and informational resources at Pacific, history of pharmacy, overview of health care system, current topics in health care, legal influence and trends of practice, technological issues facing pharmacy practice, roles of pharmacists and technicians, overview of drug literature and resources.

502 Fundamentals of Drug Action and Metabolism with Clinical Correlates
A study of the composition and structure of proteins, classification of enzymes and coenzymes, enzyme kinetics and regulation, drug biotransformation, drug receptor properties, structural features of drugs, functional group properties and receptor interactions, fundamentals of pattern recognition that relate chemical structure to pharmacological action, drug dose response curves, membrane structure and transport, and mechanisms of signal transduction.

503 Genetic Control of Cell Function with Clinical Correlates
A study of the basic concepts of mammalian biochemistry beginning with cell physiology, structure and organization and including the biosynthesis of proteins, nucleic acid structure and function in gene expression at the cellular level in both normal and disease states. (Include DNA, RNA, etc.)

504 Metabolism of Carbohydrates, Lipids and Proteins, and Dietary Nutrition with Clinical Correlates
A study of the basic concepts and principles of mammalian biochemistry including the chemistry, biosynthesis and metabolism of carbohydrates, lipids and amino acids at the cellular level in both the normal and disease states. The principles of energy transformations are also studied.

505 CNS: Pharmacology and Medicinal Chemistry with Clinical Correlates
An integrated study involving basic concepts of pharmacology and medicinal chemistry including structure and function particularly as applied to the autonomic nervous system. A study of the basic principles of drug action is presented for specific drug classes including: the chemical properties, primary pharmacological actions, mechanism of action, route of administration, drug disposition, contraindications, adverse reactions, clinically significant drug interactions, and drug disease interactions.

506 Pharmacy Leadership
Pharmacy’s role in the continuum of patient care, strategic planning, fiscal management, professional organizations and leadership, pharmacy operations, medication safety

507 Cardiovascular, Renal, Pulmonary Systems: Pharmacology and Medicinal Chemistry with Clinical Correlates
A study of the basic concepts and principles including structure and function of the cardiovascular, renal, and pulmonary systems as it relates to pharmacology and medicinal chemistry. A study of the basic principles of drug action is presented for specific drug classes including: the chemical properties, primary pharmacological actions, mechanism of action, route of administration, drug disposition, contraindications, adverse reactions, clinically significant drug interactions, and drug disease interactions.

508 GI, Genitourinary, Dermal and Skeletal Muscle Systems: Pharmacology and Medicinal Chemistry with Clinical Correlates
A study of the basic concepts and principles including structure and function of the gastrointestinal, genitourinary and skeletal muscle systems as it relates to pharmacology and medicinal chemistry. A study of the basic principles of drug action is presented for specific drug classes including: the chemical properties, primary pharmacological actions, mechanism of action, route of administration, drug disposition, contraindications, adverse reactions, clinically significant drug interactions, and drug disease interactions.
509 Endocrine Systems: Pharmacology and Medicinal Chemistry with Clinical Correlates
A study of the basic concepts of pharmacology and medicinal chemistry including structure and function as applied to various physiological systems. (A study of the basic principles of drug action including: chemical properties, primary pharmacological actions, mechanism of action, route of administration, disposition, contraindications, adverse reactions, clinically significant drug interactions, and drug disease interaction.)

510 Hematology and Immunology with Clinical Correlates
A study of basic hematology and immunology including mechanisms of hemostasis, components of the immune system and fundamental principles related to clinical immunology.

511 Toxicology with Clinical Correlates
A study of basic principles of toxicology and biochemical mechanisms of toxicity in addition to an introduction to clinical toxicology. Basic principles of toxicology in mammalian species and man and correlation between morphological and functional changes caused by toxicants in different organs of the body.

512 Pharmaceutics and Biopharmaceutics
A study of the application of physical and chemical principles involved in development, preparation, and stabilization of pharmaceutical dosage forms. Also a study of biological and physicochemical factors that influence the availability of a drug from a dosage form and the subsequent disposition and response of the drug in the body. LAB: Extemporaneous compounding

513 Pharmacokinetics
The application of concepts of biopharmaceutics and kinetics to rational design of individualized drug dosage regimens taking into consideration such factors as hepatic and renal impairment.

514 Pharmacy Law
A study of the basic provisions of State and Federal pharmacy laws and regulation pertaining to pharmacy practice, licensure, controlled substances, poison, legal liabilities, laws and regulations of other health care providers, and pharmacy case law.

515 Evidence Based Medicine, Drug Information and Biostatistics
A study of evidence based medicine and biostatistical concepts as related to pharmacist’s role in evaluating drug literature. Exploring the strengths of varying forms of drug literature and basics of writing and referencing also discussed.

516 Natural Products, Dietary Supplements, Pharmacognosy
An integrated study of usage of alternative medical treatments, assessment of safety and efficacy, and evaluating interactions with medications.

517 Pharmacy Leadership
A review of healthcare delivery systems, practice leadership including management, pharmacoeconomics.

518 Early Experiential Education
One 8 hour day (Friday) every other week for a total of 18 visits in a community pharmacy setting to be completed throughout P1 year, two 8-hour instructional shadow experiences in a hospital pharmacy. Emphasis placed on orientation to pharmacy practice including processing a prescription, learning pharmacy roles, introduction to OTCs, etc.
519 P1 Seminar
P1 Seminar will be held the Monday following “Early Experiential” of the previous week. Discussions regarding experiential activities will provide an opportunity to review the previous week’s assignments and allow the introduction of clinical cases to strengthen the learning experience. Additional topics to be presented during the seminar include communication, professionalism, ethics, calculations and cultural competency/diversity. Pharmaceutical calculations include weights and measures, dosage and compounding calculation methodology, concentration, compatibility, stability formulations and Case based application.

Basic Cardiac Life Support (BCLS)/Immunization
Training class to be completed and certificate earned by end of the P1 year.

End of Year Assessment
A concise cumulative assessment of curricular retention focused on major concepts presented in P1 year. A passing grade is required to transition into the P2 year.

520 Transitional Experiential Education
A six week (8 hours per day, 40 hours per week) rotation in a community pharmacy setting. Emphasis to be placed on expanding exposure to patient interaction including counseling, gathering patient information, OTC counseling as applicable, insurance and adjudication, etc.

601 Drug Information and Pharmacy Leadership
A study of professional ethical principles, career management, hospital and managed care formularies, and the role of pharmacists in pharmacy and therapeutics committees. The pharmacist’s role in providing drug information to patients and health care providers is explored.

602 Management of Patient Care
A study of the practical applications of pharmacy practice and ethical principles with an emphasis on the use of patient profiles, patient histories, physical and psychological assessments, diagnostics, and patient counseling.

603 Pharmacotherapy and Disease State Management: Nephrology; Fluid and Electrolytes
An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature involving renal disease.

604 Pharmacotherapy and Disease State Management: Cardiology
An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature involving cardiac disease.

605 Pharmacotherapy and Disease State Management: Clinical Immunology
An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature involving immunologic diseases.
606 Pharmacotherapy and Disease State Management: Pulmonology
An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, clinical pharmacokinetics, patient care, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature involving pulmonary diseases.

607 Pharmacotherapy and Disease State Management: Gastrointestinal and Hepatic
An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, clinical pharmacokinetics, patient care, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature involving gastrointestinal disorders.

608 Drug Information and Pharmacy Administration
A study of the economic, social, and political forces affecting the delivery of health care services. In addition, the impact of these forces on pharmacy practice and the impact of pharmacy on the health care system are explored. Also included are concepts related to people management skills. In addition, evaluating literature and providing information to patients is explored.

609 Pharmacotherapy and Disease State Management: Infectious Disease
A study of basic principles of antibiotic action including: mechanism of action, routes of administration, disposition, contraindications, adverse reactions, and clinically relevant drug interactions for each antibiotic class. An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, clinical pharmacokinetics, patient care, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature involving infectious diseases.

610 Pharmacotherapy and Disease State Management: Hematology/Oncology
A study of pharmacological principles of chemotherapeutic agents and an integrated study of anatomy, pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, clinical pharmacokinetics, patient care, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature involving neoplastic and hematological diseases.

611 Pharmacotherapy and Disease State Management: Endocrinology
An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, clinical pharmacokinetics, patient care, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature involving solid organ transplantation and endocrine disorders.

612 Pharmacotherapy and Disease State Management: Psychiatry
An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, clinical pharmacokinetics, patient care, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature involving psychiatric disorders.

613 Pharmacotherapy and Disease State Management: Neurology
An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, clinical pharmacokinetics, patient care, alternative/complementary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature involving neurological disorders.
614 Pharmacotherapy and Disease State Management: Clinical Nutrition
A study of the practical applications of diet, enteral and parenteral nutrition to human health. Fluid dynamics, electrolyte imbalances and nutritional ramifications also discussed.

615 Pharmacotherapy and Disease State Management: Men and Women's Health
An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, pharmacotherapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and a review of related drug literature involving disease states specific to women or men.

616 Drug Information and Pharmacy Leadership
A study of the pharmacist’s role in evaluating drug literature and providing information to patients and other health care professionals. In addition, pharmacy practice leadership including management and pharmacoeconomics is explored.

617 Intermediate Experiential Education
One 8-hour day every other week for a total of 20 visits in a community pharmacy setting to be completed throughout P2 year. Emphasis placed on patient consultation, patient information gathering, OTCs, drug information, and disease state management to coincide with pharmacotherapy courses. Activities, related to current block curricula, will be assigned for each visit.

618 Advanced Cardiac Life Support (ACLS)
American Heart Association training/certification in ACLS

End of Year Assessment
A concise cumulative assessment of curricular retention focused on major concepts presented in P2 year. A passing grade is required to transition into the P3 year.

702 Advanced Experiential: Community Pharmacy Six week clerkship rotation
The purpose of this rotation is for students to gain professional skills in a community practice environment, utilizing information learned in the didactic setting and during their Introductory, Transitional, and Intermediate Experiential rotations. The Advanced Community rotation affords students the opportunity to effectively participate in the patient care decision-making process. Emphasis will be placed on the student’s ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care. Emphasis will be placed on disease state management initiatives.

704 Advanced Experiential: Internal Medicine Six week clerkship rotation
The purpose of this rotation is for students to gain professional skills in an inpatient Internal Medicine setting. The Internal Medicine rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student’s ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care.

706 Advanced Experiential: Ambulatory Care Six week clerkship rotation
The purpose of this rotation is for students to gain professional skills in an ambulatory care practice environment. The Ambulatory Care rotation affords students the opportunity to effectively participate in the patient care decision-making process. Students will participate in a variety of clinical activities, functioning as an integral member of the healthcare team. Emphasis will be placed on the student’s ability to demonstrate their understanding of common disease states and treatment modalities as well as their ability to provide pharmaceutical care.
708 & 710  Advanced Experiential:  
Patient Care Elective Six week clerkship rotation

Students must successfully complete two (2) Patient Care Electives. The experience may occur in any setting where the student would be providing pharmaceutical care to patients. Examples of Patient Care electives include Advanced Community, Cardiology, Critical Care, Hematology/Oncology, Home Infusion, HIV/AIDS, Infectious Disease, Long Term Care, Nutrition, Pediatrics, Solid Organ Transplant, and Trauma Surgery.

712 & 714  Advanced Experiential:  
Elective Six week clerkship rotation

Students must successfully complete two Elective clerkships. Elective clerkships can be performed in non patient-care environments. Examples of Elective clerkships include Compounding, Drug Information, Drug Use Policy, Managed Care, Pharmacy Education, Pharmaceutical Industry, Pharmacy Management, Professional Organizations and Pharmacy Leadership, or Research. Elective clerkships could also encompass any Advanced Community, Ambulatory, Internal Medicine or other patient care elective.
School of Pharmacy
Academic Calendar
2006-2008

P1 = First Year Students
P2 = Second Year Students
P3 = Third Year Students

2006

August
August 23-24  Orientation
August 26  Class Picnic
August 28  First Day of Classes – P1 Students

September
September 4  Labor Day Holiday - no classes

November
November 22-26  Thanksgiving Holiday – no classes P1 Students

December
December 19 - January 1  Holiday Break – no classes P1 Students

2007

January
January 2  Return To Class – P1 Students

March
March 22-25  Spring Break – no classes P1 Students
May

May 15-17  BCLS Training, Immunization Training – P1 Students

May 18  End of Year Assessment – P1 Students

May 21-25  Extended Learning Week 1 — P1 Students

May 28  Memorial Day – no classes

May 29-June 1  Extended Learning Week 2 — P1 Students

June

June 4-8  Extended Learning Week 3 — P1 Students

June 11-15  Extended Learning Week 4 — P1 Students

June 18-22  Extended Learning Week 5 — P1 Students

June 25-29  No Classes

July

July 2-  

August 10  520 Transitional Experiential Education — P1 Students

August

August 13-21  No Classes – P2 Students

August 22-23  Orientation – P1 Students

August 23  Orientation – P2 Students

August 25  Class Picnic – P1 and P2 Students

August 27  First Day of Classes – P1 and P2 Students
September
September 3  Labor Day Holiday - no classes

November
November 21-25  Thanksgiving Holiday – no classes — P1 and P2 Students

December
December 19-January 1  Holiday Break – no classes – P1 and P2 Students

2008
January
January 2  Return To Classes – P1 and P2 Students

March
March 20-23  Spring Break – no classes — P1 and P2 Students

May
May 13-15  ACLS Training – P2 Students
           BCLS Training, Immunization Training – P1 Students
May 16  End of Year Assessment – P1 and P2 Students
May 19  Block 1 Starts – P3
May 19-23  Extended Learning Week 1
May 26  Memorial Day – no classes
May 27-30  Extended Learning Week 2
2008

June

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>June 2-6</td>
<td>Extended Learning Week 3</td>
</tr>
<tr>
<td>June 9-13</td>
<td>Extended Learning Week 4</td>
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<td>June 16-20</td>
<td>Extended Learning Week 5</td>
</tr>
<tr>
<td>June 23-27</td>
<td>No Classes</td>
</tr>
<tr>
<td>June 27</td>
<td>Block 1 Ends – P3</td>
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<tr>
<td>June 30</td>
<td>Block 2 Starts – P3</td>
</tr>
<tr>
<td>June 30-August 8</td>
<td>520 Transitional Experiential Education</td>
</tr>
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September

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<thead>
<tr>
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<tbody>
<tr>
<td>September 1</td>
<td>Labor Day Holiday - no classes</td>
</tr>
<tr>
<td>September 19</td>
<td>Block 3 Ends – P3</td>
</tr>
<tr>
<td>September 22</td>
<td>Block 4 Starts – P3</td>
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November

<table>
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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>November 26-30</td>
<td>Thanksgiving Holiday – no classes — P1 and P2 Students</td>
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</table>

August

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>August 8</td>
<td>Block 2 Ends – P3</td>
</tr>
<tr>
<td>August 11</td>
<td>Block 3 Starts – P3</td>
</tr>
<tr>
<td>August 11-19</td>
<td>No Classes – P2 Students</td>
</tr>
<tr>
<td>August 20-21</td>
<td>Orientation P1</td>
</tr>
<tr>
<td>August 21</td>
<td>Orientation P1 and P2</td>
</tr>
<tr>
<td>August 23</td>
<td>Class Picnic P1 and P2</td>
</tr>
<tr>
<td>August 25</td>
<td>First Day of Classes – P1 and P2</td>
</tr>
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School of Physical Therapy

Richard A. Rutt, 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) degree is granted to students who complete the entry-level program and to clinicians who complete the transition program. The Master of Sciences in Health Sciences degree (MSHS) is an advanced degree for physical therapist, which is not accepting new students at this time.

The School (previously the Department of Physical Therapy) has been graduating professional physical therapists since 1977. In 1985, the degree Bachelor of Science, 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.

ENTRY-LEVEL DOCTOR OF PHYSICAL THERAPY DEGREE (DPT)

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 183 different clinical facilities. These include acute hospitals, outpatient clinics, rehabilitation centers, private practices, school systems, specialized hospitals and home health agencies. Although the majority of these affiliates are in the Portland area and in Oregon, students also go to many other states including Idaho, Utah, Alaska, Washington, Hawaii, California, Arizona, Montana and Minnesota. New clinical sites are continually added in order to provide variety and quality to the students’ clinical experiences.
Students are required to participate in off-campus rotations for a portion of their clinical training and can expect to spend at least two clinical internships outside of the Portland-Metro area. Students are responsible for living and transportation costs incurred during these assignments. The School of Physical Therapy reserves the right to make final decisions regarding clinical placements.

**Admission to the Entry-level DPT Program**

Applicants to the professional program should request a physical therapy application packet from Enrollment Services or obtain it online. The application deadline is in early December. Enrollment in the professional program is limited and admission is highly selective. A bachelor’s degree with 3.0 cumulative GPA is required to apply to the program. The Admissions Committee considers many factors including:

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

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

New classes begin in late August of each year; students may not enter the program in the middle of the year. Application procedures must be completed in December. Interviews are usually held in late February and notification of admission is commonly made by March 15.

**Prerequisites**

Students must complete the following pre-professional courses, and earn a bachelor's 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: Psyc 150)

English/Writing: 9 semester/12 quarter credit hours. Must include one writing course beyond the introductory level. Courses taken to meet this requirement must be from an English or Writing department.

Statistics: 2 semester/3 quarter hours. It is recommended that statistics be taken in a department of psychology, sociology or mathematics. (If taken at Pacific Math 207, Psyc 350.)

Humanities*: 6 semester/9 quarter hours. (in addition to English prerequisite listed above) in fine arts, philosophy, religion, English, history*, music, foreign language, speech/communications. At least three semester hours must be outside English and an introductory English composition or speech course does not meet this requirement.

Social Sciences*: 6 semester/9 quarter hours. (in addition to psychology prerequisite listed above) in sociology, psychology, political science, economics, anthropology. At least three semester hours must be outside psychology. Note: A single course in History may be used in either Humanities or Social Sciences, but may not be used in both.

* The courses used to satisfy this requirement may not be less than a 2 semester (3 quarter) hour course.

Pre-Physical Therapy
Pacific University offers all of the pre-physical therapy course requirements for those students interested in preparing for the professional program. All pre-professional students complete 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 to the College of Health Professions standards and Appeals Committee are to be filed with the Director’s office within 10 days from the date of notification of the original action. Students are not allowed to attend class until the student has filed an appeal. Further appeals may be pursued through the University Standards and Appeals Committee.

Details of professional and academic standards, academic policies and procedures, clinical 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
- The University Student Handbook, “Pacific Stuff”

Additional resources are available in the Director’s Office.

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

## COURSES IN THE ENTRY-LEVEL DPT PROGRAM

### First Year, First Semester (15/16 weeks)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DPT 500</td>
<td>Human Anatomy I</td>
<td>5</td>
</tr>
<tr>
<td>DPT 510</td>
<td>Clinical Biomechanics I</td>
<td>4</td>
</tr>
<tr>
<td>DPT 520</td>
<td>Rehabilitation Neuroscience I</td>
<td>2</td>
</tr>
<tr>
<td>DPT 530</td>
<td>Physical Agents and Mechanical Modalities</td>
<td>3</td>
</tr>
<tr>
<td>DPT 540</td>
<td>Patient Assessment, Intervention and Therapeutic Exercise</td>
<td>2</td>
</tr>
<tr>
<td>DPT 590</td>
<td>Research Methods and Statistics</td>
<td>2</td>
</tr>
<tr>
<td>DPT 750</td>
<td>Bioethics Seminar for Physical Therapists</td>
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**Total Credits: 18.25**

### Second Year, First Semester (18 weeks)

<table>
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<tr>
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<tbody>
<tr>
<td>DPT 550</td>
<td>Applied Physiology</td>
<td>4</td>
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<tr>
<td>DPT 610</td>
<td>Adult Neuromuscular System: Examination and Intervention I</td>
<td>3</td>
</tr>
<tr>
<td>DPT 620</td>
<td>Motor Control and Motor Learning</td>
<td>2</td>
</tr>
<tr>
<td>DPT 631</td>
<td>Musculoskeletal Examination and Intervention for the Neck and Trunk</td>
<td>3</td>
</tr>
<tr>
<td>DPT 640</td>
<td>Clinical Internship II</td>
<td>4</td>
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<tr>
<td>DPT 694</td>
<td>Critically Appraised Topics</td>
<td>1</td>
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<td>DPT 750</td>
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**Total Credits: 23.25**

### First Year, Second Semester (18 weeks)

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<tr>
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<td>Clinical Biomechanics II</td>
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<td>DPT 521</td>
<td>Rehabilitation Neuroscience II</td>
<td>4</td>
</tr>
<tr>
<td>DPT 541</td>
<td>Principles of Therapeutic Exercise Progression</td>
<td>2</td>
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<tr>
<td>DPT 560</td>
<td>Foundations of the Physical Therapy Profession</td>
<td>2</td>
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<tr>
<td>DPT 570</td>
<td>Clinical Internship I</td>
<td>4</td>
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<tr>
<td>DPT 595</td>
<td>Introduction to Evidence Based Practice</td>
<td>4</td>
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<tr>
<td>DPT 650</td>
<td>Medical Disabilities and Therapeutic Interventions I</td>
<td>3</td>
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<tr>
<td>DPT 750</td>
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**Total Credits: 23.25**

### Second Year, First Semester (15/16 weeks)

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<th>Course Title</th>
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<tr>
<td>DPT 611</td>
<td>Adult Neuromuscular System: Examination and Intervention II</td>
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<tr>
<td>DPT 630</td>
<td>Musculoskeletal Examination and Intervention for the Extremities</td>
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<tr>
<td>DPT 641</td>
<td>Clinical Internship III</td>
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<td>DPT 651</td>
<td>Medical Disabilities and Therapeutic Interventions II</td>
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<td>DPT 645</td>
<td>Orthotics and Prosthetics</td>
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<tr>
<td>DPT 670</td>
<td>Psychological Aspects of Illness Disability</td>
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<td>DPT 680</td>
<td>Geriatrics and Gerontology</td>
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<tr>
<td>DPT 685</td>
<td>Pediatric Neuromuscular System: Examination and Interventions</td>
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<tr>
<td>DPT 750</td>
<td>Bioethics Seminar for Physical Therapists</td>
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**Total Credits: 23.25**
Third Year, First Semester (15/16 weeks)
DPT 700  Principles of Management and Supervision for Physical Therapists .......... 4
DPT 710  Evaluation Seminar ............ 2
DPT 720  Clinical Internship IV .......... 8
DPT 730  Professional Lecture Series ......................... 2
DPT 740  Introduction to Medical Imaging for Physical Therapists .......... 1
DPT 750  Biomedical Ethics for Physical Therapists .......... 1
DPT 760  Evidence Based Capstone Project ............. 2
DPT 791* Thesis .................................... 2
DPT 690  Educational Strategies for Physical Therapists .......... 3

*May be taken in place of DPT 790.

DPT 721  Clinical Internship V ........ 8
DPT 722  Clinical Internship VI .......... 8
DPT 780  Seminar in Community Health Strategies in Physical Therapy .......... 1

Third Year, Second Semester (19 weeks)
DPT 510  Clinical Biomechanics I
DPT 511  Clinical Biomechanics II
DPT 520  Rehabilitation Neuroscience I
DPT 521  Rehabilitation Neuroscience II

COURSE DESCRIPTIONS

Entry-level Doctor of 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 520  Rehabilitation Neuroscience I
DPT 521  Rehabilitation Neuroscience II

DPT 500 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, compression therapies and continuous passive motion, iontophoresis, electrical muscle stimulation, transcutaneous electrical stimulation, biofeedback and an introduction to nerve conduction velocity and electromyography. The course includes lectures, clinical skill laboratories, use of interactive audiovisual programs for clinical decision making, abstract writing and class presentations of current research in physical agents. 3 hours. Bush

DPT 540 Patient Assessment, Intervention and Therapeutic Exercise
This course is designed to provide the student with basic patient care and technical skills in applying, planning, and progressing exercise programs. Topics include: measurement of vital signs, the science of exercise prescription, range-of-motion, stretching, strengthening, use of various exercise equipment, relaxation, and stress reduction techniques, transfer training and assistive gait. Strong emphasis is placed on peer collaboration and solving fundamental clinical problems, including evaluation, assessment, and treatment of functional mobility limitations. 2 hours. Jobst and Painter.

DPT 541 Principles of Therapeutic Exercise Progression
This course builds upon the technical skill development in designing and applying exercise programs introduced in DPT 540. Appropriate exercise program progression for patients across the lifespan in a variety of settings will be emphasized predominantly through case-based laboratory experiences. Concepts of motor learning that facilitate skill acquisition will also be introduced. This approach will reinforce therapeutic exercise as a procedural intervention to reduce disabilities, functional limitations, and impairments in a variety of patient populations. 2 hours. Painter

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: muscle and bone physiology, cardiovascular and respiratory dynamics, renal function, and hormonal control of homeostasis. Pathophysiological changes and medical, surgical and pharmacological management of patients with cardiac, pulmonary, renal and endocrine conditions that interrupt optimal function are also presented. Methods designed to improve performance are discussed and instrumentation frequently used to evaluate cardiac, and pulmonary function are presented in the laboratory setting. 4 hours. Jobst, 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. Painter

DPT 590 Research Methods and Statistics
An introduction to the research process. Includes research design, ethical and legal considerations, hypothesis testing, review of statistical analysis and critical reviews of published research. 2 hours. Bush
DPT 595  Introduction to Evidence Based Practice (EBP)
The course will consist of an introduction to evidence based concepts and evaluation of current research literature. There will be presentations by various faculty on EBP topics. Students will critically appraise and write a paper on a research article dealing with a diagnostic test and a paper dealing with therapy. 2 hours. Bush

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

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

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, Hookstra

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 645 Orthotics and Prosthetics
Includes upper and lower extremity and trunk orthotic devices and upper and lower extremity prosthetics. The course includes lecture and clinical laboratory practice. 2 hours. Ourada

DPT 650 Medical Disabilities and Therapeutic Interventions I
This course examines basic cellular and molecular processes that underlie many of the diagnoses encountered as physical therapists. General concepts of pathology are presented with a focus on the pathophysiology and medical conditions of selected organ systems. This course includes the study of inflammation/immunology, infectious diseases and metabolism. The definition, incidence, etiology, pathogenesis and clinical manifestations are discussed for the most common medical conditions related to each system. Standard medical therapies are discussed including pharmacological and surgical interventions. An emphasis is placed upon differential screening and recognition of medical complications that require precautions or represent contraindications to physical therapy treatment. In addition this course is designed to provide skills related to medical screening through physical examination and evaluation. 3 hours. Jobst

DPT 651 Medical Disabilities and Therapeutic Interventions II
This course is a continuation of DPT 650 and includes the pathophysiology and medical Interventions for the gastrointestinal, genitourinary and integumentary organ systems. 2 hours. Jobst

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. Antick

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 694  Critically Appraised Topics
Students will work in small groups with a faculty advisor to develop a clinical question relating to diagnosis or treatment and answering that question with a critically appraised paper (CAT) using no more than 3 articles. The CAT will be presented to the class and faculty during the semester. 1 hour. Faculty

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
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. Lundy-Ekman

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. Rutt, Painter

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. An introduction to Magnetic Resonance Imaging (MRI) is also included. 1 hour. Swain

DPT 750  Bioethics Seminar for Physical Therapists
Identification and analysis of ethical issues facing physical therapists in their relationships with patients, peers, the healthcare community, and society as a whole. 2 hours. Marenco, 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. Ruff

DPT 790  Evidence Based Capstone Project
Students will use evidence-based principles to develop a clinical question dealing with diagnosis or treatment. Working individually, students will conduct a complete literature review or two smaller reviews using 8 – 12 (total) research articles. The clinical question will be answered with a written Critically Appraised Topic (CAT) that will be presented with either a platform or a poster presentation to the School of Physical Therapy in the spring of the final year. 2 hour. Faculty

DPT 791  Thesis
Completion of thesis based on an examination of clinical or professional problem using research methodology appropriate to the subject matter. Presented with platform or poster presentation to SPT in spring of the final year. 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
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. 8 hours.

DPT 665-02  Understanding Disabilities: An Interdisciplinary Inquiry (Elective)
This course will guide the student to a better understanding of why and how physical and cognitive impairments have led to academic, socioeconomic, and cultural exclusion of persons with disabilities in the U.S. Through readings and matching the students with a community member with a disability for weekly dialogue, the student will gain an understanding of what living with a lifelong disability means. Recognition of the differences and similarities between the lives of persons with and without disabilities and the commonality of current social, political, and cultural formations will be introduced through discussions of pro and con arguments, guest presenters, and autobiographical readings. Through individual journal writings, class presentations and simulations, students will gain a more humane manner of perceiving physical and cognitive differences. 2 hours.

DPT 665-03  Seminar on Children: Learning, Living, and Development (Elective)
Through the interdisciplinary sharing of models and frames of reference, students will explore multiple perspectives on children’s learning and a variety of means for facilitating that learning. Students will develop a family-centered approach through informal and formal venues with parents, and through sharing concepts of child development with peers from disciplines other than their own. The opportunity to engage on an interdisciplinary team, with the focus being child-environment-occupation interaction, should facilitate individual student study and understanding of child development. 1 hour.
TRANSITION DOCTOR OF PHYSICAL THERAPY DEGREE (DPT)

GENERAL INFORMATION

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

Admission to the Transition DPT Program

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

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

Program of Study

The Transition Doctor of Physical Therapy degree requires successfully completing 32 semester hours (s.h.) of credit. A minimum of 21 s.h. must be earned through Pacific University and 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 TRANSITION DPT PROGRAM

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PDPT 610</td>
<td>Professional Self Assessment</td>
<td>2*</td>
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<tr>
<td>PDPT 620</td>
<td>Movement Science</td>
<td>3</td>
</tr>
<tr>
<td>PDPT 630</td>
<td>Issues in Health Care and Policy</td>
<td>4</td>
</tr>
<tr>
<td>PDPT 640</td>
<td>Medical Screening - Upper quadrant</td>
<td>3</td>
</tr>
<tr>
<td>PDPT 641</td>
<td>Medical Screening - Lower quadrant</td>
<td>3</td>
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<tr>
<td>PDPT 650</td>
<td>Educational Strategies</td>
<td>3</td>
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<tr>
<td>PDPT 700</td>
<td>Evidence Based Practice / Research</td>
<td>4</td>
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<tr>
<td>PDPT 710</td>
<td>Clinical Reasoning</td>
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<tr>
<td>PDPT 720</td>
<td>Clinical Project, Part I</td>
<td>2*</td>
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<tr>
<td>PDPT 721</td>
<td>Clinical Project, Part II</td>
<td>1-2*</td>
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<tr>
<td>PDPT 722</td>
<td>Clinical Project, Part III</td>
<td>1-2*</td>
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<tr>
<td>PDPT 723</td>
<td>Clinical Project, Colloquium No credit</td>
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<tr>
<td>PDPT 711</td>
<td>Clinical Skills for the Cervical Spine</td>
<td>2</td>
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<tr>
<td>PDPT 712</td>
<td>Clinical Skills for the Lumbar Spine</td>
<td>2</td>
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<tr>
<td>PDPT 730</td>
<td>Independent Study</td>
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<tr>
<td>PDPT 790</td>
<td>NAIOMT - Level II</td>
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<tr>
<td>PDPT 791</td>
<td>NAIOMT - Level III</td>
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<tr>
<td>PDPT 792</td>
<td>NAIOMT - Level IV</td>
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<tr>
<td>PDPT 793</td>
<td>Kaiser 3 month Mentorship</td>
<td>4</td>
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<tr>
<td>PDPT 794</td>
<td>Kaiser 6 month Fellowship</td>
<td>8</td>
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<tr>
<td>PDPT 795</td>
<td>NAIOMT Clinical Residency</td>
<td>8</td>
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</tbody>
</table>

* Course participation requires official acceptance into the program.
Course Equivalents
PDPT 710 Clinical Reasoning (4 s.h.) may be substituted by:
— PDPT 711 and PDPT 712 Clinical Skills for the Cervical and Lumbar Spine (4 s.h.)
— PDPT 790 NAIOMT Level II (4 s.h.)
— PDPT 793 Kaiser 3 month Mentorship (4 s.h.)
PDPT 640/641 Medical Screening Upper Quadrant and Lower Quadrant (6 s.h.) may be substituted by:
— PDPT 791 NAIOMT Level III (3 s.h.) and PDPT 792 NAIOMT Level IV (3 s.h.)
— PDPT 791 NAIOMT Level III (3 s.h.) and PDPT 730 Independent Study (3 s.h.)
— PDPT 794 Kaiser 6 month Fellowship (8 s.h.)
The additional 2 s.h. of credit apply toward PDPT 720 Clinical Project

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

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

COURSE DESCRIPTIONS

Transition DPT program

PDPT 610 Professional Self-Assessment – Part I and Part II
A process of critical reflection on daily clinical practice. Structure is provided by the APTA and AAOMPT Descriptions of Advanced Clinical Practice guides for various speciality areas. The outcome is the composition of goals that, upon completion, will improve the participant’s clinical performance. These goals will address issues not covered in other courses within the curriculum, and will be stated in language that describes measurable criteria for achievement. Official acceptance to the Transition DPT program is a prerequisite. Non. 1 semester hour.

PDPT 611 Professional Self-Assessment; Part III
The completion of the three-part process of Professional Self Assessment. The student must submit a summary of achievement of the goals developed in PDPT 610, with discussion of how the process has contributed to the clinician’s professional development. Prerequisite PDPT 610. Non. 1 semester hour.

PDPT 620 Movement Science
Critical examination of the topics of motor control and motor learning. Introduces theories of motor control, including information processing, control loops, and motor programming. Motor learning includes analysis of common assumptions and research evidence regarding motor learning, inquiry into the teaching, practice, and memory variables that affect learning outcomes, and methods to optimize motor learning. Practical application, particularly to patient populations, is stressed. 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 Gietzen 3 semester hours each.

PDPT 650  **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 and Rutt. 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 720-723  **Clinical Project**  
The capstone project for completion of the Transition DPT degree. This is independent work by the student, and the format of the juried project will most commonly involve a prospective case study series or a single-subject design series (3-5 cases/subjects). Other formats may include surveys, reliability and validity studies, or pilot testing of tools for patient or clinical education. All projects will undergo human subjects review by the Institutional Review Board (IRB) at Pacific University or by the IRB at the facility where the project is to be completed. PDPT 700 Evidence Based Practice/Research is a prerequisite.

PDPT 720  **Clinical Project – Part I**  
The initial semester when the participant develops a proposal for the project, completes and initial draft of the literature review and research methods, and submits the proposal to the appropriate Institutional Review Board. Faculty 2 hours.

PDPT 721  **Clinical Project – Part II**  
The interim semester of the capstone project. During this phase the student completes a first draft of the entire project. PDPT 720 Clinical Project – Part I is a prerequisite. Faculty. 1-2 hours.

PDPT 722  **Clinical Project – Part III**  
The final semester of the capstone project. The participant completes final revisions of the project and presents to faculty and/or peers. PDPT 721 – Clinical Project – Part II is a prerequisite. Faculty. 1-2 hours.
PDPT 723  Clinical Project – Colloquium
Provides an extended timeframe to complete Parts I, II or III of the Clinical Project. Faculty. No credit.

PDPT 730  Independent Study
This course is intended to allow a student to pursue a specialized or unique interest that is not part of the curriculum, but is related to it. 1-4 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. NAIOMT faculty. 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. NAIOMT faculty. In combination with PDPT 791 NAIOMT Level III this course may substitute for PDPT 640/641 Medical Screening Upper Quarter and Lower Quarter.

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.

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School of Physical Therapy
Academic Calendar
2006-2008

2006 FALL SEMESTER

August

August 25 Conference for Faculty / Administrators

August 24 9:30 a.m. - 4 p.m. First Year Physical Therapy Student Orientation

Aug 14 - Oct 6 Third Year Students - Clinical Internship IV (8 wk)

Aug 28 First Day of Classes First and Second Year Students (Monday)

September

Sept TBA Convocation

Sept 4 Labor Day Holiday no classes

October

Oct 9 Third Year Students Start of Classes

Oct 9 - Nov 3 Second Year Students Clinical Experience II (4 wk)

Oct 27-29 APTA National Student Conclave - TBA

November

Nov 22 (noon), Thanksgiving Holiday 23, 24

December

Dec 11 - 15 Final Examinations

Dec 18 - Jan 2 Holiday Break
2007 SPRING SEMESTER

January

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

Jan 2-Feb 23  Third Year Students - Clinical Internship V (8 wk)

Jan 15  MLK Day

February

Feb 12-16  Mid-Winter Break First Year Students

Feb 14-18  CSM - APTA – Boston, MA

Feb 12-Mar 9  Second Year Students - Clinical Internship III (4 wk)

Feb-Mar  Third Year Students Recommence Academics

March

Mar TBA  Recruitment Day

Mar 9-11  OPTA Annual Conference - Portland

Mar 12 – May 4  Third Year Students - Clinical Internship VI (8 wk)

Mar 26 - 30  Spring Break - First and Second Year Students

April

Apr 30 - May 4  First Year Students Final Examinations

May

May 7 - June 1  (4 wk) First Year Students - Clinical Internship I

May  Second Year Students Final Examinations

May  Third Year Students Final draft of Capstone Project due

May  Third Year Students Capstone Presentations

May  Third Year Students Last Day for submission of finished Capstone Project

May 19  (Saturday) Commencement

June

June 27-30  APTA National Conference – Denver, CO
2007 FALL SEMESTER

August

August TBA  Conference for Faculty / Administrators

August 23  9:30 a.m. - 4 p.m. First Year Physical Therapy Student Orientation

Aug 13 - Oct 5  Third Year Students - Clinical Internship IV (8 wk)

Aug 27  First Day of Classes First and Second Year Students (Monday)

September

Sept TBA  Convocation

Sept 3  Labor Day Holiday no classes

October

Oct 8  Third Year Students Start of Classes

Oct 8 - Nov 2  Second Year Students Clinical Experience II (4 wk)

Oct 26-28  APTA National Student Conclave – Valley Forge, FL

November

Nov 21 (noon), Thanksgiving Holiday 22, 23

December

Dec 10 - 14  Final Examinations

Dec 17 - Jan 2  Holiday Break

2008 SPRING SEMESTER

January

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

Jan 2-Feb 22  Third Year Students - Clinical Internship V (8 wk)

Jan 21  MLK Day

February

Feb 4-8  Mid-Winter Break First Year Students

Feb 7-8 (tentative)  Mid-Winter Break Second Year Students

Feb 6-10  CSM - APTA – Nashville, TN

Feb 11 –Mar 7  Second Year Students - Clinical Internship III (4 wk)

Feb 25 -Mar 7  Third Year Students Recomence Academics
March

Mar TBA  Recruitment Day
Mar TBA  OPTA Annual Conference - TBA
Mar 10 - May 2  Third Year Students - Clinical Internship VI
  (8 wk)
Mar 24 - 28  Spring Break - First and Second Year Students

April

Apr 28 - May 2  First Year Students Final Examinations

May

May 5 – May 30  (4 wk) First Year Students - Clinical Internship I
May  Second Year Students Final Examinations
May  Third Year Students Final draft of Capstone Project due
May  Third Year Students Capstone Presentations
May  Third Year Students Last Day for submission of finished Capstone Project
May 17  (Saturday) Commencement

June

June  APTA National Conference - TBA

*subject to change
School of Physician Assistant Studies

Randy Randolph, PA-C, MPAS, Program Director

MISSION OF THE PHYSICIAN ASSISTANT PROGRAM

The Mission of the Physician Assistant Program is to prepare students to provide patient centered care for a diverse population in a changing health care environment through an education based in primary care medicine with a focus on critical thinking. Our global perspective on healthcare is supported by our focus on community based practice and international education. We embrace the role of the Physician Assistant in an interdisciplinary team, and are committed to the advancement of the profession by participating in professional, legislative and community activities. The faculty, staff, students, and alumni of the Physician Assistant Program:

- Advocate for the highest quality of care for all patients
- Support the patient's right to participate in all health care decisions
- Value the diversity of all cultures, people and lifestyles
- Respect the social, emotional and spiritual needs of the individual
- Promote the multidisciplinary approach to achieving healthcare equity within communities
- Honor professionalism through respectful interactions
- Encourage lifelong learning through the application of evidence based concepts

VISION

The School of Physician Assistant Studies provides an comprehensive curriculum utilizing innovative, alternative, and traditional formats in a dynamic learning environment. The focus of the School is driven by the needs of the local and global community with a strong commitment to multilingual, multicultural, and gender-equitable learning. The School is nationally and internationally recognized as an outstanding model of PA Education.

GENERAL INFORMATION

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

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

Employment opportunities for physician assistants exist in Oregon, as well as throughout the United States. The
Physician Assistant is ranked as one of the top 20 careers in growth potential by the U.S. Department of Labor. Positions are available in 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, health care administration and education.

ACCREDITATION

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

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

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

Admission to the Physician Assistant Program

Applicants to the program are required to apply on-line through the Central Application Service for Physician Assistants (CASPA): <www.caspaonline.org>. The CASPA deadline is mid October. Applicants are also required to submit the Pacific University’s Supplemental Application. The supplemental application may be downloaded on-line at <www.pacificu.edu/admissions/applications/index.cfm> or requested from the Admissions Office for Professional Programs. The deadline for the supplemental application is mid October. Admission is highly selective and enrollment in the PA Program is limited. To be eligible for admission, students must have earned a bachelor’s degree by the date of enrollment in the professional program or meet the qualifications for the bachelor’s degree option. All clinical hours must be completed by the application submission deadline. Admission is offered only into the first year. The Physician Assistant Program does not accept transfer students.

Based on the review of the application by the Physician Assistant Admissions Committee, selected applicants are invited for on-campus personal interviews. The interview is required and is a strong contributing factor in the admission decision. It allows the Admissions Committee to assess skills which may not be reflected in the application. In the interview, consideration is given to knowledge of the profession, motivation toward a career as a Physician Assistant, ability to think clearly and logically, self-confidence, professionalism, problem solving, cultural sensitivity and verbal expression of ideas.

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

- Strength and breadth of academic record
- Type and depth of prior healthcare experience
- Strength of letters of evaluation (one must be from a physician, physician assistant, nurse practitioner or certified nurse midwife who has worked with the applicant)
- Content of application forms and care with which they have been completed
• Quality of writing ability as demonstrated by personal narrative submitted with the application and completed on the day of the interview
• Understanding of the Physician Assistant profession
• Commitment to, and involvement with community service activities
• Strength of on-campus personal interview
Residence in the state of Hawaii

**Prerequisite Courses**

The Applicant must complete a bachelor’s degree in any discipline and all of the prerequisite courses prior to enrollment in the professional program. Prerequisite courses must be completed with a grade “C” or higher and must be taken on a graded basis. Science and statistics prerequisite courses require a GPA of 2.5 or higher. Courses taken pass/fail or by correspondence will not be accepted (except pass/fail curriculum Universities).

Science prerequisite courses must be for science majors and include laboratory as indicated below. Low level non-science major courses will be unacceptable in meeting the prerequisites. The costs associated with the evaluation of the adequacy of the prerequisite courses taken in other countries will be the responsibility of the student. The program does not grant advanced standing for any course.

- **Biological Sciences** – 11 semester hours
  - Anatomy (one course with lab) human preferred
  - Physiology (one course with lab) human preferred
  - Microbiology or Bacteriology
- **Chemistry** – 11 semester hours
  - Organic Chemistry or Biochemistry (one course, no lab)
  - Two other Chemistry Courses with lab
- **Statistics** – 3 semester hours
  - Course must be taken in the department of psychology, sociology, statistics, or math.

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

**Bachelor Degree Option**

Students may earn a Bachelor of Science degree from Pacific University offered by the School of Physician Assistant Study (minimum 124 hours). The eligible student must be admitted to the School of Physician Assistant Studies and have completed 86 semester hours of transfer credit that includes all of the above prerequisites for the PA Program. In addition, the following courses are required to fulfill the degree requirements for the College of Arts and Sciences and must be completed prior to the start of the PA Program.

- **Arts** – 3 semester hours
  - Hours in Art, Music or Theater.
- **Humanities** – 6 semester hours
  - Two courses from two different disciplines in literature, philosophy or humanities.
- **Foreign Language** – 6 semester hours
  - Students whose native language is not English will be exempt. Students can either fulfill this requirement by completing two language courses before beginning the program or by taking the two Spanish Language electives offered by the PA Program and an elective clinical rotation serving the Latino population. The Spanish I course is taught during the Spring semester of the first year. Please note that Spanish II course is an immersion program taught in Costa Rica during the two weeks between the first and second year of the professional program. The clinical rotation is completed during the second year of clinical education. The additional costs
associated with this course (including travel, housing and tuition) are in addition to the PA Program tuition and are the responsibility of the student.

Upon successful completion of the first year of the professional program and the above requirements, the student will receive 40 semester hours of upper division credit and awarded the Bachelor in Science in Health Studies degree.

**Clinical Experience**

**Minimum 1,000 hours (paid or volunteer)**

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

**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 rotation assignments.
- Electronic study will be incorporated into the PA Program and students will be expected to communicate electronically with program faculty and classmates during clinical placements.
- Students are expected to develop a clinical project 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 Professional 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 members are 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.

**LEVEL I REVIEW**

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. Any concern expressed by a course instructor about professional performance may result in the Academic Coordinator meeting with the student to address these concerns. If the Academic Coordinator is also the course instructor or advisor, another faculty member will also attend the meeting. An Academic Performance Action Plan is developed to improve the student’s performance. The Action Plan is placed in the student’s 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 Project Coordinator meeting with the student in person or by phone to address these concerns. An Action Plan is developed identifying areas for improvement during the remainder of the rotation. The Action Plan is placed in the student’s file and a copy given to the student. If the student receives less than a satisfactory score for any item on the rotation evaluation, then a Level II Academic Review is held.

3. Students receiving a grade of “C” in any of the basic science courses (anatomy, Fundamentals of Clinical Medicine II), but who have an overall GPA of 3.0 or higher, have a Level I Academic Review at the beginning of the fall semester.

4. The Academic or Clinical Coordinator notifies the Program Director about any student on Level I Academic Review.

**LEVEL II REVIEW**

1. 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.

2. 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.

3. At any time during a semester, a student’s academic advisor or course instructor, who has concerns about a student’s academic performance, clinical reasoning skills or professional performance, may request a Level II Academic Review.

4. Students receiving a grade of “C” in any of the clinical courses or for a clinical rotation are required to have a Level II Academic Review.

5. Students holding a leadership position in the class who experience academic difficulty or issues regarding professional performance may be asked to step down from that position as part of the remediation plan.

6. The Academic Performance Committee for Level II reviews is comprised of the following individuals:
   - Academic Coordinator (chair)
   - Student PA Faculty Advisor
   - Course instructor for course in question
   - Academic year faculty (as requested by Level II chair)
   - Advocate from Student Affairs Office (if requested by student)

   Clinical year Level II Academic Performance Committee:
   - Clinical Coordinator (chair)
   - Medical Director (as requested by Level II chair)
   - Student PA Faculty Advisor
   - Preceptor for course in question
   - Clinical year faculty (as requested by Level II chair)
   - Advocate from Student Affairs Office (if requested by student)

   Clinical project Level II Academic Performance Committee:
   - Clinical Project Coordinator (chair)
   - Academic faculty (as requested by Level II chair)
   - Clinical faculty (as requested by Level II chair)
   - Student PA Faculty Advisor
   - Advocate from Student Affairs Office (if requested by student)

7. The following steps are followed during the Academic Review process.
   a. The course instructor or the student’s academic advisor immediately informs the chair of the Level II Academic Performance Committee of a student’s unsatisfactory academic or professional performance.
   b. The chair of the Level II Academic Performance Committee 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 chair of the Level II Academic Performance Committee.
   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.
   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 Academic Performance 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 chair of the Level II Academic Performance Committee and the academic advisor to review the Action Plan within 2 (two) working days of the meeting.

i. The chair of the Level II Academic Performance Committee 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. A Level III Academic Review will be convened when the Level II Academic Performance Committee has serious concerns about a student’s ability to continue in the program or the Level II Academic Performance Committee cannot satisfactorily resolve the issue.

LEVEL III REVIEW

1. A Level III Academic Review will be convened when the Level II Academic Performance Committee has serious concerns about a student’s ability to continue in the program or the Level II Academic Performance Committee cannot satisfactorily resolve the issue. A Level III Academic Review will automatically be convened in the case of ethical misconduct. In these situations, the Level III 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.

2. The Academic Performance Committee for Level III reviews is chaired by the Program Director and is comprised of the following individuals:
   a. Program Director (chair)
   b. Chair of the Level II Committee
   c. Medical Director
   d. Associate Director (as requested)
   e. Student PA Faculty Advisor
   f. PA Program faculty (as requested by Level II chair)
   g. Advocate from Student Affairs Office (if requested by student)

3. The Executive Dean of the Colleges of Health Professions and the Dean of Students are notified immediately if the committee decides to terminate a student from the program.

4. There may be times when an extenuating circumstance can 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.

5. In the absence of the Program Director, the Associate Director acts as the chairperson of the committee.

6. Per University Policy, a student can appeal a decision of the Physician Assistant Academic Performance Committee to the College of Health Professions Standards and Appeals Committee.

ACTION PLAN

The purpose of a developed action plan is to provide guidance and structure to address concerns raised during the Academic Review Process. It delineates both specific and general measures that the student is required to satisfy in order to progress satisfactorily toward completion of the necessary components of the curriculum. These measures are to be considered mandatory and failure of the student to comply with them in a satisfactory and/or timely manner may result in a subsequent Academic Performance Review at the appropriate level. The decisions of the Academic Performance Committee are final in this regard and are not negotiable except through normal appeal channels set forth in this policy.

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 Level III 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 Executive Dean of the College of Health Professions and the Dean of Students regarding the situation.

5. The student is asked to attend the meeting of the Level III 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 Executive Dean of the College of Health Professions 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 be made 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 College of Health Professions Standards and Appeals Committee.

**APPEALS**

1. Per University policy, a student can appeal a decision of the Physician Assistant Program Academic Performance Committee to the College of Health Professions Standards and Appeals Committee.

2. Such requests must be submitted in writing to a Dean/Program Director from one of the College of Health Professions Schools within 10 (ten) working days of receipt by the student of the Academic Performance Committee’s decision.

3. College of Health Professions 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 School of Physician Assistant Studies Academic Performance Committee.
   b. New evidence sufficient to alter a decision is available.
   c. The sanction(s) imposed was not appropriate to the severity of the violation.

4. Decisions of the College of Health Professions Standards and Appeals Board can be appealed to University Standards and Appeals Board.
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 and representing the grade the student would recieve if no additional course work is completed (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 Rotation seminar, Fundamentals of Clinical Medicine I 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.

5. 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.

6. 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.

7. 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.

INCOMPLETE – DIDACTIC COURSES

1. Any student who receives an incomplete grade must meet with both the course instructor and his/her academic advisor to develop an Academic Performance 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.

2. The student, course instructor and the academic advisor (or other faculty member) signs 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.

INCOMPLETE – CLINICAL ROTATIONS

1. A student with an incomplete grade for not completing 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.

2. A student receives an incomplete grade for any rotation missed during an approved leave of absence or due to an Academic Performance Action Plan.

3. 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 12 weeks.

4. 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.

5. 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.

6. Any student who receives an Incomplete for a rotation within the clinical year must complete the rotation in a sequence in accordance with the Action Plan.

7. 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 4-8 week rotation being completed. An Independent Study contract must be developed and approved by the Clinical Coordinator and the Program Director and filed with Registrar in order for the student to be eligible for financial aid.

8. A copy of the Independent Study Contract is placed in the student’s file. The Independent Study is completed concurrently with the clinical rotation.

9. If the student fails to meet the terms if 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.

REPEAT ACADEMIC COURSES
1. A student may be required to retake academic courses already completed as a part of an Academic Performance Action Plan.

2. The student pays full tuition in the semester the course was completed. During the academic year, tuition is not charged during the semester when the course is repeated as an Independent Study as per the Academic Performance Action Plan. During the clinical year tuition is charged when a clinical rotation is repeated as an Independent Study as per the Academic Performance Action Plan.

3. 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.

4. 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.

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

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• Clinical project paper/presentation completed and accepted by faculty.
• Faculty members 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 who have not completed all requirements for graduation, but are expected to do so by the end of Fall Semester after graduation, and whose current GPA is 3.5 or greater at the time of graduation, will be allowed to wear their honor cords at graduation.
• Student can attend the awards banquet and participate in the PA certificate and oath ceremony but will receive a blank certificate.
• Student who subsequently complete the curriculum will be mailed their certificate upon completion from the Program.

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 examination, the recorded grade for the examination will be the average of both of the 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. Students receiving a failing grade with a course average of 65-69% for one of the basic sciences courses (anatomy or Fundamentals of Clinical Medicine II), are allowed to take a test to evaluate the student’s overall knowledge in the course. If the student passes this evaluation test with a minimum of 80%, the student will receive a “C” for the course, and is allowed to continue in the program with the Academic Performance Committee developing 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 the Academic Performance Committee will either require the student to restart the program the next academic year to repeat the failed course or terminate the student from the program.
2. If a student receives a failing grade with a course average less than 65% for one of the basic sciences courses (anatomy or Fundamentals of Clinical Medicine II), the student is not permitted to continue to the next semester and the Academic Performance Committee will either require the student to restart the program the next academic year to repeat the failed course or terminate the student from the program.
3. If a student receives failing grades for two or more of the basic science courses (anatomy or Fundamentals of Clinical Medicine II), the student is automatically dismissed from the program.
4. If a student receives a “C” grade for one of the didactic courses in any semester, the student is brought to the Academic Performance Committee to develop a remediation plan for the student to demonstrate mastery of the material.
5. If a student receives a “C” grade in two or more of the basic science courses (anatomy or Fundamentals of Clinical Medicine II), the Academic Performance Committee will either allow the student to continue in the program with a remediation plan to demonstrate mastery of the material or require the student to restart the program the next academic year and repeat the course as part of an Independent Study.

6. If a student receives a “C” in two or more of the clinical courses during one semester, the Academic Performance Committee will either require the student to restart the program the next academic year and repeat the courses as part of an Independent Study or dismiss the student from the program.

7. If a student receives a failing grade for any of the clinical courses, the student is automatically dismissed from the program.

8. If a student receives a failing grade for a clinical rotation, the student will not be permitted to continue to the next rotation and is 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. For other rotations, the committee has the option to have the student repeat the rotation or to dismiss the student from the program.

9. 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.

DECELERATION PROGRAM
1. The PA Program has a deceleration program in which selected students can complete the didactic curriculum of the program over a two year period.

2. Students with unexpected personal issues that arise during the didactic year are eligible for this program and must request this option in writing. The Program Director along with the Academic Coordinator and the student’s academic advisor review these requests and determine whether or not to approve the student’s request.

3. On a case by case basis, students with academic difficulty may be offered this option by the Academic Performance Committee.

4. Each student in the deceleration program has a plan of study outlined in an Academic Performance Plan. Failure to comply with any of the requirements in this plan is grounds for dismissal from the program.

EVALUATION METHODS
1. Student performance is evaluated throughout the curriculum using one or more of the methods listed. The course instructor will determine the evaluation method for the course and explain the process in the course syllabus distributed at the beginning of the course. An instructor may use other evaluation methods.

2. Written examinations - The type of written examination varies depending on the course content and the instructor’s preference and may include multiple choice, matching, True/False, short answer, essay and patient management scenarios.
   a. Exams may be given at various points during the course such as at the end of each module.
   b. A cumulative or non-cumulative mid-term and a final exam may be given.
   c. Graded or non-graded quizzes may be used.
   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. Clinical Skills I, II, III
   b. Primary Care
   c. Acute Care, 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.

5. **Written Reports** - Students are required to complete written reports for various courses. The instructor determines the format for such reports. Reports are to be generated on the computer and may be submitted in a hard copy, on-line or on a disc as per instructor preference. The following are types of such written reports:
   a. History and physical examinations
   b. Case presentations
   c. Clinical review reports
   d. Report on assigned topic
   e. Graduate project design
   f. Graduate project report


7. **Clinical Rotation Evaluations** - The clinical preceptor monitors the student’s ability to perform clinical skills and assess his/her knowledge progression on an ongoing basis. The preceptor conducts an informal review of the student’s performance midway through the rotation and completes the formal written evaluation at the end of the rotation using the PA Program evaluation form.

8. **Standardized Examination** - Students take a standardized examination, such as PACKRAT, at the end of the didactic year to evaluate clinical knowledge before beginning clinical rotations and at 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 student’s professional behavior is consistently monitored throughout the academic year by all faculty. Any student action that needs improvement or is unsatisfactory, based on the standards on the Professional Performance form, can be brought to the Academic Performance Committee on faculty recommendation. The Professional Performance Form is completed after the Committee meets and becomes a permanent part of the student’s record.
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 which becomes part of the student’s permanent record.

CLINICAL SKILLS EVALUATION

1. Didactic year - Student clinical skills are evaluated by the faculty that includes laboratory procedures, patient examination 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.

HUMAN ANATOMY DRY LAB POLICY

1. A student can request to be exempted from being in the cadaver lab for a documented medical or ethical reason. The student must request this exemption in writing to the Anatomy Course Instructor and provide supportive documentation. The request must be submitted no later than one week prior to the start of the course. The Academic Coordinator and the Anatomy Course Instructor evaluate the request and determine whether or not to grant exemption.
2. If a student is granted an exemption from being in the cadaver lab, the student must complete a dry lab to fulfill the laboratory portion of Gross Human Anatomy with Lab, PA 550. This option includes the same information as taught to the other anatomy students in the cadaver lab.
3. The student is provided with computer or other electronically generated images of the cadaver dissections and is expected to study the images and meet with the Anatomy Course Instructor or lab assistant to review any structure that is unclear.
4. The student taking the dry lab is required to identify all the bones and bony landmarks as required of the entire class.
5. The student has access to all of the lab identification lists of structures provided to the entire class via Web-CT.

6. Any student taking the dry lab option is expected to take the lecture exam with the rest of the class. The dry lab exam is administered on the same day as the cadaver lab test. The dry lab exam is administered electronically with the student identifying indicated structures on a lab answer sheet. The student is expected to pass the lecture and lab exams with at least 70%.

7. The School of Physician Assistant Studies has a Netter© CD-ROM in the resource center for student use and the library has a set of Acland Video Atlases of Human Anatomy. In addition, other anatomy study resources are available on the web.

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. During a test, students may be permitted to leave the testing area to use the restroom. Individual permission must be requested from the test proctor and the students return acknowledged. Only one student at a time will be allowed bathroom privileges. Students who have not completed the exam are not permitted to communicate with students who have finished the exam.

4. Students who arrive late for an exam may not be permitted to take the exam, at the discretion of the instructor.

5. During on-line testing all other computer programs must be closed and students must use the Securexam browser to log on to the test. All sounds must be turned off. Once testing is complete, the student should log out of the browser, close his/her computer and leave the testing site. Once the student has logged off the browser, he/she will not be allowed to re-log on for the same exam. Computers can be dismantled after all students have completed the exam.

6. 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.

7. If a computer is not required during testing, it must be turned off until all students have completed the examination.

8. Electronic equipment (computers, PDAs, etc.) should be used solely for curriculum work while in an instructional setting.

9. All electronic equipment sounds (cell phone, beeper, computer, PDA, etc.) should be turned off while in an instructional setting.

10. 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 or violation of any of the Student Responsibilities listed above. Any violation of these behaviors will result in the student’s failure of the exam and/or course and a possible recommendation for dismissal from the University. If a student receives a course failure as a result of unprofessional conduct, he/she may be allowed to continue in the program if recommended by the Academic Review Committee. Additionally, any student providing
information about the exam to another student who is taking an exam at a later time will be subject to similar disciplinary action as above.

11. 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.

12. Students are encouraged to participate in classroom discussions and other types of interactive learning processes.

13. The student giving a presentation to the class is responsible for the copying of handouts and the set-up and operation of multimedia equipment.

14. 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.

15. 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.

16. 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, receiving an 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, surrounding states and internationally
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 Fundamentals of Clinical Medicine .......... 2
PA 510 Current Topics in Healthcare .................. 3
PA 530 Clinical Skills I ....................... 3
PA 550 Gross Human Anatomy with Lab ................. 6
PA 552 Fundamentals of Clinical Medicine II .......... 5
19

Fall Semester
(16 weeks, 20 semester hours)

PA 520 Behavioral Medicine I ............ 3
PA 531 Clinical Skills II ..................... 3
PA 541 Pharmacology ......................... 4
PA 570 Internal Medicine ...................... 10
20

Spring Semester
(16 weeks, 20 semester hours)

PA 521 Behavioral Medicine II .......... 3
PA 532 Clinical Skills III .................. 4
PA 542 Pharmacology ....................... 4
PA 575 Primary Care ....................... 5
PA 580 Acute Care, Surgery ............... 4
PA 595 Concepts in Evidence Based Healthcare .......... 2

Electives:
PA 535 Spanish Language Seminar I ..................... 2
PA 536 Spanish Language Seminar II ................. 3
20 + electives

Phase I Total 59 + electives

Phase II Clinical Rotations Year

Summer Semester
(14 weeks, 15 semester hours)

PA 610 Clinical Rotation Seminar (one week) ........ 2
PA 665 Professional Practice Seminar I (one week) .... 1
Rotation 1 (6 week Rotation)* ...................... 6
Rotation 2 (6 week Rotation)* ...................... 6
15

Fall Semester
(18 weeks, 18 semester hours)

Rotation 3 (4 week Rotation)* ............... 6
Rotation 4 (4 week Rotation)* ............... 6
Rotation 5 (4 week Rotation)* ............... 6
18

Spring Semester
(18 weeks, 20 semester hours)

PA 666 Professional Practice Seminar II (one week) ..... 1
PA 667 Professional Practice Seminar III (one week) ... 1
Rotation 6 (6 week Rotation)* ................ 6
Rotation 7 (6 week Rotation)* ................ 6
Rotation 8 (6 week Rotation)* ................ 6
20

*Note: Each student must complete the following rotations:

PA 630 Family Medicine .................... 12
PA 631 Internal Medicine .................... 6
PA 633 In-patient Medicine .................... 6
PA 634 Surgery ...................... 6
COURSE DESCRIPTIONS

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

PA 500  Fundamentals of Clinical Medicine I
On-line, self-study course with an emphasis on student learning. Introduction to the functions of Web-CT, University library, medical database searching, e-mail, anatomy/physiology review, medical terminology, history of PA profession and on-site orientation. 2 hours; Summer Phase I.

PA 510  Current Topics in Healthcare Delivery
Overview of the healthcare delivery system including public health, health policy issues, cultural issues, international healthcare, alternative medicine, introduction to problem based learning and current roles of physician assistants. 3 hours; Summer Phase I.

PA 520  Behavioral Medicine I
Psychological conditions, counseling and communication skills, substance abuse, cultural and religious issues and ethics with an emphasis on non-pharmacological approaches. 3 hours; Fall Phase I.

PA 521  Behavioral Medicine II
Psychological conditions, counseling and communication skills, substance abuse, cultural and religious issues and ethics with an emphasis on non-pharmacological approaches. 3 hours; Spring Phase I.

PA 530  Clinical Skills I
Introduction to the medical history, physical examination and charting. Clinical skills sessions on infection control, office laboratory procedures, venipunctures and injections. Practice on other students and participation at local clinics. 3 hours; Summer Phase I.

PA 531  Clinical Skills II
Performing complete history and physical examinations with attention to charting and developing a differential diagnosis. Practice on other students and participation at local clinics. 3 hours; Fall Phase I.

PA 532  Clinical Skills III
Performing problem focused exams with SOAP notes, complete history and physical exams, special populations and instruction on medical records and coding. Clinical skill sessions on suturing, splinting, IVs, sterile technique, gowning/gloving, electrocardiogram, radiology, ACLS and PALS. Participation at local clinics. 4 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 are responsible for an additional fee. Students who speak Spanish may function as tutors. 2 hours; 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 or prior completion of other Spanish courses. 3 hours; Spring Phase I.

PA 541  Pharmacology I
Pharmacological principles of routes of administration, pharmacokinetics, pharmacodynamics and toxicology, drug classes, disease management, use in patient types. 4 hours; Fall Phase I.
PA 542  Pharmacology II
Pharmacological principles of routes of administration, pharmacokinetics, pharmacodynamics and toxicology, drug classes, disease management, use in patient types. 2 hours; Spring Phase I.

PA 550  Gross Human Anatomy with Lab
Advanced study of human organ systems with laboratory sessions on prosected cadavers and selected dissection opportunities. 6 hours; Summer Phase I.

PA 552  Fundamentals of Clinical Medicine II
Study of physiological systems and/or organs with application to clinical situations including principles of pathology. Basics of pharmacology to include pharmacokinetics and pharmacodynamics. 4 hours; Summer Phase I.

PA 570  Internal Medicine
Study of the medical conditions, pathophysiology and diagnostic procedures for: cardiology, pulmonology, gastroenterology, urology, nephrology, neurology, dermatology, rheumatology, otolaryngology, allergy, ophthalmology, endocrinology, immunology, hematology, oncology, infectious disease, genetics and radiology. Student-led, problem-based learning sessions utilizing case studies. 10 hours; Fall Phase I.

PA 575  Primary Care (Pediatrics, Gynecology, Obstetrics, Geriatrics, Dermatology and Preventative Medicine)
Growth, development, and medical problems encountered in the pediatric patient. Gynecological problems, pregnancy, family planning; and other problems encountered in the female patient. Problems encountered in the geriatric patient. Dermatologic problems encountered in various populations. Preventive health care recommendations for various age groups, nutrition, and patient education. Student-led problem-based learning sessions utilizing case studies. 5 hours; Spring Phase I.

PA 580  Acute Care, Surgery
Overview of surgical conditions, and pre/post operative care and inpatient treatment concepts. Evaluation and treatment of emergency problems. 4 hours; Spring Phase I.

PA 595  Concepts in Evidence Based Healthcare
Introduction to the research process, review of medical literature, principles of evidence-based health care, and the requirements for clinical project. 2 hours; Spring Phase I.

PA 610  Clinical Rotation Seminar
Series of seminars designed to prepare the student for clinical rotations including clinical, case presentation, rotation etiquette, review of electrocardiography and radiology, patient communication and other clinical practice issues. 2 hours; Summer Phase II.

PA 630  Family Medicine Rotation
Clinical rotation for 12 weeks in a family practice medical office setting, preferably in a rural or community setting to include the care of the adults, women and children. 12 hours; Phase II.

PA 631  Internal Medicine Rotation
Clinical rotation for 6 weeks in an internal medicine practice medical office setting. 6 hours; Phase II.

PA 633  In-Patient Medicine Rotation
Clinical rotation for 6 weeks in an in-patient setting including required readings in medicine practice. 6 hours; Phase II.

PA 634  Surgery Rotation
Clinical rotation for 6 weeks in a surgical setting with an emphasis on inpatient, outpatient, and the surgical arena. 6 hours; Phase II.

PA 636  Emergency Medicine Rotation
Clinical rotation for 6 weeks in an emergency department, urgent care or trauma care setting. 6 hours; Phase II.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Hours</th>
<th>Phase</th>
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<tbody>
<tr>
<td>PA 637</td>
<td>Community Medicine Rotation</td>
<td>Clinical rotation for 6 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. 6 hours; Phase II.</td>
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<tr>
<td>PA 639</td>
<td>Primary Care Rotation</td>
<td>Clinical rotation for 6 weeks in family medicine, pediatrics or women’s healthcare as selected by the student. 6 hours; Phase II.</td>
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<tr>
<td>PA 665</td>
<td>Professional Practice Seminars I</td>
<td>One-week seminar course dealing with professional practice issues, journal club, ethics, diversity and to assist the student with the development of the clinical project proposal. 1 hour; Summer Phase I.</td>
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<tr>
<td>PA 666</td>
<td>Professional Practice Seminars II</td>
<td>One-week seminar course dealing with professional practice issues, journal club, ethics and diversity. First draft of clinical project proposal. 1 hour; Fall Phase II.</td>
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</tr>
<tr>
<td>PA 667</td>
<td>Professional Practice Seminars III</td>
<td>One-week seminar course dealing with professional practice issues, journal club, ethics and diversity. Final draft of clinical project proposal. 1 hour; Spring Phase II.</td>
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<tr>
<td>PA 668</td>
<td>Professional Practice Seminars IV</td>
<td>One-week seminar course dealing with professional practice issues, to include ethics, diversity and practice management. Final clinical project paper. 1 hour; Summer Phase III.</td>
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<tr>
<td>PA 696</td>
<td>Clinical Graduate Project</td>
<td>Student conducts and completes a clinical project for a minimum of 3 days/week at a clinical site followed by on-site presentation of results to PA faculty and other PA students with final written paper of publishable quality or poster presentation. 8 hours; Summer Phase III.</td>
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</tbody>
</table>
School of Physician Assistant Studies
Academic Calendar
2006-2008

DIDACTIC YEAR

SPRING SEMESTER
January 2 - April 21, 2006

January
   January 2  Spring Semester classes begin
   January 16  Diversity Celebration — MLK

March
   March 25–April 2  Spring Break

April
   April 21  Last Day of Classes
   April 22–May 7  Student Break — 2 weeks
   April 21  Costa Rica — Spanish Course
   May 6

SUMMER SEMESTER
May 15-August 18, 2006

May
   May 15  On-Line Seminar
   June 7  Distance Education
   May 29  Holiday/Memorial Day

June
   June 5-7  Orientation
   June 8  Summer Semester classes begin
   June 17  Welcome Picnic

July
   July 4  Holiday/Fourth of July

August
   August 17  White Coat Ceremony
   August 18  Last Day of Classes
   August 19-27  Student Break — 1 week
FALL SEMESTER  
August 28 - December 15, 2006

August
August 28  Fall Semester classes begin

September
September 4  Holiday/Labor Day

October
October 2-6  National PA Week
October 6  National PA Day

November
Nov 20-24  Fall Break — Thanksgiving

December
December 15  Last Day of Classes
December 15  Holiday Party
Dec 16–Jan 1  Student Holiday Break — 2 weeks
Dec 18–Jan 1  Office Closed

DIDACTIC YEAR

SPRING SEMESTER  
January 2 - April 20, 2007

January
January 2  Spring Semester classes begin
January 15  Diversity Celebration — MLK

March
March 24–Apr 1  Spring Break

April
April 20  Last Day of Classes
Apr 21–May 6  Student Break — 2 weeks
Apr 20–May 5  Costa Rica — Spanish Course

SUMMER SEMESTER  
May 14– August 17, 2007

May
May 14–June 6  On-Line Seminar
Distance Education
May 28  Holiday/Memorial Day

June
June 4-6  Orientation
June 7  Summer Semester classes begin
June 16  Welcome Picnic
July
July 4  Holiday/Fourth of July

August
August 16  White Coat Ceremony
August 17  Last Day of Classes
August 18-26  Student Break — 1 week

FALL SEMESTER
August 27 – December 14, 2007

August
August 27  Fall Semester classes begin

September
September 3  Holiday/Labor Day

October
October 1-5  National PA Week
October 6  National PA Day

November
November 22-23  Fall Break — Thanksgiving

December
December 14  Last Day of Classes
December 14  Holiday Party
Dec 17–Jan 1  Student Holiday Break — 2 weeks
Dec 18–Jan 1  Office Closed

DIDACTIC YEAR

SPRING SEMESTER
January 2 – April 19, 2008

January
January 2  Spring Semester classes begin
January 15  Diversity Celebration — MLK

March
March 24-28  Spring Break

April
April 19  Last Day of Classes
April 20–May 5  Student Break — 2 weeks
April 18–May 4  Costa Rica — Spanish Course

CLINICAL ROTATION YEAR

SPRING SEMESTER
January 2 – April 28, 2006

January
January 2-27  Rotation 8 — 4 weeks
Jan 30–Feb 24  Rotation 9 — 4 weeks

February
Feb 27–Mar 24  Rotation 10 — 4 weeks
SCHOOL OF PHYSICIAN ASSISTANT STUDIES CALENDAR

March
Mar 27–Apr 21  Rotation 11 — 4 weeks

April
April 24-28  Professional Practice Seminars III - 1 week
Apr 29–May 7  Student Break — 1 week

SUMMER SEMESTER
May 8-August 11, 2006

May
May 8-12  Clinical Rotation Seminar Week
May 15–June 9  Rotation 1 — 4 weeks

June
June 12–July 7  Rotation 2 — 4 weeks

July
July 10–Aug 4  Rotation 3 — 4 weeks

August
August 7-11  Student Break — 1 week
August 17  White Coat Ceremony
August 14-18  Professional Practice Seminars I — 1 week

FALL SEMESTER
August 21 - December 15, 2006

August
Aug 21–Sept 15  Rotation 4 — 4 weeks

September
September 4  Holiday/ Labor Day
Sept 18–Oct 13  Rotation 5 — 4 weeks

October
October 2-6  National PA Week
October 6  National PA Day
Oct 16–Nov 10  Rotation 6 — 4 weeks

November
Nov 13 - Dec 8  Rotation 7 — 4 weeks

December
December 11-15  Professional Practice Seminar II — 1 week
December 15  Holiday Party
Dec 18–Jan 1  Student Holiday Break — 2 weeks
CLINICAL ROTATION YEAR

SPRING SEMESTER
January 2 - April 27, 2007

January
  January 2-26  Rotation 8 — 4 weeks
  Jan 29–Feb 23  Rotation 9 — 4 weeks

February
  Feb 26–Mar 23  Rotation 10 — 4 weeks

March
  Mar 26–Apr 20  Rotation 11 — 4 weeks

April
  April 23-27  Professional Practice
               Seminars III — 1 week
  Apr 28–May 6  Student Break — 1 week

SUMMER SEMESTER
May 7 – August 10, 2007

May
  May 7-11  Clinical Rotation
            Seminar Week
  May 14–Jun 22  Rotation 1 — 6 weeks

June
  June 25–Aug 3  Rotation 2 — 6 weeks

FALL SEMESTER
August 20 – December 14, 2007

August
  August 6-10  Student Break — 1 week
  August 16  White Coat Ceremony
  August 13-17  Professional Practice
                 Seminars I — 1 week

September
  September 3  Holiday/Labor Day

October
  October 1-5  National PA Week
  October 6  National PA Day
  Oct 1–Nov 9  Rotation 4 — 6 weeks

November
  Nov 12–Dec 21  Rotation 5 — 6 weeks

December
  Dec 22–Jan 4  Student Holiday Break
                — 2 weeks
CLINICAL ROTATION YEAR

SPRING SEMESTER
January 2 – May 23, 2008

January
  January 7-11  Professional Practice Seminar II — 1 week
  Jan 14–Feb 22  Rotation 6 — 6 weeks

February
  Feb 26–Apr 4  Rotation 7 — 6 weeks

April
  Apr 7–May 16  Rotation 8 — 6 weeks

May
  May 19–23  Professional Practice Seminars III — 1 week
  May 24–30  Student Break — 1 week
              AAPA Conference

CLINICAL PROJECT

SUMMER SEMESTER
May 8 - August 18, 2006

May
  May 8–July 28  Clinical Project
  May 27–June 1  AAPA Conference Break

August
  August 9-17  Professional Practice Seminars IV — 1 week
  August 9-17  Clinical Project Presentations
  August 17  White Coat Ceremony
  August 19  Graduation

CLINICAL PROJECT

SUMMER SEMESTER
May 7 – August 17, 2007

May
  May 7–Aug 10  Clinical Project
  May 26-31  AAPA Conference Break

August
  August 13-17  Professional Practice Seminars IV — 1 week
  August 16-17  Clinical Project Presentations
  August 16  White Coat Ceremony
  August 18  Graduation
EVENTS CALENDAR

May 2006 - April 2007

May

May 27–June 1  AAPA/APAP/SAAPA Annual Conference — San Francisco

June

June 17  Welcome Picnic

June  NCCPA Board Application Due

July

July 4  Holiday/Fourth of July

August

August 17  White Coat Ceremony

August 9-17  Clinical Project Presentations

August 19  Class of 2006 Graduation

September

Sept - Nov  NCCPA Boards

September 4  Holiday/Labor Day

October

October 2-6  National PA Week

October 6  National PA Day

October  APAP Mid-Year Meeting

October  OSPA Fall Meeting

December

December 15  Holiday Party

January

January 15  Diversity Celebration - MLK

April

April  OSPA Spring Meeting

EVENTS CALENDAR

May 2007 – April 2008

May

May 26-31  AAPA/APAP/SAAPA Conference — Philadelphia
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School of Professional Psychology

Michel Hersen, Ph.D., ABPP, Dean

MISSION OF THE SCHOOL OF PROFESSIONAL PSYCHOLOGY

The School of Professional Psychology prepares students for mastery and success in a rapidly evolving, demanding profession. Professional psychology and counseling require a solid grounding in the science of psychology, a keen sense of ethics, strong interpersonal and research skills, and the ability to work in a variety of professional roles with clients from a diverse range of backgrounds. The curriculum is designed to build and integrate these components of professional practice. The School emphasizes community involvement and flexible, diversity-appropriate, practical applications of scientific psychology. The clinical psychology program follows a practitioner-scholar model of professional education, with coursework reflecting the latest empirical findings in the field. We present students with a broad range of theoretical perspectives and expose them to assessment, intervention, research/evaluation, consultation/education, and management/supervision. The counseling psychology program emphasizes the local clinical scientist model. The use of the latest and best scientific findings is a mainstay of our professional training. The faculty encourage students to use the scientific method and an empirical approach with each client.

The new College of Health Professions Campus in Hillsboro will house the clinical psychology administrative offices, a classroom, some faculty offices, and a Bilingual Spanish Clinic. The Portland Campus in downtown Portland will continue to house the Psychological Service Center, additional classrooms, and faculty offices of the doctoral program. The Masters in Counseling Psychology Program will continue to be housed in Portland in its entirety. The Hillsboro Health Professions Campus and downtown Portland Campus are easily accessible via mass transit through the MAX light rail system.

GENERAL INFORMATION

The School of Professional Psychology at Pacific University educates informed practitioners of scientifically based professional psychology who are responsive to the latest empirical findings in the field. We strive to maintain a facilitative academic community based on collaborative inquiry. Faculty and students work together in multiple roles in program development, clinical research, and governance. We underscore provision of services to diverse populations at the individual, family, group, and community levels. The School of Professional Psychology, as part of the College of Health Professions, complements Pacific’s traditional liberal arts and sciences undergraduate offerings. Our distinctive learning
environment, along with the School’s emphasis on community involvement and practical applications of theoretical and scientific psychology, make it unique in the Pacific Northwest.

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 fosters the development of clinical competence in the knowledge base and methods of inquiry of scientific psychology. The School also fosters an appreciation of human functioning as it occurs in natural settings, including awareness of personal, interpersonal, and societal influences operating within those settings. The School orient students to scholarship that contributes to an understanding of human nature, to research that informs the clinical endeavor, and to services to a variety of populations. The School recognizes that the person and values of the practitioner are central to effective and socially responsible practice. It thus strives to promote development and integration of both professional competence and humanitarian values. The School seeks to be responsive to the real needs of the many diverse peoples in our rapidly changing society and thus works to maintain a close connection with the community that it serves.

The School’s curriculum in both programs provides students with a solid foundation for both professional practice and continuing professional growth.

Graduates of the School have the knowledge and skills to provide psychological services to individuals, groups, and the community in a variety of contexts. They are encouraged to seek out new and innovative professional roles. Doctoral graduates are prepared to enter the postdoctoral licensing process and counseling psychology graduates are prepared to pursue licensure as a Professional Counselor.

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

The School maintains 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 at both the College of Health Professions campus in Hillsboro and the downtown Portland Campus. Practicum placements are in clinical sites located throughout the Portland metropolitan area and in other nearby communities. Students obtain internships at sites throughout the United States and Canada through a competitive application process. Our students have been very

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American Psychological Association
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Washington, DC 20002-4242
Tel: (202) 336-5979
Email: APAAccred@apa.org

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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. Tracks within the generalist program provide students with a way to cluster their training through a defined curriculum, programs of research, and clinical practica that solidify core knowledge in the various areas of concentration. Tracks include: Neuropsychology, Child and Adolescent Psychology, Forensic Psychology, Cross-Cultural/Bilingual Spanish, and Organizational/Consulting Psychology. Application for tracks takes place during the student’s program of study.

**Overview of the Counseling Psychology Program**

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

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

A required 600 hour practicum in the second year (third year for part time students) may be served in a variety of settings, including sites which emphasize children or adolescents, adults and geriatric clients, employee assistance programs, as well as those offering a mix of all ages, issues, and cultures.

There are two specialty tracks: Behavioral Therapy (BT) and Organizational Behavior (OB). Students choose a track near the end of the first year. Some take both tracks. Students in the BT track may choose a child/adolescent, adult, or lifespan emphasis. Both prepare the student to work with clients at all levels of functionality. Emphasizing behavioral and cognitive-behavioral approaches, students learn strategies of demonstrated effectiveness. The OB track builds on the generalist foundation of the first year to create skills needed to work with adults in organizations with issues such as performance management, job stress, and organizational exchange and development. The OB track fits those students whose career goals include consulting, employee assistance, and working with adults in general.

The counseling psychology program is designed so that full-time students will complete the required 65-67 credits in two years. Part-time students generally finish in three years. Required first year courses are offered both in the afternoon and evening, so that students may work and still attend class. Second year classes are in the late afternoon and evening. The program is approved by the Oregon Board of Counselors and Therapists as meeting the educational requirements for
becoming a Licensed Professional Counselor. The counseling psychology curriculum is comprised of four components: core counseling psychology courses, organizational behavior track courses, behavioral therapy track courses, and the required supervised experience. Students spend the first year studying basic counseling theory and techniques. In the second year, students choose one of two specialty tracks: behavioral therapy or organizational behavior. Both of these have proven to be in high demand by employers. Students begin the practical experience the first year and complete the 600-hour internship during the second year at sites throughout the community. During the second year, students prepare an Evidence Based Practice case analysis of one of their clients following a standard format approved by the program. The report is required instead of the traditional thesis for the M.A.

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, e.g., the ability to accept feedback and think critically. Students of all ages and social backgrounds have been successful in our programs. Only students who expect to complete the doctorate are admitted to the Psy.D. program. 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 2. Applications received after March 2 are considered on a space-available basis.

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

1. Satisfactory completion of a bachelors degree, with a grade point average (GPA) of at least 3.1 during the last two years.

2. The General Graduate Record Examination (GRE) taken within 5 years of application. Desirable minimum scores: Verbal, at least 50th percentile; Quantitative, at least 40th percentile; Analytic Writing, at least 50th percentile. The Test of English as a Foreign Language (TOEFEL) is required for those for whom English is not the native language. Minimum score for paper test is 600, for computer test is 105.

3. A strong undergraduate background in psychology. Applicants do not need to have a major, but 4 of the 8 following courses are recommended as preparation for work at the graduate level: Introduction to psychology, personality theory, abnormal psychology, developmental psychology, experimental psychology, physiological psychology, social psychology, behavioral statistics. Applicants 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 clinical or counseling psychology, social work, or psychiatric nursing may apply for advanced standing
(which is roughly equivalent to bypassing one year of full-time study). The masters degree program or subsequent academic coursework must have included preparation at the graduate level equivalent to that provided by the following courses:

- GPSY720 Psychometrics (3 cr)
- GPSY725 Basic Clinical and Counseling Skills (3 cr)
- GPSY727 Introduction to Diagnosis and Treatment Planning (3 cr)
- GPSY735 Clinical and Counseling Skills Laboratory (1 cr)
- GPSY737 Diagnosis and Treatment Planning Laboratory (1 cr)
- GPSY775 Professional Communication (3 cr)

**Advanced Standing Prerequisites**

Outstanding applicants without such preparation will be required to complete all the prerequisites listed in the letter of admission before beginning practicum (GPSY 720 and 775 may be completed during practicum). Prerequisites will include either GPSY 740 Advanced Clinical Skills Review or all of the following courses: GPSY 725, 727, 735, and 737. 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.

3. Prior experience in a human services setting, human resources, or research environment is encouraged. Volunteer experience in lieu of paid work is acceptable.

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

**Transfer of Credits**

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

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

**Equivalence of Counseling Psychology Courses and Clinical Psychology Courses**

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

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

**Course Waivers**

A course waiver documents that the student has met the requirements for the waived course, but s/he receives no academic credit. Rather, the credit affected by a successful waiver is added to the student’s elective course requirement.

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

1. The student has taken previous coursework which qualifies for transfer, but the student chooses to take additional elective credit as part of his or her program, or

2. The student’s coursework does not qualify for transfer, (e.g., the work was not formally evaluated, the course was taken more than 4 years ago, the grade received in the course was a “B”, etc.). Please note that it is expected that the student’s knowledge of the course be current. An appropriate waiver examination may be set, in which case an $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 late August and continues through July. Clinical psychology classes are scheduled in morning, afternoon, and evening in 3 or 3 1/2-hour blocks, depending on the term. Counseling psychology courses may range from 3 to 4 1/2 hour blocks, depending on the course and term. Clinical psychology classes are held on campus in Hillsboro and at the downtown Portland Campus. All counseling psychology classes are held at the Portland Campus. Required courses are typically offered one time per year; elective courses may be offered alternate years. Both practicum and required courses continue through the Summer term.

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. 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, the University Student Handbook, 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 May. All degree requirements, with the exception of the doctoral internship (if it
is scheduled to be finished by the end of August), must be completed by the conclusion of the Spring Term in order to participate in Commencement. Students who complete degree requirements the preceding Summer or Fall semester are also encouraged to participate in May Commencement.

All degree candidates must submit an Application for Degree form to the Registrar’s Office by January 15 for spring; June 1 for summer; or October 15 for 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, Advanced Clinical Skills course, 5 terms of practicum, and one year of clinical internship. The program is individually designed after review of the applicant’s academic background.

Part-time Study
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 full-time faculty, works closely with the student to provide continuity and coherence throughout the student’s program. The advisor provides guidance on the educational plan and general coursework and program requirements. Psy.D. students work with advisors throughout the program, including the thesis, 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
7. Two complete Diversity Day events

Students must complete all requirements for the M.S. and Psy.D. requirements in an eight-year period. Students admitted with advanced standing and respecialization students must complete all program requirements in a seven-year period.

**Diversity 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 attend two complete Diversity Day events as a non-credit degree requirement. They may choose to attend more than two.

**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 may begin 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 be funded, meet APPIC criteria, and be approved by the Director of Clinical Training prior to formal application. Approved internship settings include all American Psychological Association (APA) and Canadian Psychological Association (CPA) accredited sites, and all sites listed in the Association of Postdoctoral and Psychology Internship Centers (APPIC) Directory, as well as other selected sites that have been specifically approved by the School. Most internship applications are due in November, December, or January, and offers are made in February for placements that begin the following Fall.

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

Students who are on probation or warning will not be approved to apply for internships.

The Generalist Doctoral Curriculum for M.S./Psy.D. Students
The School offers the following regular courses and electives. Independent study or research may be arranged by individuals or groups of students. Course offerings may vary from year to year as circumstances dictate. The School reserves the right to cancel or modify any courses or programs. For those students who pursue a track in addition to generalist training, there will be some modifications of the overall curriculum

Foundation Sequence, 20 credits*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GPSY 720</td>
<td>Psychometrics*</td>
<td>3</td>
</tr>
<tr>
<td>GPSY 725</td>
<td>Basic Clinical and Counseling Skills*</td>
<td>3</td>
</tr>
<tr>
<td>GPSY 727</td>
<td>Introduction to Diagnosis and Treatment Planning*</td>
<td>3</td>
</tr>
<tr>
<td>GPSY 735</td>
<td>Clinical and Counseling Skills Laboratory*</td>
<td>1</td>
</tr>
<tr>
<td>GPSY 737</td>
<td>Diagnosis and Treatment Planning Laboratory*</td>
<td>1</td>
</tr>
<tr>
<td>GPSY 775</td>
<td>Professional Communication*</td>
<td>3</td>
</tr>
<tr>
<td>GPSY 780</td>
<td>Thesis (2 credits X 3 terms)*</td>
<td>6</td>
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Students may be recommended for internship upon:
1. satisfactory completion of the M.S. degree requirements (not applicable to students admitted at advanced standing)
### Basic Sequence, 15 credits

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>GPSY 800</td>
<td>History and Systems</td>
<td>3</td>
</tr>
<tr>
<td>GPSY 802</td>
<td>Advanced Life Span Psychology</td>
<td>3</td>
</tr>
<tr>
<td>GPSY 804</td>
<td>Cognition</td>
<td>3</td>
</tr>
<tr>
<td>GPSY 811</td>
<td>Fundamentals of Behavioral Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>GPSY 813</td>
<td>Social/Individual Bases of Behavior</td>
<td>3</td>
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**Total:** 15 credits

### Human Diversity Sequence, 7 credits

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<tbody>
<tr>
<td>GPSY 814</td>
<td>Human Diversity*</td>
<td>3</td>
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<tr>
<td>GPSY 819</td>
<td>Human Diversity Lab*</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Approved elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2 non-credit Diversity Day events</td>
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**Total:** 7 credits

### Assessment Sequence, 9 credits

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<tbody>
<tr>
<td>GPSY 820</td>
<td>Psychopathology*</td>
<td>3</td>
</tr>
<tr>
<td>GPSY 821</td>
<td>Assessment I - Intelligence*</td>
<td>3</td>
</tr>
<tr>
<td>GPSY 822</td>
<td>Assessment II - Objective*</td>
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**Total:** 9 credits

### Intervention Sequence, 9 credits

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<tbody>
<tr>
<td>GPSY 816</td>
<td>Intervention I*</td>
<td>3</td>
</tr>
<tr>
<td>GPSY 817</td>
<td>Intervention II*</td>
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</tr>
<tr>
<td>GPSY 818</td>
<td>Intervention III</td>
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**Total:** 9 credits

### Professional Sequence, 12 credits

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<tbody>
<tr>
<td>GPSY 870</td>
<td>Ethics and Professional Issues*</td>
<td>3</td>
</tr>
<tr>
<td>GPSY 871</td>
<td>Professional Roles I</td>
<td>3</td>
</tr>
<tr>
<td>GPSY 872</td>
<td>Professional Roles II</td>
<td>2</td>
</tr>
<tr>
<td>GPSY 873</td>
<td>Supervision Practicum</td>
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<tr>
<td>GPSY 876</td>
<td>Business of Psychology</td>
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**Total:** 12 credits

### Research Sequence, 21 credits

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</tr>
</thead>
<tbody>
<tr>
<td>GPSY 880</td>
<td>Statistics and Research Design I*</td>
<td>3</td>
</tr>
<tr>
<td>GPSY 881</td>
<td>Statistics and Research Design II*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Research Elective</td>
<td>3</td>
</tr>
<tr>
<td>GPSY 882</td>
<td>Dissertation</td>
<td>12</td>
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</table>

**Total:** 21 credits

### Supervised Clinical Experience, 30 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GPSY 887</td>
<td>Practicum I</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>(4 credits x 3 terms)</td>
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</tr>
<tr>
<td>GPSY 888</td>
<td>Practicum II</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>(4 credits x 3 terms)</td>
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</tr>
<tr>
<td>GPSY 890</td>
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<tr>
<td></td>
<td>(2 credits x 3 terms)</td>
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**Total:** 30 credits

### Additional Credits

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Free Electives</td>
<td>25</td>
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**Total credits required:** 148

### Examinations

- Candidacy Examination
- Dissertation Defense

### Limit on transfer and waiver

| Credit hours which are required for the M.S. degree | 75 |

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

Foundation Sequence

Prerequisite Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPSY 720</td>
<td>Psychometrics</td>
<td>3*</td>
</tr>
<tr>
<td>GPSY 725</td>
<td>Basic Clinical &amp; Counseling Skills</td>
<td>3*</td>
</tr>
<tr>
<td>GPSY 727</td>
<td>Intro to Diagnosis &amp; Treatment Planning</td>
<td>3*</td>
</tr>
<tr>
<td>GPSY 735</td>
<td>Clinical &amp; Counseling Skills Lab</td>
<td>1*</td>
</tr>
<tr>
<td>GPSY 737</td>
<td>Diagnosis &amp; Treatment Planning Lab</td>
<td>1*</td>
</tr>
<tr>
<td>GPSY 775</td>
<td>Professional Communication</td>
<td>3*</td>
</tr>
</tbody>
</table>

The Generalist 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.

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>GPSY 740</td>
<td>Advanced Clinical Skills Review</td>
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Basic Sequence, 15 credits

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>GPSY 800</td>
<td>History and Systems</td>
<td>3</td>
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<tr>
<td>GPSY 802</td>
<td>Advanced Life Span Psychology</td>
<td>3</td>
</tr>
<tr>
<td>GPSY 804</td>
<td>Cognition</td>
<td>3</td>
</tr>
<tr>
<td>GPSY 811</td>
<td>Fundamentals of Behavioral Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>GPSY 813</td>
<td>Social/Individual Bases of Behavior</td>
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Human Diversity Sequence, 7 credits

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<tr>
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<tr>
<td>GPSY 814</td>
<td>Human Diversity</td>
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</tr>
<tr>
<td>GPSY 819</td>
<td>Human Diversity Lab*</td>
<td>1</td>
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<td></td>
<td>Approved elective</td>
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<tr>
<td></td>
<td>2 non-credit Diversity Day events</td>
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Assessment Sequence, 9 credits

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<tr>
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<tr>
<td>GPSY 820</td>
<td>Psychopathology</td>
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<tr>
<td>GPSY 821</td>
<td>Assessment I - Intelligence</td>
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<tr>
<td>GPSY 822</td>
<td>Assessment II - Objective</td>
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Intervention Sequence, 9 credits

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>GPSY 816</td>
<td>Intervention I</td>
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<tr>
<td>GPSY 817</td>
<td>Intervention II</td>
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</tr>
<tr>
<td>GPSY 818</td>
<td>Intervention III</td>
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Professional Sequence, 12 credits

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>GPSY 870</td>
<td>Ethics and Professional Issues</td>
<td>3</td>
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<tr>
<td>GPSY 871</td>
<td>Professional Roles I</td>
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<tr>
<td>GPSY 872</td>
<td>Professional Roles II</td>
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<td>GPSY 873</td>
<td>Supervision Practicum</td>
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</tr>
<tr>
<td>GPSY 876</td>
<td>Business of Psychology</td>
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Research Sequence, 21 credits

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<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>GPSY 880</td>
<td>Statistics and Research Design I</td>
<td>3</td>
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<tr>
<td>GPSY 881</td>
<td>Statistics and Research Design II</td>
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</tr>
<tr>
<td></td>
<td>Research Elective</td>
<td>3</td>
</tr>
<tr>
<td>GPSY 882</td>
<td>Dissertation</td>
<td>12</td>
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</table>
### Supervised Clinical Experience, 30 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GPSY 887</td>
<td>Practicum I (4 credits x 3 terms)</td>
<td>12</td>
</tr>
<tr>
<td>GPSY 888</td>
<td>Practicum II (4 credits x 3 terms)</td>
<td>12</td>
</tr>
<tr>
<td>GPSY 890</td>
<td>Internship (2 credits x 3 terms)</td>
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<thead>
<tr>
<th></th>
<th>Total credits</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>30</td>
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</tbody>
</table>

Free Electives ............................................. 17

Examinations
- Candidacy Examination
- Dissertation Defense

Total credits required 123-137*

Limit on transfer credits .......................... 21

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

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

### Master of Arts in Clinical Psychology Requirements

The candidate must be formally enrolled in the Doctor of Psychology program and must meet all the prerequisite course requirements that were in effect at the time of enrollment in the program.

The student must earn a minimum of 45 credits while in good standing in the program. These credits shall include, in addition to any required prerequisites at least the following:

1. Three terms of Practicum I (GPSY887, 12 credits)
2. Advanced Life Span Psychology (GPSY802, 3 credits)
3. Cognition (GPSY804, 3 credits)
4. Fundamentals of Behavioral Neuroscience (GPSY811, 3 credits)
5. Cognitive/Developmental Bases of Behavior (GPSY812, 3 credits)
6. Individual/Social Bases of Behavior (GPSY813, 3 credits)
7. Interventions I, II, and III (GPSY816, 817, & 818, 9 credits)
8. One assessment course (3 credits)
9. Ethics and Professional Issues (GPSY870, 3 credits)
10. 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; Prerequisite: 820.
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; Prerequisite: 820.

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 802  Advanced Life Span Psychology (3)
Overview of theories and research in life-span development. Principles and determinants of development from conception to death, including sensory-motor, cognitive, social, and emotional aspects.

GPSY 804  Cognition (3)
Cognitive determinants of human behavior.
Theories and research in information processing, consciousness, memory, and reasoning.

GPSY 811  Fundamentals of Behavioral Neuroscience (3)
Biological aspects of human behavior, including affect and motivation, 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)
This course will focus on the biological, psychological, interpersonal and sociocultural factors affecting the development of girls and women through the lifespan. 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 and groups. Short term, long term, and intermittent approaches are considered in the context of accountability.
GPSY 819  Human Diversity Laboratory (1)
Three hours per week of skills practice, consciousness raising and community participation. Corequisite: 814

GPSY 820  Psychopathology (3)
Selected clinical problems and diagnostic categories in research and practice. Problems and issues in diagnostic classification using the current official nomenclature.

GPSY 821  Assessment I: Intelligence (3)
Preparatory course in clinical assessment with emphasis on theory, administration, scoring and interpretation. Demonstration, practice, and test report writing using the Wechsler Scales. Prerequisite: 720 or equivalent.

GPSY 822  Assessment II: Objective (3)
Development and theory of objective personality tests. Emphasis on MMPI-2 interpretation, with example cases, practice profiles and test report writing. Prerequisite: 821.

GPSY 823  Projective Assessment (3)

GPSY 824  Neuropsychological Assessment (3)
Discussion of central nervous system disorders. Demonstration and practice in the administration, scoring and interpretation of tests of central nervous system functions. Emphasis on preparation of comprehensive psychological reports. Prerequisites: 811, 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)

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 834  Neuropsychological Assessment Laboratory (1)
Administration and scoring of a neuropsychological test battery is demonstrated in weekly lab sessions during the first four weeks of the term. For the remainder of the term, students administer two complete neuropsychological test batteries to volunteers and score them. These test protocols are submitted to and reviewed by the teaching assistant who provides feedback about test administration and scoring.

GPSY 835  Juvenile Forensic Psychology (3)
This course will provide the student with an overview of juvenile forensic psychology. The major emphasis will be on discussing various psychological evaluations for the legal system, including child custody, child abuse/neglect matters, and juvenile evaluations. In addition, the course will discuss testifying and ethical issues related to forensic work.
GPSY 836 Adult 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 Assessment of Children (3)
Overview 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 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 846 Child Psychopathology and Interviewing (3)
Overview of the major theories and current research related to the development of psychological disorders of childhood and adolescence. Applied basic interviewing skills to the diagnostic process with children and adolescents. Prerequisites: 727.

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 853 Mindfulness-Based Interventions (3)
Introduction to the concept of mindfulness meditation, its historical context, its contemporary scientific status, and application of mindfulness practices in clinical interventions.

GPSY 855 Gestalt Therapy (3)
Theory and practical application of Gestalt therapy. Practical demonstrations and role playing.

GPSY 856 Child Treatment Seminar I (2)
The first of a two course sequence that focuses on advanced treatment and intervention techniques with children and adolescents. Prerequisites: 817. Instructor permission required.

GPSY 857 Child Treatment Seminar II (1)
The second of a two course sequence that focuses on advanced treatment and intervention techniques with children and adolescents. Prerequisites: 817, 856. Instructor permission required.

GPSY 863 Program Evaluation (3)

GPSY 870 Ethics and Professional Issues (3)
Emphasis on knowledge of APA Ethical Principles; standards of professional practice and state mental health statutes and application to case examples. Awareness of social, political and professional issues currently affecting professional practice and implications for the future.
GPSY 871  Professional Roles I (3)
The first of a two course sequence which provides an overview of, and opportunity to practice and integrate, selected core competencies for doctoral level professional psychologists. Emphasis will be on clinical supervision, management, consultation, and education. The course will employ didactic and experiential methods. Prerequisites: 816, 817, 818, 870, 3 terms of Practicum (887).

GPSY 872  Professional Roles II (2)
The second of a two course sequence on professional roles and competencies. Prerequisite: 871.

GPSY 873  Supervision Practicum (1)
Supervised experience in practicing supervision skills. 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 877  Language and Culture of Organizations (3)
Emphasis on learning to navigate the organizational and business environment. Covers financial data, marketing and contracting professional services, non-psychological perspectives of organizations, ethics in consulting, practical consulting skills, professional comportment, and multiple roles in interdisciplinary team settings.

GPSY 878  Assessment and Analysis in Organizations (3)
Emphasis on psychological assessments in organizations. Covers individual assessment; performance evaluation and appraisal; leadership and management styles; use of interviews and surveys; organizational diagnosis; legal, professional, and ethical standards in organizational assessment; and cultural and diversity issues.

GPSY 880  Statistics and Research Design I (3)

GPSY 881  Statistics and Research Design II (3)
This two course series follows the logical progression of a research project, from hypothesis development, experimental design, to statistical methodology, including univariate and multivariate statistics. Students will gain experience using computer applications to analyze data, as well as writing up APA style results. The class also focuses on ethical issues that arise during the research process, as well as incorporating diversity perspectives into research methodology. Prerequisite: 720 or equivalent.

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)
Overview of the major types of qualitative research methods and the basic procedures for conducting qualitative research, for collecting and analyzing data, and for applying standards of rigor to qualitative research. Prerequisites: 880, 881.
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, 737, or 740, and 820.

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. 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 1500 hours of supervised clinical experience at an approved site, 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. 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 56-62 credit hours are required. In the first year 32-35 credits are taken. This includes a required three credits in professional practice gained through volunteer work in the community. In the second year a minimum of 27 credits are taken. The 15 credits for practicum will allow the student to meet the 600 hour state requirement for pre-degree supervised experience. The second year specialty courses will allow students to add a concentration that will enhance their employability post-graduation. In addition, in the second year, students will 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. 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 (2005-06 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.

CPSY 541  Psychoactive Substances (3)
Introduces psychopharmacology of legal and illegal substances, assessment and treatment of abuse.

CPSY 550  Introduction to Professional Participation (1)
Minimum of 20 hours in a semester volunteer experience in a facility or program approved by advisor. Evaluative criteria include display of professional demeanor, following through with commitment, and appraisal by program supervisor. This course must be repeated three times, normally in the first year. One credit of CPSY 550 Human Diversity Laboratory may be substituted for one required credit of CPSY 550 with advisor’s permission. Graded Pass/No Pass.

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 addresses a broad range of childhood disorders including both developmental and 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 564  Child Roles and Contexts (4)
Covers the impact of child and adolescent interpersonal and societal roles and environmental contexts on psychological functioning. Emphasis is on family, school, and peers. Positive approaches to behavioral counseling for children and families, and consultation with schools.

CPSY 565  Adult Roles and Contexts (4)
Covers the impact of adult interpersonal and societal roles and environmental contexts on psychological functioning. Emphasis is on family, couples, caregiving. Positive approaches to behavioral counseling for adults, families, and couples are emphasized.

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 Problems and Interventions (4)
Identifying and changing individual performance problems in organizations. Includes performance appraisal and feedback, training, performance management and engineering, disabilities, organizational citizenship behavior and misbehavior, 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. Graded Pass/No Pass.

CPSY 591 Organizational Fieldwork (2: 1 per trimester)
Total of 100 hours across two trimesters engaged in an organizational consulting assignment approved by the Director of the Organizational Behavior Track or Program Director. Required for Organizational Behavior Track students only.

CPSY 592 Evidence Based Practice Project (3: 1 per trimester)
Preparation and presentation of a detailed study of a client counseled by the student. The study is conducted at the practicum site and the report is prepared according to a standard format used by the program. The final product is evaluated by the faculty and successful completion is required for graduation.

Elective Courses

CPSY 500 Accelerated General Psychology (4)
Serves as an accelerated introduction to the field of psychology. The content includes those areas most needed by a prospective graduate student in counseling psychology, including: scientific methods in psychology, learning theories, memory and cognition, neuroanatomy and psychophysiology, motivation and emotion, personality, and psychopathology. Other topics may be covered at the discretion of the instructor. The course also includes an introduction to reading and writing psychological literature and the analysis of psychological phenomena. Credit may not be used to fulfill degree requirements.

CPSY 520 Probability and Statistics (3)

CPSY 555 Special Topics or Independent Study

CPSY 595 Research Participation
SUMMER TERM 2006
April 24 - July 24, 2006

April
April 24  Summer Term Psy.D. and M.A. classes begin

May
May 25-29  Memorial Day Holiday Break – No classes –
May 29  Memorial Day Holiday
No classes – SPP
Offices and PSC
Clinic closed

July
July 3-5  Independence Day Break—No classes
July 4 Independence Day—No classes—SPP
Offices and PSC
Clinic Closed

July 24  Last day of
Summer Term

Note: Clinical training extends beyond term dates.

FALL SEMESTER 2006
August 28 - December 11, 2007

August
August 22  International Student Orientation
August 24  New PsyD Student Orientation
August 24  New CPSY Student Orientation
August 25  New PsyD Student Orientation
August 28  New PsyD Student Orientation
August 28  CPSY classes begin
August 28  Convocation
August 29  Fall Semester PsyD classes begin
SCHOOL OF PROFESSIONAL PSYCHOLOGY CALENDAR

**September**
- **September 1** Fall PsyD Clinical Competency Exam
- **September 4** Labor Day Holiday
- **September 8 & 11** Final day to drop/add classes (CPSY Sept. 8/ GPSY Sept. 11)
- **September** New PsyD Student/Mentor Gathering

**October**
- **October 15** Application for Degree due for 1/31/07 (Fall completion)

**November**
- **November 3 & 6** Final day to withdraw from Fall classes (CPSY Nov. 3/GPSY Nov. 6)
- **November 21-24** Thanksgiving Break — No Classes (SPP Office Closed noon Nov. 22 - Nov. 24)

**December**
- **December 1** Final day to register for Spring 07 Semester
- **December 8&11** Last day of Fall Semester (CPSY Dec. 8/ GPSY Dec. 11)
- **Dec 22 - Jan 1** Winter Holiday — Offices and PSC Clinic closed

**SPRING SEMESTER 2007**
**January 8 - April 20, 2007**

**January**
- **January 8** Spring Semester Psy.D. & CPSY classes begin
- **January 15** Application for Degree due for 5/19/07 (Spring completion)
- **January 19** Final day to drop/add classes
- **January 31** Conferral date for Fall 2006 completion

**March**
- **March 16** Final day to withdraw from Spring classes
- **March 23** Spring PsyD Clinical Competency Exam
- **March 26-30** Spring Break — No classes — Offices and Clinic open

**April**
- **April 13** Final day to register for Summer 07 Term
- **April 20** Last day of Spring Semester
- **April 23-28** Semester Break — No classes — PSC Clinic closed
### SUMMER TERM 2007
April 30 - July 27, 2007

**April**
- **April 30** Summer Term – Psy.D. and CPSY classes begin

**May**
- **May 11** Final day to drop/add Summer classes
- **May 19** Hooding & Commencement - conferral date for Spring 2007 completion
- **May 28** Memorial Day Holiday – No classes – Offices and Clinic closed
- **May 28-29** Memorial Day Break – No classes – Offices and Clinic open

**June**
- **June 1** Application for degree due for 8/31/07 (Summer)
- **June** Diversity Day
- **June 29** Summer PsyD Clinical Competency Exam

**July**
- **July 4** Independence Day – No classes – Offices and Clinic closed
- **July 4-6** Independence Day Break – no classes
- **July 6** Final day to withdraw from Summer classes
- **July 20** Final day to register for Fall 07 Semester
- **July 27** Last day of Summer Term

*Note: Clinical training extends beyond term dates.*

### FALL SEMESTER 2007
August 27 - December 7, 2007

**August**
- **August 20-25** PSC Break - PSC closed
- **August 27** Fall Semester - Psy.D. and M.A. classes begin
- **August 31** Conferral date for Summer 2007 completion

**September**
- **September 3** Labor Day Holiday
November
November 20-23 Thanksgiving Break – No classes
November 21-24 SPP Offices closed at noon on the 21st and PSC Clinic closed

December
December 7 Last day of Fall Semester
December 24 - January 1 Winter Holiday Break SPP Offices and PSC Clinic closed

SPRING SEMESTER 2008
January 7 - April 18, 2008

January
January 7 Spring Semester Psy.D. and M.A. classes begin

March
March 24-28 Spring Break No classes — SPP Offices and PSC Clinic open

April
April 18 Last day of Spring Semester
April 21-25 Term Break – No classes — PSC Clinic closed

SUMMER TERM 2008
April 28 - July 25, 2008

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

May
May 26 Memorial Day Holiday No classes – SPP Offices and PSC Clinic closed
May 26-27 Memorial Day Break No classes — SPP Offices and PSC Clinic open May 27

July
July 2-4 Independence Day Break – No classes
July 4 Independence Day – Offices and PSC Clinic closed
July 25 Last day of Summer Term

Note: Clinical training extends beyond term dates.
ACADEMIC POLICY
ADMINISTRATION

The Deans and Directors of the graduate and 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.

Course Registration
Course registration procedures vary by program. Contact the specific program administrative office for information. 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 college students born after 1956 to provide dates of two doses of the measles vaccine. Upon acceptance to the University, a Health History and Immunization form will be mailed to you. These forms should be completed and returned to the Student Health Center in the self addressed, stamped envelope provided with the forms. Failure to satisfy the State requirement will affect a student’s enrollment at Pacific University. Under the State mandate, if a student has not satisfied the measles requirement, a registration hold will be placed which means pre-registration and/or registration will not be permitted. The Health History and Immunization form can be downloaded from the Health Center website under “Required Forms” at www.pacificu.edu/healthcenter. Please direct questions regarding this matter to the Student Health Center at 503.352.2269.
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 notify the appropriate Dean or Program Director and should initiate official withdrawal from the institution through the Dean of Students Office in the University Center.

Students who must withdraw for health emergencies or other emergency reasons may be granted an Administrative Withdrawal by the Dean of Students, with the approval of the appropriate Dean or Program Director. The Dean/Program Director will consult with the course instructors. The Dean of Students 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 the University’s Student Handbook, 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 and 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 and 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 the degree to be awarded.

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 and 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, it is generally expected that all course requirements 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.

Transcripts
Students may review their academic records online or order a transcript of their Pacific University record in accordance with the Family Rights and Privacy Act guidelines. A signed request for the transcript must be supplied to the Registrar’s Office, with a $3 fee assessed for each official transcript requested. Faxed copies are available for an additional $3. Unofficial transcripts for currently enrolled students are free, with a limit of one per request, and are to be picked up in person.

Up to one week may be necessary for official transcript requests or two days for unofficial transcript requests (available to current students only). If transcripts must be processed within 2 business days, a “rush” fee of $12 is charged in addition to the normal processing fee(s).

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.

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 program director/dean office, complete with all signatures for final approval.

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 student’s 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.
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 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 Vice President for Student Affairs/Dean of Students (hereafter referred to as the Dean) has overall responsibility for many of the services to students at the University such as crisis intervention, disability services, health and wellness, Campus Public Safety, learning support services, mediation services, multicultural services, housing, student activities, the University Center, Pacific Outback, 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 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.

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

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
Confidential individual, group and couples counseling are available to all Pacific University students. Concerns commonly addressed include adjustment to college or professional programs, depression, anxiety, grief and loss, past or current trauma, relationship concerns, academic problems, family of origin issues, identity exploration, body image, substance abuse, eating issues and stress management. The Counseling Center is open Monday thru Friday during the academic year and has modified summer hours. Students with urgent concerns may walk in during the noon hour when no appointment is needed. Referrals to community resources may be made when additional services are required to meet the psychological needs of students. For more information on hours and services available, call the Student Counseling Center at 503.352.2191 or go to www.pacificu.edu/studentlife/counselingcenter.

The Student Counseling Center is located at 2011 Cedar Street, Forest Grove.

Food Service
The campus dining services in the University Center offer a convenient and economical way to meet student’s nutritional needs. ARAMARK, the University’s meal service provider, offers a variety of dining options, such as a salad bar, taco bar, a grill, a deli bar and an upscale coffee / cyber cafe (The Boxer Bistro). Coffee and light refreshments are also offered in the University Library. In addition, ARAMARK also offers to commuter students, faculty/staff and part-time students the Declining Balance program that is offered to residential students. While cash is the method of choice to pay for meals in the University Center, there is a growing number of students who are choosing a declining balance option. Whether a student lives on or off campus, he or she can pay at a discount to have meals or snacks in The Commons or The Boxer Bistro. A limited food and beverage service is also available on the Hillsboro campus.

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

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

Learning Support Services for Students with Disabilities

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

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

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

Multicultural Services

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

Student Government

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

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

International Programs
The Office of International Programs services international students and scholars and those interested in study abroad. Located in the International Programs building, the office also provides immigration and cross-cultural services to Pacific University’s community of international students, scholars and faculty. Several IP staff members hold the official designation from the U.S. Citizenship and Immigration Services (USCIS) of Designated School Official (DSO) and the Director holds the title of Responsible Officer from the Department of State. The staff is knowledgeable in the areas of F, J, and H-1B regulations. Given the complex and ever changing nature of immigration regulations, members of Pacific’s international community are strongly advised to remain in close contact with International Programs for advising and counsel on immigration-related affairs.

International Programs also provides support for professional students interested in incorporating an overseas component into their program. Interested students should first consult with their academic 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 professional students as they prepare for the transition to professional life. Most of the professional programs work with the Center to incorporate sessions on résumé preparation, interviewing strategies, and job search techniques into their curricula at an appropriate time in their programs. Graduate and professional students are welcome at any time to use the Center to receive help with career-related issues on an individual basis. Specific services include résumé consultation, interview coaching, job search assistance, and access
to Pacific’s Alumni Career Network. The Center also manages the Federal Work-Study program and hosts job fairs throughout the year to help students meet their part-time employment needs.

Financial Aid Office
The 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.

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 in 1984, the Oregon Holocaust Resource Center, an educational organization, applies the lessons of the Holocaust to teach the importance of promoting a just and humane society, which values respect and acceptance. As a not-for-profit and nonsectarian organization, the Center is dedicated to communicating these lessons to teachers, students, and the general public in Oregon and southwest Washington in fulfillment of the legacy left by victims to the survivors - to remember, to record, to understand, to explain, and to enlighten future
generations. The OHRC provides educational outreach through a variety of highly acclaimed programs including: teacher training workshops; a Speakers Bureau of survivors, liberators, and other witnesses; the Shirley Tanzer Oral History Collection; an annual middle and high school symposium; the Sylvia Frankel Resource Library; the annual Sala Kryszek Writing and Art Contest for middle and high school students; and community events and programs that highlight the lessons of the Holocaust, as well as traveling exhibits and other special projects. Pacific University recognizes and fully supports the importance of the work of the OHRC and, accordingly, the OHRC and Pacific joined in a mutual affiliation in 1994. The OHRC’s office is located in Warner 25 on the main campus.

Pacific Athletic Center and Intramurals

The home for indoor 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 multiple activity areas, a state-of-the-art fitness center, a fieldhouse, three handball/racquetball courts, saunas, a dance studio and wrestling room. The Cedar Street Athletic Complex, which is currently under construction is a state-of-the-art facility for outdoor athletic programs at the University. 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, lacrosse, softball, swimming, track and tennis.

Pacific University provides opportunities for participation in the sports of handball and crew 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 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 can be arranged by appointment through the Office of the President at 503-352-2123.

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

University Information Services highly recommends students purchase their own computer prior to coming to Pacific. For information about what kind of computer to bring please refer to www.pacificu.edu/uis/services/purchases/. The TIC staff can be contacted via email at help@pacificu.edu or by calling 503-352-3132. The TIC is located in the lower level of Marsh Hall, Room LL-6.

University Relations
The Office of University Relations is located on the third floor of Marsh Hall; auxiliary division locations include the Office of Alumni Relations, located on the east side of campus in the Abbott Center and the Office of Conferences & Events, located on the second floor of Scott Hall. University Relations is responsible for coordinating fund raising, alumni activities and events, conferences and events, and public relations, including the University Web site and the dissemination of news and public information. Printed communications such as Pacific magazine and publicity brochures also originate in University Relations. The department distributes information about Pacific to the public and also maintains contact with local and national media regarding happenings at Pacific. It sends news of students to hometown media and operates a Speakers Bureau to facilitate faculty and staff speakers for area civic groups. The annual Tom McCall Forum public affairs debate, the Performing Arts Series, Founders’ Week, and Commencement are also coordinated by University Relations.

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 College of Education Page
www.pacificu.edu/academics/ed

Pacific’s College of Health Professions Page
www.pacificu.edu/chp

Pacific’s College of Optometry Page
www.opt.pacificu.edu

Pacific’s Library Page
http://library.pacificu.edu

Pacific’s Student Life Page
www.pacificu.edu/studentlife

Pacific’s Handbooks and Policies
www.pacificu.edu/policies

Please note, web pages are living documents. The addresses shown may change as services to students and others are improved.
Faculty of School of Dental Health Science

Gail L. Aamodt (2006)
Clinical Education Coordinator
Assistant Professor
Certificate, University of Oregon Health Sciences, 1977
B.S. Portland State University, 2000
M.S. Portland State University, 2002

Mary P. Johnson (2006)
Associate Professor
A.A.S., Mesa Junior College, 1969
B.S. University of Colorado, 1982
M.S. University of Missouri-Kansas City, 1987

Lisa J. Rowley (2005)
Program Director
Associate Professor
A.A.S. Bergen Community College, 1978
B.S. Old Dominion University, 1980
M.S. Old Dominion University, 1982
M.S. College Misericordia, 1995

Kelli B. Shaffer (2006)
Instructor
B.A., Kent State University, 1991
A.A.S., Lakeland Community College, 1995
M.A.Ed., University of Phoenix, 2005

Faculty of College of Education

Mark E. Ankeny (2006)
Dean
B.A., George Fox College, 1975
M.S., Portland State University, 1989
Ph.D., University of Oregon, 1997

Mark Bailey (1995)
Associate Professor of Education
A.B., Grinnell College, 1979
M.S., University of Wisconsin, 1992
Ph.D., University of Wisconsin, 1994

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

Michael Charles (2001)
Associate Professor of Education
B.A., Whitworth College, 1982
M.A., Arizona State University, 1986
Ph.D., Arizona State University, 1997

Elaine Coughlin (2004)
Assistant Professor of Education
B.A., Portland State University, 1971
M.A.T., Portland State University, 1976

E. Daniel Duarte (1997)
Assistant Professor of Education
B.A., Idaho State University, 1974
Ed.M., Oregon State University, 1979

Tracy Faulconer (1995)
Associate 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

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

Richard Paxton (2005)
Associate Professor of Education
B.S., University of Oregon
M.A., University of Tulsa
Ph.D., University of Washington

Betty Sharp (2000)
Assistant Professor of Education, Eugene
B.A., University of Oregon, 1980
M.A., University of Oregon, 1987

Shelley L. Smolinsky (2000)
Director of Eugene Campus
Assistant Professor of Education, Eugene
B.S., Oregon State University, 1976
M.S., University of Oregon, 1976
M.Ed., University of Oregon, 1986

Mark J. Szymanski (2000)
Associate 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

Camille L. Wainwright (1992)
Professor of Education
B.A., Concordia College, 1967
M.S., Purdue University, 1977
Ph.D., University of Minnesota, 1984

Nancy Watt (1991)
Associate Dean
B.A., Willamette University, 1968
M.Ed., Western Oregon University, 1971

Paula Wilkes (2002)
Assistant Professor of Education, Eugene
B.A., UCLA, 1973
M.Ed., University of Oregon, 1978
Ph.D., University of Oregon, 1988

Preston Wills (2005)
Assistant Professor of Education, Eugene
B.A., University of Oregon, 1970
M.A., University of Oregon, 1976

Debbie Wintermute (2002)
Assistant Professor of Education
B.S., Oregon State University, 1968
M.A.T., Lewis and Clark College, 1976
ADJUNCT FACULTY

Jose Luis Alonso
Sara Blackwell
Brian Brands
Susan Cabello
Nancy Cicirello
Remie Calalang
Winston Cornwall
Marsha Cullap
Eric Freeman
Sandra Garcia
Ludean Henderson
Tom Horn
Aaron Kaufman
Ron Lancaster
Timothy Lauer
John Lenssen
Barbara Miller
Valerie Nguyen
Debra Noel
Cindy Parker
Deborah Parsons
Ralph Schubothe
Mary Jo Simone
Dewayne Smith
Mary Smith
Jack Stoddart
Geriann Walker
Rick Wilkes
Deanna Wilson

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

Associate Professor
B.S. University of Missouri, 1974
B.S. University of Kansas, 1983
M.S., Washington University, 1991
Ph.D., University of Missouri-St. Louis, 2001

Steve Park (1991)
Associate Professor
B.S., University of Puget Sound, 1984
M.S., University of Illinois, 1992

Sandra Pelham-Foster (2002)
Assistant Professor
B.S., University of Witwatersrand, 1989
M.A., Portland State University, 2001

Sandra Rogers (2003)
Associate Professor
B.S., University of Wisconsin-Milwaukee, 1984
M.S., University of Wisconsin-Madison, 1991
Ph.D., University of Wisconsin-Madison, 1997

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

Part-Time Associate Professor of Optometry
A.S., Pima College, 1977
C.M., Marquette University, 1984

Andrew Armstrong (2004)
Part-Time Assistant Professor of Optometry
B.S., University of Alberta, 1997
O.D., Pacific University, 2004

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

James J. Butler (2004)
Associate Professor of Physics
B.S., Eastern Oregon University, 1994
M.S., Lehigh University, 1996
Ph.D., Lehigh University, 2000

Patrick Caroline (1996)
Associate Professor of Optometry
C.O.T., University of Minnesota, 1978

Bradley Coffey (1982)
Professor of Optometry
B.S., Pacific University, 1979
O.D., Pacific University, 1981

Scott C. Cooper (1992)
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

Associate Dean for Clinical Programs
Professor of Optometry
B.S., Carroll College, 1980
O.D., Pacific University, 1984

Dina Erickson (2000)
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)
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

Karl Citek (1994)
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
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

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

Denise Goodwin (2001)
Assistant Professor of Optometry
B.S., Pacific University, 1996
O.D., Pacific University, 1998
Teaching Fellow, Pacific University, 1998-99

Stephen Hall (2003)
Assistant Professor of Physics
B.S., Worcester Polytechnic Institute, 1988
Sc.M., Brown University, 1991
Ph.D., Brown University, 1995

Fraser Horn (2005)
Assistant Professor of Optometry
B.S., Pacific University, 2000
O.D., Pacific University, 2004
Residency in Primary Care and Ocular Disease,
Perry Point VAMC, 2005

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

James Kundart (2005)
B.A., B.S., Pennsylvania State University, 1993
O.D., Pacific University, 1999
Residency in Vision Therapy and Rehabilitation,
State University of New York, 2000

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

Nada J. Lingel (1982)
Distinguished University Professor
Professor of Optometry
B.S., Pacific University, 1979
O.D., Pacific University, 1981
M.S., Pacific University, 1988
Residency in Hospital Based Optometry,
Albuquerque VAMC, 1993

Susan Littlefield (2005)
Assistant Clinical Professor of Optometry
B.S., North Dakota State University, 1990
O.D., Pacific University, 1994
Teaching Fellow, Pacific University, 1995

Professor of Optometry
B.A., Rutgers University, 1970
M.A., Brandeis University, 1972
O.D., New England College of Optometry, 1978
Residency in Children’s Vision,
Southern California College of Optometry 1979
Blair Lonsberry (2005)
Associate Professor of Optometry
B.S., University of Manitoba, 1990
M.S., University of Manitoba, 1993
O.D., University of Waterloo, 1996
Residency in Primary Care, Illinois Eye Institute, 1997

John P. Lowery (1997)
Associate 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

Part-Time Assistant Professor of Optometry
B.S., Pacific University, 1978
O.D., Pacific University, 1980
M.P.H., Loma Linda University, 1996

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

Associate Professor of Biology
B.S., Whitworth College, 1979
Ph.D., Montana State University, 1985
J.D., Hastings College of Law, 1996
James E. Sheedy (2006)
Dean
B.S., Wayne State University, 1969
O.D., Ohio State University, 1974
M.S., Ohio State University, 1974
Ph.D., Ohio State University, 1977

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)
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

Salisa K. Williams (1990)
Professor of Optometry
B.S., Northeastern State University, 1985
O.D., Northeastern State University, 1986

Lorne B. Yudcovitch (1998)
Associate 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)
Alexander, Larry J. (1997)
Anderson, Cindy (2005)
Andre, Mark (2003)
Austin, Jeffrey K. (1999)
Autrey, Jeffrey J. (2005)
Bacon, Howard (2002)
Baker, Cindy J. (1997)
Barbour, Christopher (2002)
Barneby, Howard (1993)
Batemann, Ron (2004)
Baxstrom, Curtis R. (1999)
Beattie, Joseph (1994)
Bence, Brett (1994)
Bishop, Don (2000)
Bockhorst, Archie (2002)
Border, Andrea Denise (1999)
Bowen, Craig, E. (1994)
Brand, John (2001)
Brenner, Tricia (1995)
Brist, Claude (1997)
Brodmann, Dorothy (2001)
Brynes, Stephen J. (2002)
Burk, Rick (2000)
Caggiano, Samantha (2003)
Cardenal, Molly S. (2005)
Carpenter, E. Powell (2002)
Carr-Luce, Kerri (2002)
Carter, Randy B. (1996)
Cervinski, Theresa (2002)
Chan, Nicholas (2004)
Chenowith, Chris (2002)
Chung, Paul (2001)
Clark, Terrence T. (1994)
Closson, Kristi (2001)
Conway, Bernard P. (1992)
Coombs, Shaun (2001)
Corey, Randall (1994)
Cornetta, James (2002)
Croft, Brent (2003)
Cuevas, Ron V. (2000)
Cui, Yu (2004)
Dansie, Dane (1994)
deCalesta, Daran M. (2001)
deCalesta, Pam  (2000)
Dehning, Doug  (2003)
Deutscher, Chris  (1999)
Dunford, Dawn A.  (2005)
Duvall, Brian S.  (2002)
Dzuik, Lynette (2001)
Edmonds, Ann  (1993)
Edmonds, Charles  (2001)
Eldred, David C.  (2003)
Enochs, S. Mark  (2002)
Erenfeld, Nicole  (2003)
Ertel, Tracy (2002)
Eskew, Stacie J.A.  (1999)
Fancher, COL Ronald D.  (1998)
Farr, Shannon (2002)
Fingeret, Murray (1993)
Firth, Winona J.  (1997)
Ford, Robert O.  (1987)
Freedman, Howard Lee  (1995)
Fujiiwara, Craig (2001)
Galiza, Frank L.  (1966)
Gauer, Bonnie  (2003)
Golis, Thomas A.  (1994)
Gottlieb, Daniel D.  (1997)
Greenlee, Bobby (2001)
Guiley, Ronald (2005)
Hall, Zach (2002)
Hamada, Kenji  (1993)
Hamel, Candace Dee  (1978)
Harris, Paul A.  (2005)
Harshman, Doug (2000)
Hellerstein, Lynn Fishman  (1995)
Hergan, Melissa  (2003)
Hetrick, Barbara J.  (1993)
Hiett, Jeffrey A.  (1984)
Hildreth, Todd (2003)
Hiss, Paul W.  (1994)
Hobbs, Steven E.  (2002)
Hsu, Weilun (2004)  
Hudson, Brian (2003)  
Husz, Marla (2001)  
Jackson, Jimmy (1993)  
Jauregui, Michael J. (2001)  
Jefferson, Andrew J. (1999)  
Jensen, Clark J. (1997)  
John, Maurice E. (1995)  
John, Carol H. Larter (1994)  
Johnson, Cherie A. (1999)  
Johnston, Margaret Placentra (2004)  
Jun, Weon (2001)  
Kanberg, Jennifer L. (2005)  
Kills Crow, Jamie (2005)  
Kiracofe, Greg (1994)  
Kneib, Beth A. (1993)  
Kohake, Cecil B. (1999)  
Komarnicky, Gerald S. (1995)  
Krasnow, David (2002)  
Kruger, Marisa Atria (2001)  
Lamb, Michael William (1999)  
Landis, Sandra K. (1999)  
Langford, David (2004)  
Lau, George (2002)  
Lee, Peter (2002)  
Lenart, Thomas (1999)  
Lentfer, Sheryl Anne (2005)  
Leong, Pak-Ho (1995)  
Lewis, John (2002)  
Lewis, Robin D. (1999)  
Lopresti, Angelica (2003)  
Lowe, Rochelle (2000)  
Lu, Fan (2004)  
Lubach, Lance (1995)  
Manning, Curtis (2005)  
Manno, Judy (2002)  
Martin, Mitch (2002)  
Marusich, Carol (1997)  
Matheny, Wayne (2002)
Mathisen, Ronald R. (1994)
Mawhinney, Brian (2002)
McAvoy, James P. (1997)
McCormick, Craig (2003)
McDuffie, Clem Donald (2002)
McKay, Mark A. (2003)
McKay, Steve (2003)
McTyier, Derek A. (2003)
Meier, Brian (2004)
Melicher, Kevin (1994)
Messner, Robert C. (1994)
Miller, Joan Ploem (1999)
Mithani, Karim (2003)
Moore, Robert (2003)
Morey, Jeffrey (1997)
Morgan, Claudia (2004)
Murrill, Cynthia A. (1986)
Nam, Emily E. (2003)
Neubert, Annie (2001)
Nolin, Ladd (2005)
Nolz, Jason (2000)
Nuffer, Jared S. (1994)
Old, Tamara (2001)
Olafsson, Harald E. (1994)
Onofrey, Bruce (1993)
Overton, Scott H. (1987)
Ostermeier, Mark (2004)
Owen, Glen (2000)
Packer, Bradley D. (2005)
Palmer, Alecia (2005)
Parker, Ed (2000)
Parrott, Dorothy M. (1994)
Patel, Bhupendra (2003)
Patzer, Cheryl (2003)
Paulson, Darin (1995)
Pearson, Alan (2002)
Pederson, Jon (2003)
Pemberton, Bart (2001)
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 M. (2005)
Postma, Joel T. (2005)
Stoebner, Ben M. (1996)
Swann, Peter (2001)
Tahran, Rodney L. (1993)
Tanner, D. Lee (2001)
Tarutani, Melanie (2002)
Teske, Michael Paul (2003)
Thanepohn, Denise L. (2005)
Thomas, Randall K. (1993)
Torgerson, Nancy (1996)
Traver, Ryan L. (2005)
Tse, Jessica (2005)
Unkefer, Haley Ann (2005)
Urness, Jeffrey R. (1986)
Valenti, Claude (1994)
Van Garde, Trent (2002)
VanBrocklin, Michael D. (1986)
Vashe, Terri (2002)
Verkuilen, James (2001)
Vidlak, Dan (1997)
Wachs, Harry (1994)
Walters, Scott (1995)
Webster, Chan (2004)
Weekly, Ray (2001)
Wessels, Izak Frederick (1995)
Weston, Jon-Marc (2001)
Wharton, Molly (1998)
Williams, Mark A. (1988)
Wojciechowski, Bruce R. (1998)
Wolff, Robert Steven (1997)
Wolford, Kevin R. (2006)
Wooldridge, Robert P. (1994)
Yang, Irene Lee (1997)
Young, Michael E. (2004)
Youngman, Lori A.Z. (1997)
Zamberlan, Suzanne (2005)
Ziegler, Dave (2000)
Zubel, Lawrence (1999)
Faculty of School of Pharmacy

Robert P. Rosenow (1990)
Dean
Professor
B.A. University of the Pacific 1974
Pharm.D. University of the Pacific 1976
O.D. Pacific University 1988

Sue Stein (2005)
Assistant Dean for Clinical Education
Associate Professor
B.S. University of Wisconsin College of Pharmacy
M.S. University of Wisconsin College of Pharmacy

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B.A. California State University
Ph.D. University of Colorado

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Assistant Dean for Academic Affairs
Associate Professor
B.S. Jadavpur University, India
Ph.D. Virginia Commonwealth University,
Medical College of Virginia

Assistant Professor
B.S. Gonzaga University
Ph.D. University of Washington

Ajoy Koomer (2006)
Assistant Professor
B.S. University of Calcutta
M.S. University of Calcutta
Ph.D. University of Missouri - Kansas City

Faculty of School of Physical Therapy

FULL-TIME FACULTY

Kenneth W. Bush (1991)
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
Ed.D., Portland State University, 2005

M. Katie Farrell (1998)
Associate Professor of Physical Therapy
B.S., Quinnipiac College, 1990
M.S., University of Pittsburgh, 1996

Assistant Professor of Physical Therapy
B.S., University of California – Riverside, 1992
M.P.T., University of California – San Francisco, 1994
Ph.D., Oregon Health Sciences University, 2003
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)
Distinguished University Professor
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

Mary A. Painter (2006)
Assistant Professor of Physical Therapy
B.A., Southern Oregon College, 1972
M.A., University of Oregon, 1983
D.P.T., University of Southern California, 1998
Ph.D., Michigan State University, 1998

Rebecca A. Reisch (2004)
Assistant Professor of Physical Therapy
B.S., University of Wyoming, 1998
M.S.P.T., Pacific University, 2001
D.P.T., Pacific University, 2002

Richard A. Rutt (1993)
Director, School of Physical Therapy
Associate Professor of Physical Therapy
B.S., Morningside College, 1972
M.S., Texas Woman’s University, 1982
Ph.D., University of Virginia, 1988

Sheryl Sanders (1998)
Associate Professor of Anatomy
B.A., Ashbury College, 1985
Ph.D., University of Kentucky, 1989

PART-TIME FACULTY

Jennifer Antick (1998)*
Associate Professor
B.A., Chapman University, 1987
M.A., Chapman University, 1990
Ph.D., University of Southern Mississippi, 1995

Michael Billings (2000)
Instructor of Physical Therapy
B.S., University of Oregon, 1991
M.S., Duke University, 1994

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

Nicole Christensen (2001)
Instructor of Physical Therapy
B.S., Eastern College of Pennsylvania, 1986
MAppSc, University of South Australia, 1993

Donna Gramont (1998)*
Instructor
B.S., University of Health Sciences
The Chicago Medical School, 1990
M.S.P.T., The Ola Grimsby Institute, 1997

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 Marenco (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

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
Faculty of School of Physician Assistant Studies

Charles Bentz, M.D. (1998)
Associate Medical Director, School of Physician Assistant Studies
B.A., University of Steubenville, 1984
M.D., Medical College of Wisconsin, 1988

Hector Camacho Perez-Arce, PA-C (2005)
Academic Faculty/Clinical Instructor
M.D., National Autonomous University of Mexico, 1980
B.S., University of Washington Physician Assistant Program, 2001

Richard Gicking, M.D. (1997)
Medical Director, School of Physician Assistant Studies
B.S., George Mason University, 1979
B.S., George Washington University Physician Assistant Program, 1981
M.D., George Washington University School of Medicine, 1992

Jonathon Gietzen, PA-C (2002)
Clinical Skills Coordinator/Assistant Professor
B.S., Mary College, 1984
M.S., Pacific University, 1999

Tracey Hoffman, PsyD, LPC (2005)
School of Physician Assistant Studies
Assistant Professor
B.S., Scripps College, 1987
M.S., California State University, Hayward, 1991
Psy.D., Pacific University, 2004

Clara LaBoy, PA-C (2005)
Academic Faculty/Assistant Professor
B.A., Fordham University, Natural Sciences, 1981
B.S., The Sophie Davis School of Biomedical Education Physician Assistant Program, 1983
M.S., New York University, Healthcare Management, 2003

Judy Ortiz, PA-C (1998)
Academic Coordinator/Associate Professor
B.S., Ball State University, 1989
M.S., Wake Forest University, 1991
M.H.S., Duke University, 1993

Mark Pedemonte M.D. (2005)
Academic Faculty/Assistant Professor
B.S., Creighton University, Biology, 1974
M.D., Creighton University, 1978
Boston University, Anesthesiology Residency, 1986

Randy Randolph, PA-C, MPAS (1997)
Program Director
Assistant Professor
B.S., San Diego State University, 1969
B.S., Baylor College of Medicine, 1977
M.P.A.S., University of Nebraska, 2002

Clinical Faculty/Assistant Professor
B.S., Rutgers University, Biology, 1995
M.S., Seton Hall University/LIMDNJ, 1998

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

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

Sheryl Sanders, Ph.D. (1998)
Associate Professor of Anatomy
B.A., Ashbury College, 1985
Ph.D., University of Kentucky, 1989

Mary Von, PA-C (2003)
Clinical Coordinator/Assistant Professor
B.S., University of Washington Physician Assistant Program, 1995
M.S., Arizona School of Health Sciences, 2002
Faculty of School of Professional Psychology

FULL-TIME FACULTY

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

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

Assistant Professor
B.A., State University of New York at Albany, 1996
M.S., Portland State University, 1999
Ph.D., Portland State University, 2002

Lisa Roberts Christiansen (2004)
Assistant Professor
B.A., Willamette University, 1995
M.S., Pacific University, 1998
Psy.D., Pacific University, 2001

Michael S. Christopher (2006)
Assistant Professor
B.A., Loyola College in Maryland, 1996
M.A., Loyola College in Maryland, 2000
Ph.D., University of South Dakota, 2004

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

Shawn E. Davis (2006)
Assistant Professor
B.S., Texas A&M University, 1995
M.A., Stephen F. Austin State University, 1999
Ph.D., University of Houston, 2002

Sydney S. Ey (2001)
Associate Professor
B.A., Yale University, 1985
Ph.D., University of Vermont, 1993

Jon E. Frew (2002)
Professor
B.S., Gannon University, 1970
M.A., Gannon University, 1973
M.Ed., Gannon University, 1975
Ph.D., Kent State University, 1982
Diplomate in Organizational and Business Consulting Psychology, American Board of Professional Psychology

Michelle R. Guyton (2005)
Assistant Professor
B.S., Sam Houston State University, 1996
M.A., Sam Houston State University, 1998
Ph.D., University of Utah, 2005

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

Susan Tinsley Li (2003)
Associate Professor
B.A., University of Notre Dame, 1990
M.A., Arizona State University, 1993
Ph.D., Arizona State University, 1997

Daniel S. McKitrick (1987)
Professor
B.S., University of Illinois, 1969
M.A., University of Maryland, 1975
Ph.D., University of Maryland, 1978

Alyson L. Mease (2005)
Assistant Professor
B.A., University of Wisconsin, 1996
M.A., Boston College, 1999
Ph.D., Indiana University, 2004

Catherine M. Miller (1999)
Associate 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)
Professor
B.S., Portland State University, 1998
M.A., University of Akron, 1976
Ph.D., University Akron, 1981
Diplomate in Industrial Organizational Psychology, American Board of Professional Psychology

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

Deborah Wise (2003)
Assistant Professor
B.A., University of Maryland, 1993
M.A., Boston University, 1998
Ph.D., University of Missouri, 2002
PART-TIME FACULTY

Assistant Professor
B.S., Portland State University, 1994
M.S. Pacific University, 1999
Psy.D., Pacific University, 2003

Steven Berman (2005)
Assistant Professor
B.A., University of Cincinnati, 1968
M.S.W., University of Michigan, 1970

Carlos Carreon (2005)
Assistant Professor
B.A., University of Arizona, 1977
M.S.W., Arizona State University, 1979

A.B., Oberlin College, 1970
Ph.D., State University of NY at Buffalo, 1978
M.S., Psychopharmacology, Alliant International University, 1992

Donald Fromme (1992)
Professor
B. M. Boston University, 1961
Ph.D., University of Iowa, 1966

Adam Furchner (2003)
Assistant Professor
B.A., Connecticut College, 1990
Ph.D., California School of Professional Psychology, Alameda, 1998

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

Assistant Professor
B.A., University of Michigan, 1973
Psy.D., Pacific University, 1987

Linda Grounds (2005)
Assistant Professor
B.S., University of Utah, 1974
M.S., University of Pittsburgh, 1978
Ph.D., University of Pittsburgh, 1985

Tracey Hoffman-Jones (2005)
B.A., Scripps College, 1987
M.S., California State University, Hayward, 1991
Psy.D., Pacific University, 2004

Ronald Lajoy (2002)
Assistant Professor
B.A., University of San Francisco, 1970
M.A., University of Connecticut, 1972
Ph.D., University of Connecticut, 1975

Katya Monge-Hall (2005)
Assistant Professor
B.A., University of Ecuador, 1996
M.A., Portland State University, 2000
Catherine A. Moonshine (2004)
Assistant Professor
B.A., University of Redlands, 1989
M.A., Seattle University, 1993
Ph.D., Pacific Graduate School of Psychology, Palo Alto, 1999

David S. Nichols (1993)
Assistant Professor
B.A., Sonoma State University, 1965
M.S., San Diego State University, 1970
Ph.D., University of Portland, 1973

RuthAnn Parvin (1998)
Assistant Professor
B.A., University of Arkansas, 1970
M.A., University of Oklahoma, 1974
Ph.D., University of Nebraska, 1982

Harold B. Robb (1995)
Assistant Professor
M.A., University of Nebraska, 1973
Ph.D., University of Nebraska, 1978
Diplomate in Counseling Psychology, American Board of Professional Psychology
Diplomate in Behavioral Psychology, American Board of Professional Psychology

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

Todd Schultz (2005)
Associate Professor
B.A., Lewis and Clark College, 1985
M.A., University of California, Davis, 1987
Ph.D., University of California, Davis, 1993

Amy Stoeber (2005)
Assistant Professor
B.A., Creighton University, 1998
M.S., Indiana University, 2001
Ph.D., Indiana University, 2003

Paula Truax (1998)
Associate Professor
B.A., University of Washington, 1985
M.S., University of Washington, 1989
Ph.D., University of Washington, 1996

Ricks L. Warren (1983)
Professor
B.A., University of North Carolina, 1970
M.A., University of Oregon, 1975
Ph.D., University of Oregon, 1978
Diplomate in Clinical Psychology, American Board of Professional Psychology

Professor
B.A., University of California, Berkeley, 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

Steven L. Henry (1999)
Adjunct Assistant Professor
B.A., University of Oregon, 1966
M.A., University of Portland, 1972
Psy.D., Pacific University, 1988

Connie Hunt (2005)
Adjunct Professor
B.A., Lakeland College, 1980
M.S., University of Wisconsin-Oshkosh, 1989
Ph.D., University of Vermont, 1991

Loyal F. Marsh (1999)
Adjunct Professor
B.A., Gonzaga University, 1955
M.S., University of Portland, 1959
Ph.D., University of Portland, 1960
Faculty of Library

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Assistant Professor
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B.A., Earlham College, 1994
M.L.S., University of Illinois, 2002

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B.A., University of Southern California, 1976
M.L.S., University of California LA, 1978
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Pacific University is located in Forest Grove, Oregon, 22 miles west of downtown Portland. From Portland, the preferred route to campus is via Highway 26 (Sunset Highway), turning south at either North Plains (Exit 57 - follow signs indicating Forest Grove or Pacific University), or Banks (via Highways 6 and 47). The area map displays these routes.

1 FROM THE NORTH...
Traveling southbound on Interstate 5, take the 405 exit (west), follow signs and exit to Highway 26 west (ocean beaches/zoo).

FROM THE SOUTH...
Traveling northbound on Interstate 5, take 217 exit north, follow signs and exit to Highway 26 west.

FROM THE EAST...
Travelling westbound on Interstate 84, follow signs and exit to Interstate 5 southbound, follow signs to 405, and to Highway 26 west.

2 THEN... FROM HIGHWAY 26
Exit left onto Highway 6 (Tillimook/Banks), after driving 2 miles exit and turn right to Highway 47 south. Travel about six miles. Entering Forest Grove turn right onto Sunset Drive at stoplight. The first building in sight is a residence hall; follow the curve to the right (University Avenue) and the next left is College Way and main entrance to campus.

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