Directions for Communication

The address of the University of Puget Sound is:

University of Puget Sound
1500 North Warner
Tacoma, WA 98416

Telephone: (206) 756-3100

Listed below are offices to which inquiries of various types may be directed. Telephone numbers are noted at the right:

Admissions ......................... Dean
(206) 756-3211
Alumni Relations .................. Director
756-3245
Annual Fund ....................... Director
756-3150
Associated Students .............. ASB Office
756-3273
Catalogs .......................... Admissions Office
756-3211
Continuing Education .......... Director
756-3207
Curriculum/Instruction .......... Dean of the University
756-3205
Fees/Tuition/Payment of Bills .... Controller's Office
756-3221
Financial Aid .................... Director
756-3213
Foreign Students ................. Advisor
756-3310
Gifts/Annuities ................. Chancellor of the University
756-3301
Library .......................... Director
756-3257
Military Centers Classes/
Summer School .................. Assistant Dean of the University
756-3207
Career Services .................. Director
756-3250
Public Relations .................. Director
756-3148

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Residence Hall Housing .................. Director
756-3317
Student Information ................. Dean for Students
756-3363
Transcripts/Records ............... Registrar's Office
756-3217
University Relations ............. Vice President
756-3150

SECOND CLASS POSTAGE PAID AT TACOMA, WA 98416 LXVII, SEPT. 1975, NO. 3 (ISSUED QUARTERLY)
Fall Term, 1975

Residence halls open Monday, Sept. 1, 12 noon
Dining halls open Monday, Sept. 1, 5 p.m.
Advisement and Registration Tuesday, Wednesday, Thursday, Friday; Sept 2, 3, 4, 5
Classes begin Monday, Sept. 8
Add-Drop Period begins Wednesday, Sept. 10
Last day to add or enter a course Tuesday, Sept. 16
Last day to drop a course, no record Friday, Oct. 3
Mid-term Friday, Oct. 24
Dining halls close Wednesday, Nov. 26, 6:30 p.m.
Thanksgiving Holiday Thursday, Friday; Nov. 27, 28
Dining halls open Monday, Dec. 1, 7 a.m.
Examinations Monday, Tuesday, Wednesday, Thursday; Dec. 15, 16, 17, 18
Graduation Convocation Friday, Dec. 19, 2 p.m.
Residence halls close Friday, Dec. 19, 6 p.m.
Dining halls close Friday, Dec. 19, 6:30 p.m.

Winterim, 1976

Residence halls open Sunday, Jan. 4, 12 noon
Dining halls open Monday, Jan. 5, 7 a.m.
Winterim begins Monday, Jan. 5
Winterim ends Friday, Jan. 30
Dining halls close Friday, Jan. 30, 6:30 p.m.

Spring Term, 1976

Spring Term begins Thursday, Feb. 5
Dining halls open Thursday, Feb. 5, 7 a.m.
Advisement and Registration Thursday, Friday; Feb. 5, 6
Classes begin Monday, Feb. 9
Add-Drop Period begins Wednesday, Feb. 11
Last day to add or enter a course Tuesday, Feb. 17
Last day to drop a course, no record Tuesday, March 9
Mid-term Friday, March 26
<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Dining halls close</td>
<td>Friday, April 9, 6:30 p.m.</td>
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<tr>
<td>Spring Recess begins</td>
<td>Saturday, March 27</td>
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<tr>
<td>Spring Recess ends</td>
<td>Monday, April 5</td>
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<tr>
<td>Dining halls open</td>
<td>Monday, April 5, 7 a.m.</td>
</tr>
<tr>
<td>Examinations</td>
<td>Tuesday, Wednesday, Thursday, Friday; May 25, 26, 27, 28</td>
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<tr>
<td>Graduation &amp; Convocation</td>
<td>Sunday, May 30</td>
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<td>Residence halls close</td>
<td>Sunday, May 30, 6 p.m.</td>
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**Summer Session, 1976**

*June 14 - August 13*
SECTION I

The University/ A Synthesis

Introduction
Environ
Students/Student Life
Faculty
Curriculum
History
No single author can say that the University of Puget Sound is one thing, or that it is another, for each member of our community sees the institution through subjective eyes. It is, in the end, the people who stand behind the lecterns, sit behind the big desks, ramble across campus, debate political issues of the day in class or cram for a test who best can reflect our University. They are our story.

I have a sense of commitment to give of my time to support worthy institutions. A university is a significant institution in this world of ours—it plays such an important part in producing good citizens who make the world go right.

The varying problems affecting private education are always crying for answers. I find it stimulating and challenging to work on these problems in an attempt to reach good solutions.

Norton Clapp
Chairman of the Board, The Weyerhaeuser Company
Chairman, University of Puget Sound Board of Trustees

The sense of community about UPS makes my days exciting. Where else can I get to know so many students and colleagues with such varied interests? For my part, I hope I can share with them something of my historian's enthusiasm for a living past.

Suzanne W. Barnett
Assistant Professor of History

I want to see the University of Puget Sound take its students at the varied levels at which they come to us and challenge each individually to perform as he or she has never performed before, to find the spark that leads each one on to a remarkable University career and interesting life thereafter.

Our major purpose, as employees at the University, is to serve the needs of young people. We are not here to pass papers to one another as bureaucrats; we are not here to do research for its own joys. We are here simply to make this an exciting and important educational experience for our students.

It is my hope that no student who graduates from the University of Puget Sound will feel short-changed and, indeed, that each will look back with gratitude for what we did here.

Philip M. Phibbs
President of the University/Professor of Political Science

What you get out of a university experience depends, academically and socially, on what you put into it. Academically, UPS offers an excellent faculty. The teaching staff is basically young and this is important in cultivating productive student-faculty relationships. Puget Sound is geared toward specialization and personalization.

Tom Stark
Class of 1976
Environ

Couched between the spiral peaks of the Cascade and Olympic Mountains and Puget Sound’s shimmering waters, the University of Puget Sound is located amidst the traditional homes of north end Tacoma, Washington (population 156,000).

Recreational opportunities for our students are limitless. Within easy driving distance from the campus you’ll find wide, sandy ocean beaches, rugged rocky headlands, quiet inland waterways, fresh water lakes and streams and snowcapped mountain peaks.

The Puget Sound Region is a mecca for students and faculty who love the out-of-doors as a recreational haven and “natural classroom.” Hike through the lush terrain of the Olympic Rain Forest, dig for clams on Hood Canal, hop a ride on one of scores of Washington State ferries, ski to your heart’s content during the longest skiing season of any state in the “lower 48.”

Glide in a sailboat over Puget Sound waters, angle for salmon on the Pacific Ocean, backpack into the rugged wilderness of majestic Mt. Rainier (a peak that is the inspiration for a symphony by University composer-in-residence, Leroy Ostransky). As a UPS student, you can do it all.

The Puget Sound Basin is a world of colorful contrasts. The relaxed, tranquil outdoor life meshes with the fast pace of metropolitan living in the Tacoma-Seattle-Olympia area. Tacoma’s port, judged one of the best natural harbors in the world, is a hub of sea-going activities. You’ll find excellent retail stores, restaurants and resorts in a city boasting the nation’s tallest totem pole, rustic Fort Nisqually, the famed Narrows Bridge and Washington State Historical Museum.

Seattle, the Northwest’s largest and perhaps most beautiful city, lies a short 35 freeway miles to the north and offers a kaleidoscope of cultural opportunities — repertory theatre, opera and symphony performances — historic Pioneer Square and Pike Street Market, the Space Needle.

The Puget Sound Region is a land where skiing, salmon, symphonies and spectacular scenery flourish with equal popularity, where skyscrapers and Douglas fir thrust skyward within a half-dozen miles of each other.

In a very real way, the University of Puget Sound campus is the entire
Northwest—its geology, its culture, its people. Our environs have a lot to do with the atmosphere of informality and vitality which characterizes the University of Puget Sound.
Students—Student Life

It is a contradiction in terms to describe a student body as diverse, on one hand, and then attempt to characterize it in a few words as if it were a homogeneous group. Yet, in a curious sort of way, both terms apply to the University of Puget Sound’s student body.

Some 2,800 full-time students attend classes on the University’s main campus—students representing every state in the nation and 27 foreign countries. They come to Puget Sound from rural communities, sprawling cities, quiet suburbs—and from every notch on the socio-economic scale.

Our small size makes this diversity more apparent. It creates for students an intimate setting in which they meet others whose experiences and lifestyles may be dramatically different.

We do not intend to increase our enrollment. One of the benefits of a college like UPS is its smallness, for it grants students a real opportunity to develop a sense of their own significance. Fellow students and faculty members know each other by name. A student easily makes friends with people across campus as well as down the dormitory hall, because our atmosphere of openness and informality lends itself to that. We think size has a lot to do with it.

It has a lot to do with the high level of student participation in UPS extra-curricular activities too, which range from departmental clubs, honoraries and performing arts groups to our student body’s governing board and intercollegiate and intramural athletics.

Members of Alpha Kappa Psi, national business fraternity, collect books for libraries at penal institutions. The 40-voice Adelphian Concert Choir travels to Europe for a "singing tour" of the continent every four years. The University Madrigal Singers, along with the University’s Chamber Orchestra, Jazz Ensemble and Symphonic Band provide concerts at home and throughout the Pacific Northwest. During the Winterim, the School of Music holds an Opera Theatre featuring two short chamber operas.

Members of the various campus musical groups join community participants to make up the Tacoma Symphony Orchestra and Tacoma Choral Society.

Acting enthusiasts present plays like The Subject Was Roses, You’re a Good Man Charlie Brown, Twelfth Night and Death of a Salesman in our Inside Theatre. Forensics students provide a Speaker’s Bureau service to the community, and monthly shows by noteworthy national, regional, local, and student artists are held in Kittredge Art Gallery.

Puget Sound serves as a forum for ideas ranging from the contemporary to the academic and our students, through such programs as the Artist and Lecture Series, hear speakers like Tom Jarriel, ABC-TV White House Correspondent; comedian Dick Gregory; and Rod Serling of Night Gallery fame. Other special lecturers have included The Honorable Henry M. Jackson, U.S. Senator; and John King Fairbank, one of our country’s foremost authorities on China.

Our Black Student Union annually presents a Black Arts Festival for the community at large. Hui O Hawai’i, the UPS organization representing some 200 Hawaiian students, each year puts on a show in the Polynesian tradition which plays to capacity crowds.

Scholarship and activity honoraries—Mortar Board, Spurs, Phi Kappa Phi and others—bring together students from all phases of academia in a number of service projects. Departmental clubs—in Chemistry, Art,
German, Geology, Education, Home Economics, French, Speech, Music, Biology, Physics—promote intellectual discussion and social exchange among members.

Those with a penchant for writing and photography staff the Trail, student newspaper, Tamanawas, our yearbook, and the Logger Ledger, student handbook. Poetry, short stories and other creative writing by students are featured in the Crosscurrents.

Mention intercollegiate athletics in the Pacific Northwest and the University of Puget Sound is certain to vie for top honors. Logger teams have enjoyed unprecedented success among college division schools in the West during recent years, and Puget Sound’s athletic program embraces a spectrum of sports comparable to that of much larger schools.

Twice in three years Northwest sportswriters and sportscasters voted UPS football and basketball teams No. 1 honors. The basketball team consistently has entered the NCAA regionals. Nine University swimmers placed in the NCAA national college division swim meet and four wrestlers qualified for the national invitational tournament. One of our javelin stars finished second in the national finals as a sophomore and junior and won the National Championship as a senior. A crack Logger baseball team has earned numerous trips to the NCAA regional tournaments.

Seven national sororities and seven fraternities, with memberships totalling more than 600, engage in activities ranging from an apple-polishing party—when each member invites a favorite professor—to over-dinner discussions with campus and community leaders and an all-Greek project to raise money for our scholarship program.

Activities on a campus-wide level, coordinated by our Student Activities Committee, include impromptu trips to the Seattle Center, bus tours of Pike Street Market, treks to Snoqualmie Pass for an evening of skiing on one of four slopes there, and a host of others.

Ongoing assistance to students engaged in all these activities is provided by our Office of the Dean of Students, whose staff members lend additional support in the more specific areas of student services.

The Dean of Students staff works on the premise that “affective learning”—which takes into account the personal and interpersonal needs of students—is as important to development of the whole person as the University's “academic” programs. The two, they say, go hand in hand: learning about yourself complements learning the teachings of others.
8 Students/Student Life

Offices which house our student personnel take on an unmistakable air of informality. Brightly colored posters cover the walls of rooms which hardly ever close at 5 p.m. Scores of students file in and out each day as the staff responds to their concerns in a variety of ways.

For one thing, they've designed a comprehensive program to train residence hall staff which even includes a credit class. They help students establish academic and social programs within the dormitories so that living in our campus facilities means more than just having a place to sleep.

Our assistant to the dean for minority students—who doubles as administrative assistant to the president—offers counsel on scholarship, financial aid, social activities and anything else that comes up. International students enjoy the same kind of personal attention.

Our Counseling and Human Development Center involves students in individual and group counseling, career testing, communications training and an array of other programs which respond to the mental and emotional health needs of the entire University community. We respond to our students' physical health needs, too, and maintain a Health Services Center staffed with three physicians and two nurses. On-campus treatment is provided without charge.

Programs and materials in reading improvement, writing, study and mathematical skills, and tutorial services are available to any student via the Learning Skills Laboratory. Intended to help a student better define and achieve his or her educational goals, this kind of assistance increases one's ability to get the most out of the education offered at Puget Sound.

University Church sponsors formal, contemporary worship services for the campus community each Friday and on Tuesday evenings. Members of the Christian Fellowship meet in Kilworth Memorial Chapel for prayer, song, films and lecture-discussions of an ecumenical nature each Friday at 7 p.m. The agenda of University Church activities includes seasonal weekend retreats for the discussion of topics such as Ethics for the Modern World, and Christian Natural Theology. Classes in yoga, transcendental meditation, Zen and Sufi chanting are held Tuesday evenings at 7 p.m.

Special services, prayer meetings, Inter-Varsity Action groups, square and folk dances, movie and roller skating parties are all coordinated by our Chaplain, who also counsels students regarding their religious and related personal needs.

Counsel. Advise. Respond. Support. Assist. These words, which unavoidably find their way into nearly every line here, define what our Dean of Students staff is all about.

Other University offices, too, provide the same kind of individual student support. Employment counseling, interview opportunities and a comprehensive system of vocational information are available, through our Career Services Office, to students in every academic discipline. The personnel counsel undergraduates, graduates and alumni alike to assist them in defining their career objectives and preparing them for successful employment.

Our Office of Safety and Security, whose non-uniformed employees come mainly from the student body itself, promotes the philosophy that everyone in the UPS community is responsible for safety and security. Among a multitude of services offered:

- emergency assistance
- a referral list outlining University and community service agencies
- a lost-and-found center
- marking and recording of students' personal valuables
- registration of all vehicles parked on campus

And, of course, the staff is always on hand to supply an extra key if you've inadvertently locked yourself out of your dorm room, or to hook up a jumper cable if your car lights have been on all day!

When it comes to students, every college supplies a series of traditional, functional services. But we think the welfare of our students demands more than that. Puget Sound's "cops" are students—and they do more than scribble out traffic tickets. Our Career Services Director does more than hand you the phone number of a major corporation. Our Dean of Students staff offers a style of open, informal assistance unmatched at many universities.

In short, a student at the University of Puget Sound isn't treated like a number on some data processing card. It makes a difference.
Faculty

If any single element determines the quality of education offered at a university, it is the institution's faculty.

University of Puget Sound professors are selected for their scholarship and expertise as teachers and for their commitment to developing personalized relations with students, as instructors, advisors and colleagues engaged in academic, cultural and social exchange.

Faculty members at the University range from the young, whose careers are beginning to flourish, to established scholars of national and international reputation. F. Carlton Ball, for instance. His pottery has been shown in nearly 250 major museums worldwide. Edith Gifford, known nationally for her work in remedial and progressive reading, is listed in Who's Who in American Women for 1975-76. Joyce Ward serves as chairman of the accreditation committee for the American Occupational Therapy Association.

Author of The Anatomy of Jazz, Leroy Ostransky has been selected by the American Bicentennial Commission to compose an American Symphony for 1976. Frank Hruza and Bill Baarsma, authorities on urban planning and local government, add credibility to what they discuss in class because they've tested their theories on "the outside."

George Neff Stevens, former dean of the University of Washington Law School, devotes full time in the classroom at our school of law. Esther Wagner has authored short stories published in Harpers, Atlantic, The New Yorker and Saturday Evening Post. Zdenko F. Danes, is internationally known for his publications and lectures on geophysics; Professor Richard Overman is nationally known as a scholar of Whiteheadian philosophy. These are but a few examples.

What is particularly significant about all of this is that, as a University of Puget Sound student, you don't need to go to school for three years to meet one of these senior professors. They teach students at every level—from incoming freshmen to those pursuing advanced degrees—in small classes, so they become more than anonymous faces behind a podium.

There is an informality about the UPS faculty. Its members enjoy the pleasure of mingling with students, engage in casual, intellectual discussions in laboratories, offices and frequently in their own homes, and accompany their students on a multitude of off-campus excursions—from geologic digs atop Mt. Rainier to as far abroad as Canberra, Australia, for a semester of study at Australian National University.

This kind of interaction, promoted by our president as well (he hosts students in his home two or three days a week), allows students and faculty to get to know one another as separate individuals, not merely learners and teachers. It is at the heart of the University's academic program.
Curriculum

If two concepts could describe the kind of education we at the University of Puget Sound are offering, and the kind we feel students themselves should be seeking, they would be these: an education which will last a lifetime and one which will serve each individual all day, every day.

At the core of our academic program is a commitment to provide students with the in-depth knowledge necessary for their chosen careers. But a university’s obligation does not end there, for career and life are inseparable. Training for the moment is not enough.

A liberal education, in its best sense, cannot be tied to parameters of training students only for a job in the immediate market, although we recognize that as a heavy responsibility. If we are committed to educating a student for a lifetime, we must be aware of the fact that careers in this country are changing with ever-greater rapidity.

Many careers which exist now may well be obsolete in 10 years, probably will be in 20 years and almost certainly will be in 40 years. Lifestyles, as well as jobs, change—perhaps even more rapidly.

Courses of study at the University, then, focus in large measure upon skills which will serve our students a lifetime: an ability to communicate effectively, to analyze and think independently and logically, to acquire basic knowledge of factual information about themselves as well as the world around them. We encourage our students to explore at least one field in depth to experience the richness and power of learning—and to learn how to learn on their own.

Our curriculum also offers a broad range of courses which will serve each student throughout the entire day of that student, not merely the eight working hours. Education for a career may be beneficial for those eight hours, but what of the other 16?

Indeed, vocation and avocation go hand in hand. A marine biologist may wish to appreciate the grandeur of a symphony. An attorney does not write law briefs 24 hours each day and may enjoy dabbling in ceramics. A teacher of English may also be intrigued by volunteer work in a political campaign.

A College of Arts and Sciences and Schools of Business and Public Administration, Education, Law, Music and Occupational Therapy respond to this reality by offering courses which open the eyes of our students to new possibilities, to new interests which will make their days infinitely more fascinating.

Among them: an opportunity to discover the beauties of art, music and literature, experience the excitement of history and biography, be exposed to the challenges and dilemmas of human relations by participating in studies which extend beyond the “strictly academic” classroom. We encourage our students to partake of the pleasures and responsibilities of politics, learn the value of and vigor provided by recreational activities and sense the creativity of crafts.
Long before they receive their diplomas, our students take part in the social, political and cultural life of the UPS campus and the city of Tacoma, as they will eventually in their own communities. They perform with the Tacoma Symphony Orchestra, study marine organisms and tidal movements “in residence” on Tanglewood Island, redistrict the city for upcoming City Council elections, provide free income tax service for low-income area residents, serve as assistants to state legislators during Washington’s legislative session.

Depth. Breadth. Diversity. These are key elements in the University of Puget Sound curriculum, elements which have created an exciting atmosphere of intellectual enterprise on our campus.

This is what a liberal education is all about. This is what the University of Puget Sound is.

Just as a curriculum effects the “personality” of a university, so does its course pattern. Effective learning does not always take place in 50-minute class periods. Though any college must be tied to a fairly structural time schedule, we at the University of Puget Sound have altered our calendar to allow for maximum flexibility by establishing a 4-1-4 calendar plan.

In one sense, the figures 4-1-4 refer to four months, one month and four months—the amount of time included in our calendar for a nine-month academic year. In another, they denote the number of courses (or units) a student normally carries during the respective terms.

The “1” represents Winterim, a one-month term during January when our students may enroll in a single course devoted to concentrated study in one subject. Classes offered during Winterim are designed to give our students and faculty an opportunity to experiment with learning methods and subject matters not generally included in the Fall or Spring schedules.

The Winterim is intended to offer University of Puget Sound students educational alternatives in the finest tradition of the liberal arts. Students have found that many Winterim courses presuppose independence and self-motivation. The value of the Winterim to a student may depend largely on the maturity and creativity with which the experience is approached.

Course options range from the conventional to the highly unconventional. Students are invited to propose Winterim courses and to work with faculty in designing both on-campus and travel courses.

During January, traveling students can be found in Central Oregon on a wilderness survival course or investigating the reefs and shores of Hawaii. Locally, courses include such diverse offerings as creative glass blowing, observations of innovative public school programs, classes on courts in action, and a special children’s theatre that takes live drama to hundreds of young people in area schools.

Students and instructors experiment with unique teaching-learning relationships during Winterim. For instance, several courses may cluster together to consider a common theme from various perspectives. One such cluster included students from courses in Stochastic Processes, Social Values and Population Control who came together to discuss the world hunger problem from their various perspectives. Students are also encouraged to take advantage of short-term intern opportunities in laboratories and offices.

Our 4-1-4 calendar, in short, provides options in our curriculum based on investing full time in one course for one month.
History

1888. Benjamin Harrison was elected president of the United States. George Eastman perfected the first box camera. Walt Whitman wrote his famous *Leaves of Grass*. Washington was not to become a state until the following year.

It was in 1888 that the University of Puget Sound, the third institution of higher learning in the Washington Territory, was founded by the United Methodist Church.

The transition of UPS from a three- to a four-year college occurred in less than a decade after our founding and on January 1, 1960, Puget Sound became a university.

Located on our present site in north Tacoma since 1923, our extensive growth period began after World War II as veterans returned home. The post-war student boom prompted rapid expansion of the University's building program. Construction of classroom, student service and living facilities in the 1950’s and 1960’s—37 units in all—complemented the increasing number of quality faculty drawn to the campus from across our nation and abroad.

But an historical overview of the University encompasses much more than dates, bricks and mortar: our student body has changed dramatically over the years. UPS opened its doors to 88 students drawn almost totally from the local community during its first year of operation. As each year passed, larger numbers of students were attracted to Puget Sound from all corners of the world so that now they hail from every state in the nation and 27 foreign countries.

The Tudor Gothic arches of the buildings gracing our campus capture that spirit of tradition which spans four generations and lends strength and stability to the institution as it functions in a society of rapid change. That spirit of tradition is enhanced by our history of long-term presidential leadership. From 1914 to 1973, only two persons held the top administrative post at UPS. On June 4, 1973, Dr. R. Franklin Thompson retired from the position as the longest-tenured university president in the country.

Excellent facilities, a diverse student body, learned faculty and sustained leadership come together to create a superior academic institution whose
goals in 1975-76, as in 1888, are to promote the transmission of knowledge and pursuit of truth through free inquiry and free expression.

Our yesterdays follow us. They have much to do with what we are today.
SECTION II

The Basics
Admission to the University
Financing Your Education
"Living In"/University Housing
Admission to the University

Dean of Admissions: Edward Bowman
Associate Director: George Mills
Admissions Counselor: Anne Ward
Kathleen Kegel
David Campbell

Foreign Student Advisor/Admissions Counselor: Dorothy Morris

The University of Puget Sound is engaged in a program of planned growth. Each applicant to the University is given individual consideration, including a careful evaluation of the total student record. Emphasis is placed on the student's prior academic record and his or her potential ability to meet successfully the academic demands of the faculty and competitive level of the student body. Personal traits of the applicant are also a major factor in the admissions decision.

Although the University has not established arbitrary entrance requirements, primary criteria for admission include:

1. Graduation from an accredited high school and, if applicable, evidence of satisfactory work in an accredited college or colleges
2. Grade point average
3. Rank in class
4. Scores from the College Entrance Examination Board Scholastic Aptitude Test (CEEB-SAT), the American College Test (ACT) or the Washington Pre-College Test (WPCT)
5. Acceptable recommendations

Campus Visits

Prospective students are encouraged to visit campus while classes are in session. Throughout the year an admissions counselor is available to answer questions. Tours, conducted by a University student, are available on request Monday through Friday from 9 a.m. to 4 p.m. or on Saturday from 10 a.m. to 2 p.m. Visitors may attend classes in their area of interest on Monday, Tuesday, Thursday and Friday during the regular class sessions.

Arrangements can be made for visiting students to stay in a residence hall for one weekday night, Monday through Thursday only. Please contact the Office of Admissions by mail or telephone (206/756-3211) for an appointment at least two weeks in advance of your planned date and time of arrival.

Meals may be purchased in the Great Hall or the Snack Bar in the Student Center, or in the Union Avenue housing complex. Meal prices: Breakfast, $1.10; lunch, $1.90; dinner, $2.70.

Limosine service is available for visitors from Seattle-Tacoma International Airport to the Tacoma Motor Hotel for $35. A taxi can be taken from the hotel to the campus for less than $3.

The Office of Admissions will be closed for Thanksgiving, November 26-30, 1975, and for Christmas, December 24-28 and from December 31, 1975, through January 4, 1976. University classes will not be in session during Spring recess, March 27-April 5, 1976.

Admissions Policies

A person will be denied admission to the University of Puget Sound if, by reason of that person's admission, the University as an institution or any of its employees or students will be obligated to accept any form of supervision or responsibility for that person other than that generally applicable to students enrolled at the University.

Students who formerly attended Puget Sound, but who did not attend the previous term (excluding Summer Session), are considered as applicants for readmission and are required to file an Application for Admission With Advanced Standing.

Of course, the Office of Admissions is pleased to supply further information or answer any questions you may have about the University of Puget Sound.

Procedures: Admission to the Freshman Class

Students attending high school may apply for admission anytime after the end of their junior year. Applicants not clearly admissible, based upon the record of six high school semesters, will be requested to provide a transcript of the first semester of their senior year before a final admissions decision is made.

The University of Puget Sound seeks to enroll a freshman class diverse in background, talents and interests and of wide geographic distribution. Each applicant should present the qualities of character and seriousness of purpose indicating that he or she will benefit from and contribute to the University community.

Puget Sound subscribes to the National Candidates Reply Date of May 1, and does not require advance payment prior to this date. Applications received after June 1 will be considered only if space is available in the freshman class. However, any freshman planning to reside on campus should forward his/her $50 housing deposit upon receipt of the residence hall card. Returned cards will be honored on a first-come, first-served basis. For detailed information on how to apply for housing, see Housing section of this Catalog, page 27.

Admission to the University extends the privilege of registering in courses of instruction only for the term stated on the Certificate of Admission. The University necessarily reserves the option to refuse extension of this privilege and to reject any initial application.

The following credentials, which must be submitted to the Office of Admissions, are required for admission to the freshman class:

1. Formal Application—This form may be obtained from Washington high schools, from the Office of Admissions or from this Catalog, pages 141-144. Section 1 of the application (Personal Information) should be completed by the applicant before presenting the form to the high school college counselor.
2. Transcript — This should be submitted to the University by your high school college counselor, along with your completed application.
3. $10 Application Fee—This fee should be mailed directly by the applicant to the Office of Admissions. It is a processing charge and is not refundable; it does not apply to your account. The application fee should not be attached to the application form unless requested by the high school college counselor.
4. Recommendation—A personal recommendation should be submitted by your high school college counselor.
5. Test Scores—Scores from the College Entrance Examination Board Scholastic Aptitude Test (CEEB-SAT), taken in April of the junior year or later, must be submitted. Write to Box 1025, Berkeley, CA., 94701 or Box 589, Princeton, NJ, 08540. For those applicants who would take the Scholastic Aptitude Test solely for the purpose of this application, scores of the American College Testing Program (ACT) or the Washington Pre-College Test (WPCT) may be substituted.

Well in advance of the test dates, a copy of the CEEB Bulletin of Information or the ACT Bulletin should be obtained from the high school college counselor or from the proper office of the College Entrance Examination Board or the American College Testing Program. The bulletin contains an application form and information concerning registration dates, fees, test centers, reports and administration of the test.

When completing the test application form, the candidate should indicate that the University of Puget Sound is to receive the test results.

Students attending high school in the State of Washington and who take the Washington Pre-College Test (WPCT) may use these testing results in lieu of the SAT or ACT.

Puget Sound participates in the Advanced Placement Program of the College Entrance Examination Board. Scores of 5, 4 and 3 made on CEEB Advanced Placement Tests are accepted for advanced placement and college credit at the University. When granted, credit will be given in an amount equal to credit in the comparable University course.

Qualified students should consult their high school college counselor for details.

Procedures: Admission With Advanced Standing

If you have attended other accredited colleges or universities, you may apply for admission with advanced standing. Each student is admitted on a selective basis. Applications should be completed before August 1 to enroll for Fall term; they will not be considered after that date unless space is available and time permits. Applications for Winterim should be completed by December 1 and for Spring term by January 1.

Students who formerly have attended Puget Sound, but who did not attend the previous term (excluding Summer Session), are considered as applicants for readmission with advanced standing and are required to file an Application for Admission With Advanced Standing.

The following criteria are required:
1. Honorable dismissal from the institution(s) previously attended; good academic standing at the institution last attended.
2. A minimum grade point average of 2.0 (on a 4.0 scale), or a C average. (In every case, the applicant's scholastic record must give clear indication of probable success at the University. The College Entrance Examination Board Scholastic Aptitude Test, CEEB-SAT, may be required as additional evidence of a student's ability to succeed at the University.)

Transfer credits will be accepted on the following basis:
1. Credit from community college may not exceed 60 semester hours or 90 quarter hours including physical education, music or theatre activity credits toward the Bachelor's degree.
2. College Level Examination Program (CLEP) credit is awarded according to recommendations of the American Council on Education. These credits may not overlap college course work or CLEP credits.
4. General rules for transfer credit apply to correspondence work. Correspondence credit accepted as transfer credit is not to exceed 15 semester hours or 23 quarter hours.
Admission to the University

Credentials required for admission to the University with advanced standing include:

1. Formal Application for Admission With Advanced Standing — This form may be obtained from the Office of Admissions and/or from this Catalog, pages 138-140.
2. Dean's Report — This should be signed and mailed by the applicant to the Office of the Dean of Students at the institution most recently attended as a regular matriculant.
3. Transcript — Official transcripts of the student record from each college or university previously attended, and, upon request, a complete high school transcript, must be sent to the Office of Admissions. Such transcripts must be sent directly by the former institution to the University and not by way of the student.
4. $10 Application Fee — This should be mailed to the Office of Admissions at the time of initiating application. It is a processing charge and is not refundable; it does not apply to your account.

Students who formerly have attended the University (as regular matriculants) but have not been in attendance for one or more terms (excluding Summer Session) must re-apply by filing with the Office of Admissions an Application for Admission with Advanced Standing and official transcripts of all work taken during the period of absence.

The University of Puget Sound endorses community and junior college credit to the maximum of 90 quarter hours (18 units). However, work taken at these institutions should count toward the freshman and sophomore years.

Eighteen units must be taken at senior institutions to satisfy the baccalaureate degree requirements.

Once a student matriculates at the University of Puget Sound with 18 or more units of advanced standing, student may not return to a community or junior college to accrue credit toward a degree at Puget Sound.

Procedures: Admission of Foreign Students

All foreign students must submit the following credentials to the Office of Admissions:

1. Formal Application for Admission of Foreign Students—This may be obtained from the Office of Admissions.
2. Official High School Transcript or School Certificates.
3. $10 Application Fee (U.S. currency)—This should be mailed to the Office of Admissions at the time of initiating application. It is a processing charge and is not refundable; it does not apply to your account.
4. Official Transcripts from Each College or University Previously Attended—These must be sent directly by the former institution(s) to the Office of Admissions.
5. English Proficiency Test—The Test of English as a Foreign Language (TOEFL) is required of all students for whom English is a second language.

Procedures: Admission of Veterans

Honорably discharged members of the armed services must complete requirements listed above...
Procedures: Admission to Community Service Classes

A student may attend Community Service Classes on the University campus in the late afternoon and evening as a non-matriculant by completing the following steps with the Office of Admissions:

1. Formal Application for Admission With Advanced Standing—This must be submitted by those attending the University for the first time. It must be updated if one or more terms have elapsed since previous attendance at the University.
2. Statement of Honorable Dismissal from the Institution Last Attended.

A student wishing to enroll in Community Service Classes as a candidate for a degree must apply for admission as a regular matriculant. Credits earned in the late afternoon-evening program normally apply toward a degree when the student is accepted as a regular matriculant.

Procedures: Admission to Military Centers Classes

Military personnel, their dependents and civilians may enroll in University classes offered at Fort Lewis, Madigan Army Medical Center and McChord Air Force Base. Credits earned are considered residence credit. Class schedules and registration instructions may be obtained at the Education Office of each base or at the University. Civilians register through the Office of the Registrar on the main campus.

The following credentials are required:

1. Application Forms—Submit appropriate application forms as outlined previously.
2. $10 Application/Evaluation Fee—This is a processing charge and is not refundable; it does not apply to your account.

Procedures: Admission to Summer School

Summer Session courses may be entered with non-matriculant or regular student standing by completing the following steps, where applicable:

1. Official Statement of Good Standing—Students from other colleges and universities who plan to return to those schools must submit a letter of good standing.
2. Application Forms—Students wishing regular student standing must complete the appropriate application form outlined previously. Admission to Summer School as a non-matriculant requires completion of the Advanced Standing Application. Non-matriculant Summer Session students wishing to continue study in Fall term must notify the Office of Admissions by August 1.

Procedures: Admission to the Graduate Studies Programs (except School of Law)

Students wishing to enroll for graduate work must submit the following credentials to the Office of Admissions:

1. An Advanced Standing Application for Admission—This may be obtained from the Office of Admissions or page 138 of this catalog.
2. Bachelor’s Degree from an Accredited College or University.
3. Official Transcripts—Two copies of all undergraduate and graduate work completed at accredited colleges or universities must be submitted to the Office of Admissions.
4. Graduate Record Examination Scores (GRE)—These scores, or their equivalent on other acceptable tests, must be submitted. In the School of Business and Public Administration, the Graduate Management Admission Test (GMAT), formerly the Admission Test for Graduate Study in Business (ATGSB) is required.

Information concerning specific graduate programs (except School of Law) admission requirements, application procedures and other pertinent data may be obtained in the Graduate Studies Bulletin. Write to:

Dean of Admissions or Director of Graduate Studies
University of Puget Sound
Tacoma, WA 98416
Procedures: Admission to the School of Law, J.D. Program

The following credentials are required:

1. Bachelor's Degree from an Accredited College or University
2. Satisfactory Scores on the Law School Admission Test (LSAT)

Detailed information concerning the School of Law may be obtained in the UPS School of Law Catalog. Write to:
Admissions Office
University of Puget Sound School of Law
8811 South Tacoma Way
Tacoma, WA 98499

Procedures: Admission to Seattle Campus

The Seattle Campus was established to serve educational needs of students employed full-time in the greater Seattle area. All credits earned at the Seattle Campus are considered residence credits. Courses of study lead to undergraduate and graduate degrees in Business Administration and Public Administration.

Applicants for Seattle Campus should follow the admissions procedures outlined in Admission With Advanced Standing or Admission to the Graduate Studies Program section of this Catalog. All application materials are to be sent to the Office of Admissions on the Tacoma campus.

Class schedules and registration instructions may be obtained by writing:
Seattle Campus University of Puget Sound
Prefontaine Building
110 Prefontaine Place So.
Seattle, WA 98104

Evaluation of all previous college work will be made by the official evaluator after all transcripts and test data are assembled and the student has been admitted. A $10 Application/Evaluation Fee is required. It is a processing charge and is not refundable; it does not apply to your account.

For further information, refer to Special Programs for Professional Careers section of this Catalog, page 46.

Reservations, Payments and Physical Examination

A Certificate of Admission for freshmen or a Letter of Acceptance for advanced standing students is issued to each candidate as notification of acceptance and automatically reserves a place in the student body.

An advance tuition payment of $75 is required of each new student. This payment should be forwarded upon receipt of the Certificate of Admission for freshmen by May 1, or upon receipt of the Letter of Acceptance for advanced standing students by June 1, or within two weeks of notification of acceptance after either date.

This advance tuition payment is not refundable if the request for refund reaches the Office of Admissions of the University after June 1 preceding the Fall term in which the student would first have enrolled in the University.

A room reservation card is included with the Certificate of Admission or the Letter of Acceptance for students who are not local residents. A $50 advance room payment should be forwarded with the card. Students are advised to return the card immediately upon receiving their acceptance. Space is allocated on a first-come, first-served basis. For detailed information on housing, see University Housing section of this Catalog, page 27.

All new students are responsible for return of the medical examination form prior to registration.
Financing Your Education

The administrative officers of the University firmly adhere to the concept that development of a strong sense of financial responsibility constitutes an important and integral part of the total educational process.

An official registration represents a contractual agreement between the student and the University which may be considered binding upon both parties. Every student is presumed to be familiar with the schedule of fees and other matters pertaining to financial policy and regulations published in this Catalog.

Financial assistance, including scholarships, grants-in-aid, guaranteed employment and various types of loans, is available to qualified students on a limited basis and is described in detail in this Catalog, page 22. As a general rule, however, it is expected that students enrolling for the first time in the University are prepared to pay at least the first term's expenses with their own funds.

Financial Policies

The University reserves the right to cancel the registration of any student who fails to meet his/her financial obligations when such action is deemed to be in the best interest of the University. Such action may not, however, cancel the incurred obligations on the part of the student.

The University further reserves the right to withhold grades, statement of honorable dismissal, transcript of record or diploma, or to withhold registration for a subsequent term until all University charges have been paid and the student's accounts cleared. In addition, all student loans must be in satisfactory payment status.

Registration is not officially completed until all financial arrangements have been approved by the Controller's Office.

The University reserves the right to change the fee schedule and tuition, board and residence hall rates for a given term without prior notice. After the beginning of a term, no changes will be made to affect that term.

Estimated Expenses

A student considering attending the University of Puget Sound may expect the following total yearly expenses:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$2,514</td>
</tr>
<tr>
<td>Room and Board</td>
<td>1,200</td>
</tr>
<tr>
<td>Student Government Fee</td>
<td>36</td>
</tr>
</tbody>
</table>

Estimated expenses amount to $3,750 for an academic year of nine months. This total does not include expenses such as books, clothing, travel or summer vacation. Fees may be higher than the above sum if a student elects courses for which special instruction or services are necessary. Personal expenses, of course, will vary with personal tastes and habits.

Schedule of Fees and Charges

All charges, including tuition, fees and room and board, are due and payable in full on or before the date of registration each term. Students who receive financial assistance in the form of scholarships, grants or loans are expected to make necessary arrangements with the Director of Financial Aid well in advance of registration.

Students may apply for either one of two deferred payment plans, which are described in detail under Methods of Payments section of this Catalog, page 20.

Tuition

Tuition rate for full-time students for the 1975-76 academic year is $2,514. Tuition will be charged at registration each term (Fall and Spring) in accordance with the following schedule:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time student (3 or 4 units)</td>
<td>$1,257</td>
</tr>
<tr>
<td>More than 4 units, per unit</td>
<td>320</td>
</tr>
<tr>
<td>Part-time student (less than 3 units), per unit</td>
<td>320</td>
</tr>
</tbody>
</table>

Tuition charges for fractional unit courses will be computed at the per unit rate of 320.

Courses taken at the Military Centers will be included in the determination of a student's status as a full-time student for the purpose of computing the appropriate tuition charge, based on the number of courses for which the student is registered at any one point in time. Courses taken consecutively will not be added to compute the load.

Refer to Section III, page 32 under Definitions — Academic Loads, for definitions of full-time and part-time students and for explanation of tuition charges applicable to activity courses.

Winterim Tuition

<table>
<thead>
<tr>
<th>Classification</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time academic year student</td>
<td>No additional charge</td>
</tr>
<tr>
<td>Full-time, one-term student</td>
<td>$160</td>
</tr>
<tr>
<td>Part-time or Winterim only student</td>
<td>320</td>
</tr>
</tbody>
</table>
Finance Your Education

Auditor’s Fees
Full unit, lecture, per course $160
Full unit, Laboratory and Creative Arts, per course 320
Tuition charges for fractional unit courses will be computed at the appropriate fraction of the per unit cost.
A student who is enrolled in three or four full units may audit one additional unit at no additional tuition charge when approved by the Assistant Dean of the University.

Term Fees
Student Government Fee $18
(required of each full-time student, except graduate students; not refundable)
Deferred Payment Fee 20
Late Registration Fee 10
(applicable on and after the first day of classes)
Voluntary Student Insurance

<table>
<thead>
<tr>
<th>Student</th>
<th>Student and One Dependent</th>
<th>Student and Two or More Dependents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall/ Winterim/ Spring/ Summer</td>
<td>$30.50</td>
<td>$78.00</td>
</tr>
<tr>
<td>Winterim/ Spring/ Summer</td>
<td>26.50</td>
<td>67.50</td>
</tr>
<tr>
<td>Summer Only</td>
<td>15.25</td>
<td>39.00</td>
</tr>
</tbody>
</table>

A descriptive brochure on this insurance may be obtained from the Office of the Business Manager.

Sundry Fees
Application for admission $10
Reserved student parking, per term 3
Lock deposit for personal locker (refundable) 3
Housing Key - Room Damage Deposit 15

Special Fees for Off-Campus and Physical Education Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpine Climbing</td>
<td>$15</td>
</tr>
<tr>
<td>Bowling</td>
<td>10</td>
</tr>
<tr>
<td>Basic Climbing</td>
<td>25</td>
</tr>
<tr>
<td>Fencing</td>
<td>45</td>
</tr>
<tr>
<td>Golf</td>
<td>20</td>
</tr>
<tr>
<td>Riding (includes transportation)</td>
<td>45</td>
</tr>
<tr>
<td>Scuba Diving</td>
<td>45</td>
</tr>
<tr>
<td>Skating (includes transportation)</td>
<td>20</td>
</tr>
<tr>
<td>Skiing (includes transportation)</td>
<td>50</td>
</tr>
<tr>
<td>Cooperative Education Fee, per term</td>
<td>25</td>
</tr>
</tbody>
</table>

Fieldwork Experience Fee required of Occupational Therapy students at the beginning of the third term prior to the planned completion of requirements for the baccalaureate degree and Advanced Standing (Certificate) in Occupational Therapy. See Section V - Occupational Therapy for complete information $150

Medical Technology Recording Fee (required of Medical Technology majors at the beginning of the technical training period following completion of the final year - normally, the junior year - in residence) $600

Charges for Materials
In any course where substantial amounts of materials are consumed or utilized, charges will be made on a pro-rate basis for the materials used.

Applied Music Fees
For a complete listing of private and class Applied Music Fees see School of Music section of this Catalog, page 103.

Rates for University Housing
Room and Board $1,200
(covers full academic year, including Winterim; 3 meals per day except Saturday and Sunday, when 2 are served)
A reservation deposit of $50 applicable to rental of a room is required each year from all students at the time of making application for a room in the University Housing system. This deposit is not refundable for cancellations received later than June 1. A $15 refundable key and damage deposit will be assessed to each residence hall and annex house resident. Reservation of space in the residence halls is considered an agreement by the student to occupy such space for the full academic year for which the reservation is made.

Methods of Payment
The University makes available two deferred payment plans, designated as Plan A and Plan B. Inquiries concerning these plans should be directed to:
Assistant Controller
Student Accounts Section
University of Puget Sound
Tacoma, WA 98416
Telephone: (206) 756-3220

Applications for Plan A in advance of the date of registration each term are not required, but are encouraged. However, arrangements for Plan B should be completed prior to June 1 precedent to the academic year to which it applies.

Plan A
One-half of the total charges for the term may be paid on or before the date of registration; and the balance, after deduction of any promised loan or scholarship, in two equal payments on or before the first day of November and December in the Fall term and the first day of March and April in Spring term.

Students who elect this plan of payment should have available at the beginning of each term cash in an amount sufficient to make the initial payment and to provide for books and incidental expenses. The initial payment at registration may be reduced by the amount of any advance cash payment previously credited to a student’s account.

A deferred payment fee of $20 each term is assessed for this plan.

Plan B
Payment of the total charges for tuition, required fees, room and board for the nine-month academic year may be divided into 12 equal monthly payments beginning not later than June 5 preceding the
Refunds and Adjustments

Tuition
Tuition fees are not refundable except when the student officially withdrawing from the University on account of sickness or other causes entirely beyond his/her control, and then only in the following proportions based upon the period from the beginning date of the University term to the date of the student's official withdrawal as established by the Registrar:

1. Withdrawal before the end of the second calendar week................................. 80%
2. Withdrawal before the end of the third calendar week................................. 60%
3. Withdrawal before the end of the fourth calendar week................................. 40%
4. Withdrawal before the end of the fifth calendar week................................. 20%
5. Withdrawal after the end of the fifth calendar week................................. No Refund

Tuition fees applicable specifically to the Winterim are not refundable, for any reason; nor will any reduction in tuition be authorized for a full-time academic year student who fails to register for the Winterim.

The University shall be the sole judge of the applicability of all claims for refund or adjustment, which must be presented in writing to the Controller setting forth the circumstances.

Room
Residence Hall rentals are not refundable except when withdrawal from the University is caused by sickness or causes entirely beyond the control of the student. If a student moves from the residence hall to which he/she has been assigned before the end of the first month of any term — provided that official withdrawal from the University for the reason(s) previously stated is the cause — the room charge may be cancelled and payments on room rent may be refunded on a pro-rata calendar basis. The Director of Housing will make this determination. If the student moves out for lesser reasons or after the end of the first month of any term — the entire room charge remains on the student's account.

Board
Refund of board charges will be made on a pro-rata calendar basis for those students who withdraw from the University before the end of a term.

Scholarships and Grants-in-Aid
If a student who holds a scholarship or grant-in-aid withdraws from the University before the end of a term, or is dismissed or suspended for disciplinary reasons, his/her award will, normally, be cancelled and may not be used in settlement of his/her financial obligations to the University. The financial obligation, however, is not cancelled, and the student is held liable for any unpaid balance remaining on his/her account.

Loans
Students receiving benefits under any loan program outlined in this Catalog must contact the Office of Financial Aid upon withdrawal.
Financial Aid

Director: Lewis Dibble
Assistant Director: Clara Mae Dibble

The Office of Financial Aid welcomes inquiries concerning costs of attending the University of Puget Sound and methods of payment available. Frequently, students and their families are not aware of the opportunities for financial aid; they are listed in detail below.

The University participates in the College Scholarship Service of the College Entrance Examination Board and subscribes to the principle that financial aid granted a student should be based on financial need, academic performance and special skills. The College Scholarship Service assists many colleges, universities and other agencies in determining a student's need for assistance to attend an institution of higher education.

Any applicant for admission to the University is eligible to apply for financial assistance, which may be granted in any one or a combination of the following forms:

1. Scholarships
2. Grants
3. Employment
4. Loans

Since scholarship funds are limited, the applicant's financial need, high school and/or previous college record, test scores, leadership potential and special skills are reviewed before awards are made. Completion of admissions requirements and verification of financial need are the only criteria for granting loans.

Recipients of financial aid must be prepared to pay the balance of their account at the time of registration.

Any financial aid granted by the University must be used for payment of tuition, fees and room and board. The aid awarded (except the work-study portion) is disbursed one-half each term.

Students are expected to use their own resources to buy required books and supplies and to pay personal expenses.

The amount of assistance is in direct proportion to the financial need of the applicant as estimated by a computation of the Parents' Confidential Statement or the Student's Financial Statement (explained below). Financial assistance is awarded for one year. Requests for renewal of financial aid must be submitted annually. Whenever possible, the University will continue assistance so long as the need continues and the student's record merits it.

Procedures: How to Apply

Freshmen
In order to be considered for financial assistance, all freshmen must submit the following materials:
1. A completed Parents' Confidential Statement — these forms can be obtained from high school-college counselors; information in the statement must be concise and accurate. Since most financial announcements are mailed to entering freshmen in the month of April, it is imperative that the PCS be submitted to the College Scholarship Service no later than March 1.
2. All admissions credentials in connection with the Fall Term application (transcript of scholastic records, application for admission, test scores, $10 application fee) — These credentials must be filed with the Office of Admissions. No announcements of financial assistance will be made until the applicant has been mailed a Certificate of Admission.

Transfer Students
In order to be considered for financial assistance, all transferring students must submit the following materials:
1. A completed Parents' Confidential Statement or Student's Financial Statement — These forms may be obtained by writing to the Office of Financial Aid, University of Puget Sound, Tacoma, WA 98416. They must be submitted to the College Scholarship Service no later than April 1.
2. All admissions credentials (application for admission with advanced standing, official high school transcript, transcripts from colleges and universities previously attended, $10 application fee) — These credentials must be filed with the Office of Admissions. No announcements of financial assistance will be made until the applicant has been mailed a Letter of Acceptance.

Independent (Self-Supporting) Students

Procedures for application are identical to those listed above, with the exception of submission of the Student's Financial Statement rather than the Parents' Confidential Statement. A financially independent student is defined as one who:
1. Has not been and will not be claimed as an exemption for Federal Income Tax purposes by any person except his or her spouse for 1975, 1976, and 1977, and
2. Has not received and will not receive financial assistance of more than $600 (in cash or kind) from his or her parent(s) during 1975, 1976, and 1977, and
3. Has not lived or will not live for more than two consecutive weeks in the home of a parent during 1975, 1976, and 1977.

Types of Financial Aid

Financial assistance, as stated earlier, may be granted in any one or a combination of scholarships, grants, guaranteed employment and loans. A detailed list of UPS scholarships is outlined in the following section on University Scholarships. Other specific financial aid programs currently available to University of Puget Sound students are listed below.

Basic Education Opportunity Grants (BEOG)

Basic Grants which range from $50 to $1,400 are available to students who began their post high school education after April 1, 1973, and who are attending an institution of post secondary education on at least a half-time basis. Students may apply for a Basic Grant by completing an Application for Determination of Basic Grant Eligibility, in accordance with instructions contained in the application packet. Application packets and forms may be obtained from high school-college counselors, or from directors of financial aid. These Grants are not directly administered by the University.
College Work-Study (CWS)
A federal government work program administered by the University. College Work-Study provides work for students from low-income families. Employment may be either on or off campus.

Law Enforcement Education Program (LEEP)
Grants and/or loans are available to students presently employed in law enforcement. Funds are awarded to the University by the federal government. Applications may be obtained from the Office of Financial Aid.

Loans
Loans have become an accepted way to pay expenses of a college education. These programs are an important source of assistance to students and should seriously be considered by those without adequate financial resources.

Because of nominal interest charges and favorable repayment periods, a loan plan chosen by a student can be realistically included in a normal family budget. Many students with limited financial resources have found that, upon receiving assistance from one of these programs, they have been able to reduce the amount of their part-time employment. Under certain loan programs, the student assumes complete responsibility and may delay repayment of the loan until after graduation.

For information, assistance and application forms for these loan plans, contact the Director of Financial Aid.

Specific loan programs include:
1. National Direct Student Loan Program (NDSL) — A federal loan program administered by the University providing long-term, low interest loans for students who have verified their need for financial assistance. Application is made by submitting a Parents' Confidential Statement or Student's Financial Statement.
2. Federally Insured Student Loan Program (FISL) — Funds are made available from banks, credit unions and savings and loan associations. These loans are guaranteed by the federal government and are particularly helpful to students from middle-income families. Application forms are available through the Office of Financial Aid.
3. University of Puget Sound Student Loan (UPSSL) — Limited to upperclass students, this loan requires the signature of guarantors. Individual arrangements are made through the Office of Financial Aid.

Student Employment
The Tacoma area offers many opportunities for student employment. The University’s Office of Career Services serves as a clearing house for part-time and summer employment on campus and in the community; all students enrolled in the University are eligible for assistance through this office. Job listings and application forms may be obtained from the Career Services Office, Collins Library, University of Puget Sound, Tacoma, WA 98416.

In addition to this service, full-time job placement in a career-oriented position is provided through the Cooperative Education Program. Following the freshman year at UPS, qualified enrollees in the Program are paired off. While one student attends classes at the University, the other works full-time in a selected position directly related to the student's academic interest. At the end of each term the students alternate positions on a year-around basis.

Each participant receives the benefit of a UPS education combined with practical work experience. Salaries are commensurate with the student's particular assignment. Historically, compensation has been in the $500-$900 per month range. For complete details on this program, see pages 39-40 in this Catalog.

Supplemental Educational Opportunity Grant (SEOG)
A federal government grant program administered by the University, SEOG is designed for students who require an exceptional amount of financial assistance. It is usually awarded only if parental help is low or nonexistent.

Veteran's Aid
The University of Puget Sound has been designated by the Veterans Administration as one of the qualified institutions where veterans may attend and receive benefits granted to them under the following United States Codes:
1. Chapter 31, Veterans Vocational Training and Rehabilitation Act (Public Laws 894 and 97-815)
2. Chapter 34, Veterans Readjustment Benefits Act of 1966 (G.I. Non-Disability Bill)
3. Chapter 35, War Orphans Education Assistance Act

Veterans and Dependents Education Loan Program
For Vietnam Era Veterans, this program provides for a direct student loan designed to provide assistance to veterans, eligible wives, widows and children. Maximum amount of loan is $600. Applications are available through the Office of Financial Aid.

Washington State Need Grants (WSNG)
These grants are generally awarded to needy, disadvantaged students who are residents of the state of Washington. The University submits nominations to the Washington State Council on Higher Education on the basis of the PCS or SFS submitted by the applicant.

Washington State Work-Study Program
Employment available to needy students in jobs related to their academic pursuits. The university assists in the Administration of this program but students are paid by the State Council on Higher Education.
University Scholarships

University of Puget Sound scholarships, funded by gifts to the institution, are part of the total UPS student financial aid resources. Therefore, no separate application is necessary. Unless otherwise listed below, these grants are awarded at the discretion of the Office of Financial Aid.

William S. Anderson Memorial Scholarship Fund
Alice B. Ayers Scholarship Fund — For a promising student or students planning to enter full-time Christian service
Helen Bay Memorial Scholarship Fund
Beta Sigma Phi Scholarship Fund
Chris and Elsie Betz Endowment Fund — For deserving students enrolled in preministerial work
Brother and Sister Scholarship Fund — For students in the fields of Religious Education and Church Music
Francis Brown Memorial Scholarship Fund
Bethesda B. Buchanan Occupational Therapy Memorial Scholarship Fund
A. O. Burmeister Memorial Award Fund — For students winning the A. O. Burmeister Oratory Contest
Jessie Trane Burwell Memorial Scholarship Fund — For students interested in the work of the Church, preferably, but not exclusively
C and G Electronics Company Fund
A. W. Campbell Scholarship Fund — Preference to pre-ministerial students
Campbell-Science-Teacher Scholarship — Inventive scholarship for a student of upper-class rank, with genuine need, who plans to teach Science as a life work
Ellery Capen Scholarship Fund — For worthy Accounting students
Ed Carrier Memorial Fund
J. U. Cassel Scholarship Fund — For deserving students studying for the ministry
CHANCE Scholarship Fund — Funded by persons from the University and community; for deserving young people, preferably from Puget Sound region and upperclassmen

William Clarke and Frances M. Clarke Memorial Scholarship Fund — For outstanding students seeking a Christian education
Class of 1961 Scholarship Fund
Helen Congdon Memorial Scholarship Fund — For worthy students in the School of Music
Cook Memorial Scholarship Fund — For worthy students planning to embark upon full-time Christian work.
Ida A. Davis Memorial Fund
Dayharsh Memorial Scholarship Fund — Aid to a student studying in the mission program of the United Methodist Church
Joseph M. Drew Memorial Scholarship Fund — Aid to Congregational students
Myra H. Dupertuis Prize Fund — Prize for an outstanding senior student of French who has not studied abroad
Grace V. Elyar Memorial Music Scholarship Fund
Philip R. Fehlandt Memorial Scholarship Fund — For students in Chemistry
John A. Flynn Memorial Fund — Aid to an outstanding graduate of a Tacoma high school with interest in future development of the field of Chemistry
Mary and Chapin Foster Memorial Scholarship Fund
Thomas and Della Glasscock Memorial — Aid to a needy student planning to enter full-time Christian service
Ernest Gould Memorial Scholarship Fund — Aid for a pre-ministerial student
Victoria E. Green Memorial Fund
Junia Todd Hallen Memorial Scholarship Fund
Hanawalt Fund — For worthy needy students
David L. Handy Memorial Scholarship Fund
Eileen Earley Hemstreet Book Award — For purchase of books for an outstanding Art student
Marjorie Heritage Memorial Scholarship Fund — For worthy students in the School of Music
E. Earl Hetrick Memorial Scholarship Fund — For a junior or senior male student in the School of Business and Public Administration
Ben and Slava Heuston Memorial Shakespeare Fund — To an outstanding student in Shakespeare

Anna Clift Hicks Scholarship Fund
Leonard Howarth Fund — To assist deserving students qualified as assistants and readers to faculty members or library helpers in the Division of Natural Science
Mamie M. Hungerford Piano Scholarship Fund — For Music majors studying piano
Jose Hurbi Music Scholarship Fund — For a senior student in piano
Leonard G. Jacobsen Memorial Scholarship Fund — For a promising pianist pursuing a career as a performer and/or teacher
Arthur and Dorothy Johnson Scholarship Fund — For a pre-ministerial student
Allie Jones Memorial Fund — For worthy students majoring in Speech
William W. Kilworth Memorial Fund
J. Dean King Scholarship Fund
Herman Klinworth Scholarship Fund — For students entering the ministry of the mission field
Yeuk Tsun Lam Scholarship Fund — For Chinese students born outside the United States or American citizens of Chinese ancestry
Mary E. Liggett Estate Fund — For worthy young people who have decided to give their lives to the service of the church in the foreign field
Mr. and Mrs. Hilding Lindberg Scholarship Fund
Claude Major Memorial Scholarship Fund — For a student training for Christian service
Margaret's Scholarship Fund — For scholarship and to worthy students preparing for full-time Christian service on the basis of character, academic record, need
Mrs. Arthur Marsh Memorial Fund
Arthur Martin — Franklin E. Johnson Memorial Fund — For a deserving and needy student preparing for the ministry or for a career as a certified public accountant
Hugh Martin Memorial Fund
Reverend Thomas Joy Massey Memorial Scholarship Fund — For worthy students training for Christian careers
Mathematics Award Fund — Annual award to an outstanding student in the Department of Mathematics
John Bartlett McDonald Memorial Fund — For a promising student in the field of engineering or to purchase books in the field of pre-engineering
Jean McKenzie Memorial Scholarship Fund
Memorials Scholarship Fund
Frederick D. Metzger Memorial Scholarship Fund — For worthy pre-Law students
Robert E. and Robert S. Munn Scholarship Fund
Dora and Claude V. Munsey Scholarship Fund
Museum of Natural History — Laurence A. Johnson Fund — For needy students in Biology with peculiar ability to do special work for the Museum or for Museum support
Edna Mundt Nyberg Elementary Education Scholarship Fund — For a freshman interested in elementary Education and to be continued for four years
Helen Osborn Memorial Fund—To provide books for young men and women preparing for full-time Christian service
M. J. Perdue Scholarship Fund — For students preparing for full-time Christian service
Esther G. Pitz Occupational Therapy Memorial Scholarship Fund — To an outstanding student in the School of Occupational Therapy
Raymond and Margaret Powell Scholarship — To a junior student who has been in residence at the University of Puget Sound for the preceding three years and possesses the qualifications and promise for successful public school teaching, is largely self-supporting
Raymond Proudfoot Memorial Fund — For worthy students, preferably students planning to enter the Methodist ministry
J. Maxson Reeves Memorial Scholarship Fund
Stella Richardson Memorial Fund
Robbins Memorial Scholarship Fund — For worthy needy students
John H. Rudd Memorial Fund — For a needy student to be nominated by the President of the University
Eliza P. Rummel Scholarship Fund — For a student in a medically related field who is making steady academic progress, who is active in extra-curricular activities on campus and who has financial need
Financing Your Education

Paul Schuett Memorial Scholarship Fund — Preference for young men studying for the ministry, recipients to be selected by the President of the University

Donald R. Shotwell Memorial Scholarship Fund — Aid for a worthy student on the basis of good character, creditable academic record and genuine need; preference to graduates of Stadium High School or its successor organization, the recipient to be selected by a committee including Lillian Shotwell and the President of the University

Sigma Alpha Iota Scholarship Fund — For a worthy woman student majoring in Music who possesses outstanding musical ability

Cleone Soule Music Scholarship Fund — For a student of Music on the basis of good character, academic record, need and outstanding ability in Music

Robert D. Sprenger Chemistry Award Fund — For books and supplies for a Chemistry student who shows outstanding evidence of the characteristics of sincere interest and dedication to Chemistry, a willingness to give his/her best effort in any endeavor

Robert D. Sprenger Memorial Scholarship Fund

George O. Swasey Scholarship Fund

Tacoma Home Economics Association Fund — For worthy students in the Department of Home Economics

Dr. and Mrs. Ansel Tefft Memorial Scholarship Fund — For a deserving student in the field of Christian education

Crawford R. Thoburn Memorial Fund

Elmer Thune Fund

Noyes D. Tillotson Memorial Scholarship Fund — To deserving undergraduate students

Ollie J. Tobler Memorial Scholarship Fund

Florence Ruth Todd Art Award — To be used as tuition for a junior in the Department of Art who possesses superior native ability, diligence and good character

Harry K. Todd Estate Fund — For worthy young men who would be unable to attend the University of Puget Sound without financial aid

Varsity Show Scholarship Fund — For a needy student studying Music or Dramatics

Reverend Nelson W. Wehrhan Memorial Scholarship Fund — For worthy students planning to enter full-time Christian work

Minnie White Fund — Aid to a needy student nominated by the President of the University

Mildred P. Whitehouse Scholarship Fund — Aid to needy and worthy students selected by the President of the University

Bernhardt and Martha Wirth Memorial Scholarship Fund — Scholarship aid to worthy students planning to enter the ministry or mission field

Earl Wirth Scholarship Fund — For pre-ministerial students nominated by the President of the University

Norman and Anna Wirth Scholarship Fund — For students planning to enter the ministry or for students with Christian interests

Dr. Ross D. Wright Medical Scholarship — For worthy pre-Medical students
“Living In”/University Housing

Director: Lloyd Matsunami
Housing Coordinator: Leslie Entrikin-Knudsen

Group living situations at the University of Puget Sound offer students unity and the opportunity for individual expression, development and social interaction.

In an effort to accommodate the variety of student lifestyles, the University provides an array of on-campus housing facilities which range from residence halls and sororities and fraternities to small-group living in annex housing and A-frames. The Office of Housing carefully reviews each student’s application for these facilities and strives to meet the individual’s personal housing requests.

An aspect of living on campus which is as appealing now as it was 20 years ago, is convenience. Students are only minutes away from classes and the library, non-class activities, prepared meals, health services and friends.

A living experience, then, which allows individuality while fostering an environment for group interaction combine to make living on campus an enjoyable part of the entire college experience.

University housing, through its separate facilities, is more than just a place to live. Students have the opportunity to enjoy social, educational and cultural events sponsored by various living groups - movies, lectures, dances, ski trips, special dinners, parties and a host of others.

Several academically oriented living experiences provide alternatives which extend beyond education in the classroom. Three Language Houses, which involve students in the study of the culture and languages of specific countries, an International House which encourages interaction between foreign students and their U.S. counterparts and a number of living-learning programs are available. For detailed information on these programs, see living-learning section of this Catalog, page 41.

Freshmen and sophomore students are strongly encouraged to live on campus in order to have immediate access to those personal, academic and social opportunities which promote a satisfying and rewarding college life. Over the years, many upperclassmen have opted to remain in University housing throughout their college careers. This speaks positively for the appealing atmosphere of on-campus living at the University of Puget Sound. However, if students do wish to move off campus, the Office of Housing is happy to assist through its off-campus rentals bulletin board.

Types of Housing

On-Campus Facilities

Residence Halls

Eight residence halls, owned and maintained by the University, are comfortably furnished with a bed, chest-of-drawers, study desk, chair and drapes. Sheets and pillow cases also are provided, but students should expect to bring their own blankets, pillow, towels, study lamp and any personal items.
Lounges, both large and small, are located in each hall and offer additional space for reading, talking with fellow residents or watching television. Also available are recreation areas, complete with ping pong tables, vending machines and kitchenettes, and laundry facilities.

The various halls, which offer coed, as well as male- and female-only living accommodations, include:

- Harrington - Coed
- Regester - Coed
- Tenzler - Upperclass Women
- Anderson/Langdon - Underclass Women and Men
- Todd - Coed
- Schiff - Sorority only
- Smith - Male and Sorority only
- Seward - Sorority

**Annex Houses**

Approximately 21 annex houses are located within walking distance of the University. These older homes, similar to the many attractive and traditional dwellings which surround the University campus, have an occupancy of four to eight students each and offer students a unique opportunity for small-group living not generally available at most colleges. Each home consists of bedrooms, a central living room and kitchen facilities which enable students, if they wish, to cook for themselves rather than buying meal tickets through the University. Students are provided with the same furnishings as in residence halls.

Though annex housing is available to all students, the majority are occupied by upperclassmen.

**A-Frames**

Nestled in fir trees at the heart of campus are three A-frames, constructed in the style of mountain cabins. With an occupancy of six students, the A-frames are made up of bedrooms and central living room areas and provide students with the same furnishings as in residence halls.

**Union Avenue Complex**

The University houses seven national fraternities and sororities. Although the majority of fraternities are located in the Union Avenue complex, sororities occupy both this housing and residence hall

Facilities. Furnishings are determined by respective Greek houses. Greek groups represented on the University of Puget Sound campus include:

- Fraternities
  - Beta Theta Pi
  - Kappa Sigma
  - Phi Delta Theta
  - Sigma Alpha Epsilon
  - Sigma Nu
  - Theta Chi

- Sororities
  - Alpha Phi
  - Chi Omega
  - Delta Delta Delta
  - Kappa Alpha Theta
  - Kappa Kappa Gamma
  - Pi Beta Phi

**Off-Campus Facilities**

Students interested in off-campus living accommodations are welcome to consult the up-to-date bulletin board of off-campus rentals in the Housing Office. Located primarily near the main campus, these rentals include boarding rooms, apartments and houses.

**Staffing and Governance**

Each residence hall is staffed with a graduate student, who serves as head resident, and student resident assistants. The staff is a well-trained group of students supervised by the Office of the Dean of Students in coordination with the Director of Housing.

These students have been around awhile and can be of help when you need them. They are here to guide and assist you, and help make your years at the University of Puget Sound happy and memorable ones.

Residents of University-owned housing are governed by federal, state and local laws and the Student Conduct Code. Beyond this, students in various living groups are encouraged to be self-regulating and to adopt their own rules and standards of conduct.

Upon applying for accommodations in University housing, each student receives a Student Resident Housing Terms and Conditions, which is a contractual agreement between the University and student. When assigned housing by the University, each student is expected to comply with terms stated in this document, which also outlines the responsibilities of the University of Puget Sound.

**Procedures: How to Apply**

Residence hall application cards are received by students with their Certificate of Admission. Completed housing cards must be accompanied by a $50 deposit and returned as soon as possible to the Office of Admissions, as space is allocated on a first-come, first-served basis.

The deposit is held by the University as a reservation deposit, and is refundable if the application is cancelled no later than 30 days before the term occupancy is to begin under the application (except for Fall term, which has a cut-off date of June 1).

Students will be notified of room assignments for Fall semester the first week of August. Those students who indicate a participation in Fall Rush will be contacted either by Panhellenic or the Inter-Fraternity Council during the summer months.

Unless the Housing Office is notified prior to Rush Week of a change of plans, those students indicating participation in Rush will not be assigned housing until after the conclusion of formal Rush. Such students will be assigned housing according to the date of their housing card, as space is available.

**Rates**

Room and board are charged as a unit and all students living on campus must pay board (except in annex housing) as well as room charges. Room and board rates are subject to change.

University housing rates are detailed in the Financing your Education section of this Catalog, page 20.

The Office of Housing welcomes any further questions from students interested in University living accommodations. Address all inquiries:

**Housing Office**

University of Puget Sound

Tacoma, WA 98416

Telephone: (206) 756-3317
SECTION III

Academics/
The Specifics

Advisory System
Accreditation
Academic Policies
Registration
Graduation
Definitions
Requirements for Degrees
Academic Advising

The University's advisory system is designed to provide a close relationship between each student and a faculty member, and to offer guidance in the student's choice of courses. Steady development of intelligent, responsible self-management by each student is strongly encouraged, but it does not eliminate the benefits of ongoing assistance from faculty.

Advisors are assigned according to the academic interest of a student. Of course, all faculty members are willing to discuss matters of concern to any student, whether or not they serve as the student's formal advisor.

Freshman Advising Program

The University of Puget Sound is particularly committed to creating a college environment suited to the unique needs and problems of freshmen. Among them are difficulties in making the transition from high school to college, the problem of relating various academic studies to life and career goals and the need to attract freshmen to intellectual life and scholarship.

We are making a special effort to insure that our students' freshman year does not become a time when planning a course schedule becomes a juggling act, when the program consists of a series of unrelated courses and when the educational goal is to get rid of requirements as quickly as possible.

Instead, we intend to plan the incoming student's academic program on the basis of his or her background, ability, interests and goals, and the most worthwhile way for each to spend the freshman year.

Academic counseling, in the University's eyes, is seen as an increasingly important part of the learning process. The new Freshman Advising Program is designed to provide individualized, small class experience for incoming students in an effort to get them actively engaged in effective learning processes early in their careers.

The Program has two main objectives:
1. To provide freshmen with a small group experience under close faculty supervision;
2. To improve the present Freshman Advising Program by combining the roles of teacher and advisor.

Courses and discussion or laboratory sections consist of about 15 freshmen. Each freshman student, prior to entering the University, chooses a section according to interests by listing first, second, third and fourth choices. The faculty leader in each course becomes the student's academic advisor until such time as he/she wishes to change or declare a major.

Freshman sections meet during orientation prior to Fall registration so that the faculty member can assist students in planning first semester schedules. Thereafter, sections meet on a regular basis, like other courses, at a prescribed time.

It is the University's hope that once you and your teacher-advisor get to know each other as individuals in the small sections, effective advising in a broad sense will take place naturally. The Freshman Advising Program provides counseling from the moment you enter the University. It is not designed merely to offer guidance on course selection, but focuses on a continuous discussion about the nature and importance of a University education.

The four years you spend at the University of Puget Sound will, in large measure, determine the character and quality of the succeeding 40 or 50 years of your life. We want to be sure you have the opportunity to realize the crucial impact of these years.

Upperclass Advising Program

The Upperclass Advising Program is designed to continue to offer students more than mere guidance on course selection. It seeks to provide continuous discussions about the nature of education and career goals, and the vital importance of using your University years wisely.

Advisors are assigned according to the academic interest or declared major of a student. Advisement and registration for all students is by appointment.

Students may request a change of advisor at any time by applying to the Office of the Registrar and filling out an Advisor Transfer Form.

Transfer Advising Program

Transfer students are assigned an advisor at the time of admission according to their academic interest or declared major (see above). Students undecided about a major will be assigned to a faculty member who has been chosen because of his or her knowledge of the problems involved in transferring.

Each student and his/her advisor will work in close association to mesh the student's background, ability, interests and goals with the course of study which will prove the most worthwhile for the student's remaining college years.

Students may request a change of advisor at any time by applying to the Office of the Registrar and filling out an Advisor Transfer Form.

Accreditation

The University of Puget Sound is accredited by the Northwest Association of Secondary and Higher Schools, an accreditation recognized by all other regional accrediting associations in the United States.

In the professional fields, the University is accredited by the American Medical Association, American Occupational Therapy Association, National Council on Accreditation of Teacher Education, University Senate of the Methodist Church, National Association of Schools of Music, American Association of University Women, American Chemical Society and Washington State Board of Education.

The University also is a member of the American Association of Colleges for Teacher Education and the Association of American Colleges.

The UPS School of Law has full accreditation from both the American Bar Association and the Association of American Law Schools.
In addition, the University is a member of the National Association of Schools of Public Affairs and Administration, affiliated with The American Society For Public Administration.

**Academic Policies**

The University reserves the right to change the fees, rules and calendar regulating admission and registration; instruction in and graduation from the University and its various divisions; to withdraw courses; and to change any other regulation affecting the student body. Changes go into effect whenever the proper authorities so determine and apply not only to prospective students, but also to those who, at that time, are matriculated in the University.

Information in this Catalog is not to be regarded as creating a binding contract between the student and the school.

The University also reserves the right to deny admission to any applicant; to discontinue the enrollment of any student when personal actions are detrimental to the University community; or to request withdrawal of a student whose continuance in the University would be detrimental to his or her health or to the health of others.

**Academic Standing**

University officials will review the record of any student whose cumulative grade point average falls below 2.0 at the end of each term and make recommendations for probation or dismissal. When a student has been dismissed for academic reasons, he or she may ask the Academic Standards Committee to be considered for continued enrollment. After review of the student’s record, the Committee may permit the student to register for the next session on scholastic probation.

**Eligibility for Student Activities**

To represent the University of Puget Sound in any student activity, a student must be registered in the University as a full-time student. (Part-time students may take part in musical organizations, dramatic productions or other activities of an academic character which do not involve inter-collegiate competition.)

For participation in intercollegiate athletics, a student must have a cumulative GPA of 2.0 or higher and pass at least 7 units during the preceding calendar year or 3 units during the preceding term.

In order to be eligible to represent the University in an intercollegiate sport, a male student must comply with National Collegiate Athletic Association rules, as well as the University’s requirements.

**Non-Discrimination Policy**

The University desires to reaffirm its belief and policy that all students, faculty and staff should have equal opportunity for all University services based upon necessary qualification and regulations, and that no such opportunity for admission, participation in activities, employment or membership in University organizations should ever be denied on the basis of race, color, creed, national origin or sex. Evidence of any such discrimination should be reported to University officials for appropriate action.

**Student’s Responsibility**

It is the responsibility of the student to become familiar with all academic and administrative regulations and procedures relating to his or her course of study at the University.

**Registration**

Dates for registration for each session are listed in the University calendar in the front of this Catalog, page 2. All registration is by appointment. Any questions concerning registration should be directed to the Office of the Registrar.

**Late Registration**

Late registration will be at the convenience of the faculty and registration officials; an extra fee is charged for this service.

**Change of Registration**

The student is held responsible for each course entered on his or her official registration card. Once registered, a student may change his/her class schedule only by reporting to the Office of the Registrar and executing an official Change of Registration. After the last published day to add or enter a course (see University Calendar, page 2), courses may be dropped but none added.

At the discretion of the individual faculty member, a student may withdraw from a course with a grade of W at any time during the term by completing an official change of registration through the Office of the Registrar. A WU (withdrawal unofficial) is given when a student abandons a course without permission and without completing procedures for withdrawal. WU grades are computed as F in grade point average.

**Withdrawal from the University**

A student who finds it necessary to withdraw from the University must apply for formal withdrawal in the Office of the Registrar. If this procedure is not followed, all his or her term grades become WU (withdrawal unofficial). Failure to complete the term does not cancel the student’s obligation to pay tuition and all other charges in full. For specific details regarding refunds and adjustments, refer to the Refunds and Adjustments section of this Catalog, page 21.
Graduation
In order to be recommended for graduation from the University of Puget Sound, a student must:

1. Have completed a minimum of 36 units with a cumulative grade point average of not less than 2.0 for all work attempted.
2. Have been in attendance at the University of Puget Sound for one year (4-1-4), completing a minimum of 9 units, 4 of which must be in the major. (Students who spend only one year in residence must select the senior year. The last 4 units must be taken in residence.)
3. File an application for graduation (Diploma Card) with the Office of the Registrar no later than the beginning of the senior year.

Graduation with Honors and Merit Citations
University Honors (Cum Laude, Magna Cum Laude, Summa Cum Laude) are awarded to those baccalaureate degree candidates who have exhibited academic excellence and breadth of scholarly achievement. To qualify, a student must have at least 15 graded units in residence at the University of Puget Sound, no fewer than 27 total graded units, and a minimum cumulative grade point average of 3.70.

Honors in the Major are awarded to those baccalaureate degree candidates who have been recommended by their major department in recognition of outstanding achievement in the area of the major. Set up to complement the system of University Honors, Honors in the Major stresses relative rather than absolute criteria.

Citations of Honors Scholar, Coolidge Otis Chapman Honors Scholar and Upper Division Honors are awarded at graduation to provide recognition for work done through the University's Honors Program. For details on the Honors Program, see pages 40-41 of this Catalog. Designation as a Honors Scholar requires completion of at least 6 units of Honors credit. Three of these units must be at the freshman and sophomore levels, including at least one 100-level course. Coolidge Otis Chapman Honors Scholar, named in memory of a distinguished faculty scholar, is awarded for completion of the requirements for Honors Scholar, plus a Bachelor's thesis. Upper Division Honors requires completion of at least 3 units of Honors credit during the junior and senior years. This provision is intended primarily for transfer students.

Definitions
Academic Loads
1. Regular Load — A full-time student is one who is enrolled for 3 or 4 units of basic academic courses and pays the full term rate of tuition. Such full-time students may enroll, without additional cost in ¼ unit or less of those classes identified as activity courses. No future tuition credit is accumulated by not enrolling for an activity course.
2. Overload — A student who wishes to carry more than 4 units of basic academic credit may do so with approval of his/her advisor and will be charged for each additional unit. Enrollment in activity courses in excess of ¼ unit per term will constitute an additional charge at the per-unit rate.
3. Part-Time — All courses taken at any one time for a total of less than 3 units (activity courses included) cost the regular per-unit rate.

Classification of Students
1. Undergraduate — Students who are candidates for a baccalaureate degree are classified as freshmen, sophomores, juniors and seniors. These classifications are granted as listed below:
   Freshman — Granted from time of entrance at the University through completion of 7 units
   Sophomore — Granted upon completion of 7 units
   Junior — Granted upon completion of 16 units
   Senior — Granted upon completion of 25 units
2. Graduate — Graduate students fall into two categories:
   Graduate — A student, possessing a baccalaureate degree, enrolled in graduate courses for the purpose of accumulating graduate units.
   Degree Candidate — A student who, after being admitted with Graduate standing, applies to and is admitted by the UPS Graduate Studies Program into a definite degree program.
3. Non-Matriculant — A student who has not applied and has not been accepted as a candidate for a degree. A Non-Matriculant must complete a personal data sheet, which may be obtained from the Office of Admissions, prior to enrollment.

4. Special — A student who has applied for admission but has not satisfied entrance requirements for regular class standing and is, therefore, not a candidate for a degree. A special student wishing regular student status must apply through the Office of Admissions. To receive regular student status and become a candidate for a degree, a Special student must have successfully completed a minimum of 9 units at the University.

5. Transient — A student completing degree requirements for another institution.

Explanation of Credit

Courses offered under the 4-1-4 calendar at the University are computed in units of credit on the following basis:

1 Unit — Equivalent to 5 quarter hours or 3½ semester hours.

36 Units — Required for graduation. No more than 2 units may be earned in the performing or activity areas (Athletics, Drama, Music, Physical Education, Speech Activities, etc.). No more than 18 units of credit from a two-year college will be acceptable toward the baccalaureate degree.

System of Grading

1. Letter Grades — Awarded on the following basis:

<table>
<thead>
<tr>
<th>Grade Explanation</th>
<th>Grade Points per Unit</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Unusual Excellence</td>
</tr>
<tr>
<td>B</td>
<td>Superior</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal Failing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Explanation</th>
<th>Grade Points per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

WU Withdrawal Unofficial — 0 (computed in GPA)

2. The Specifics — A further explanation of the grades noted above includes the following:

Audit (AU) — Enrollment in a course for no grade and no credit.

Withdrawal (W) — Official withdrawal after the first four weeks of the semester is granted if the student’s work is satisfactory at the time of withdrawal. A student may withdraw from a course with a grade of W any time during the term at the discretion of the individual faculty member.

Withdrawal Failing (WF) — Official withdrawal after the first four weeks of the semester where the student’s work is failing at the time of withdrawal. Computed as F in grade point average.

Withdrawal Unofficial (WU) — Given when a student abandons a course without permission and without completing official procedures for withdrawal. Computed as F in grade point average.

Pass/Fail (P/F) — A student may take only one academic course per term on a Pass/Fail basis and may not exceed three in any academic year, nor 12 in the degree. (Except that a student who takes Education 201, which means a mandatory Pass/Fail grade, may elect another P/F course that term but may not exceed three P/F courses in that academic year.) The choice to be graded Pass/Fail must be made when the student registers for a course and the option may not be changed subsequent to the published last day for adding a course. If a student participates in Athletics, Drama, Music, Physical Education, Speech or any other performing activity area on a Pass/Fail basis, his/her option for that term is not thereby exhausted. In a student’s major, the Pass/Fail option may be exercised only with approval of the major department. A student planning to go to a graduate or professional school is advised to use the Pass/Fail option sparingly.

Incomplete (I) — An incomplete grade indicates that, although the work accomplished in a course has been of passing quality, some portion of the course work remains unfinished because of illness or other unforeseen circumstances. Initial incomplete grades will be issued at the discretion of the instructor but extensions will be issued only with authorization of the Dean of the University with notification of the extension sent to the Office of the Registrar. In order to obtain credit for the course, the student must complete the unfinished work by the end of the following full semester after the I grade was received. Incomplete grades which have not been removed within the following full semester period or held in abeyance by a time extension will either be converted to a letter grade of A, B, C, D, F, or P/F on the basis of the student’s proportionate input or remain on the transcript as a permanent I. It is the student’s responsibility to arrange to complete the course work and to request a recorded grade.

3. Grade Reports — Reports indicating the standing of each student are made to the Office of the Registrar at mid-term and at the end of each term. Grade reports are mailed automatically to all students at the end of each semester. Grade reports are sent to the student’s permanent mailing address, supplied by the student at the time of registration. To assure delivery of grades, any changes in the permanent mailing address should be reported to the Office of the Registrar. Students desiring parents to be informed of academic progress should request that the Registrar’s Office send the parents copies of grade reports. Such requests should be made at the time of registration for each term on the forms provided for this purpose.
Requirements for Degrees

Requirements for degrees are stated in terms of units of credit, which are based upon satisfactory completion of courses of instruction. One unit is equivalent to 5 quarter hours or to 3½ semester hours. Thirty-six units are required for graduation. Credits of students transferring from other institutions will be evaluated only tentatively upon matriculation. Final evaluation of credits earned elsewhere will be determined by the quality of work completed at the University of Puget Sound. For additional information on transfer credit, see Admission With Advanced Standing section of this Catalog, page 138. Each student is subject to requirements listed in the Catalog at the time of his/her graduation or to requirements applicable at the time of his/her matriculation, provided that matriculation is no more than five years previous.

General University Requirements

1. 2 units, Communication, to include:
   - 1 unit from Group I:
     - English 101, 131, 132, 201, 209, 225, 301
     - Comparative Literature 101, 131, 132
     - Honors 105D
   - 1 unit from Group II:
     - Business Administration 320
     - Philosophy 273
     - Communication and Theatre Arts 101, 161, 170, 220, 225, 232, 239, 270, 272, 301, 335

2. 2 units, Humanities, to include:
   - 1 unit from Group I — Literature and the Arts:
     - Art 105, 106, 107, 423, 424, 425, 427, 429, 430
     - English 202, 221, 230, 250, 251, 302, 341, 342, 386, 387, 388, 389, 402, 451, 452
     - Comparative Literature 325, 364, 371, 401, 403, 460, 481, 482, 483, 484
     - French 331, 361, 362, 363, 364, 481, 483,
     - German 331, 371, 372, 441, 442, 460, 493, 494
     - Honors 106C
     - Humanities 214, 215, 216
     - Music 103, 115, 503, 504
     - Spanish 331, 361, 362, 363, 364, 482, 484
     - Communication and Theatre Arts 336, 386, 387, 388

1 unit from Group II — Philosophy and Religion:
   - Philosophy 104, 215, 216, 314, 383, 384, 432, 443, 463, 482
   - Honors 105C

Note: Humanities 101 and 200 may apply to either Group I or Group II.

3. 2 units, Natural Science (Laboratory Science), to be selected from:
   - Biology
   - Chemistry
   - Environmental Science
   - Geology
   - Physical Science
   - Physics
   - Mathematics 151
   - Honors 105B, 106A

4. 2 units, Social and Behavioral Science, to be selected from:
   - Comparative Sociology
   - Economics
   - History
   - Honors 105A, 106D
   - Political Science
   - Psychology
   - Urban Studies 197, 198, 199

5. Although there is no general Language requirement, some departments or schools ask Language proficiency at the 202 (Intermediate) level. This requirement may be met in one of the following ways:
   - 3 years of a single Language in high school
   - Placement examination (by which the requirement is met or a student placed at his/her level of competence, but for which no college credit is given) College course work (credit given for intermediate Language 201 and 202)
   - Native speakers may satisfy a Language requirement with a proficiency examination; no college credit will be awarded.

Major Requirements

1. Declaration of a Major
   A student should choose his/her degree major no later than the end of the sophomore year. In certain disciplines, an earlier choice is advisable; a later decision may make graduation at the end of the normal four years impossible. Consult your faculty advisor for details. The program of courses to be followed is outlined under each major department and/or school. When a student formally enters his/her major, he/she is assigned a major advisor. Working with the advisor, the student should choose any specialization within the major. List all specific course requirements, determine the sequence to be followed in the remaining terms and obtain the advisor's approval.

2. Foreign Language
   Foreign Language proficiency is demonstrated by course completion or examination. Foreign Language requirements vary within major departments or schools (see requirements listed for each department/school).

3. Grade Point for a Major
   A minimum grade point average of 2.0 is required in the major field. D grades are acceptable only after a student completes a minimum of 7 units in which the grades are C or better.

4. Application for Graduation
   No later than the beginning of the senior year, students must file an application for graduation (Diploma Card) with the Office of the Registrar. Questions concerning graduation should be referred to the Registrar.

Minor Requirements

In addition to the major area, the University of Puget Sound permits students who so desire to take a minor in any area granting a major. A minor shall consist of a minimum of five units within the minor area. At least three of these must be completed in residence at UPS. Specific requirements for the minor shall be established by the individual minor area. A minor may also be offered in any subject area not offering a major, provided that the minor proposal of a minimum of five units is submitted to and approved by the Curriculum Committee and the Faculty Senate. In the case of an interdisciplinary minor, the requirements must meet the same procedural criteria as the interdisciplinary major.
SECTION IV

Academics/
The Programs

University Academic Organization
Degrees Offered/Undergraduate
Degrees Offered/Graduate
Special Academic Programs
Special Programs for Professional Careers
Options
University Academic Organization

Special Programs
Aerospace Studies
American Studies
Asian Studies
Communications
Comparative Literature
Computer Science
Environmental Science Honors
Interdisciplinary Studies
Natural Science
Physical Science
Study Abroad
Women’s Studies

Degrees Offered/Undergraduate

The Bachelor of Arts Degree is awarded for completion of undergraduate programs in the following majors:
American Studies
Art
Asian Studies
Business Administration
Communication and Theatre Arts
Communications
Comparative Sociology
Economics
Education
English
Foreign Languages
History
Home Economics
Interdisciplinary Studies
Music
Philosophy
Physical Education
Political Science
Public Administration
Religion
Urban Studies

The Bachelor of Science Degree is awarded for completion of undergraduate programs in the following majors:
Biology
Chemistry
Environmental Science
Geology
Interdisciplinary Studies
Mathematics
Medical Technology
Natural Science
Occupational Therapy
Physics
Psychology

The Bachelor of Education Degree is awarded under certain conditions to students holding a B.A. or B.S. degree from an accredited college or

Professional Schools

Business and Public Administration
Education
Law
Music
Occupational Therapy

Arts and Sciences Departments

Art
Biology
Chemistry
Communication and Theatre Arts
Comparative Sociology
Economics
English
Foreign Language
Geology
History
Home Economics
Mathematics
Philosophy
Physical Education
Physics
Political Science
Psychology
Religion
Urban Studies
Degrees Offered/Graduate

Graduate programs are offered by the University of Puget Sound, leading to the following degrees:

**Master of Arts (M.A.)**
**Master of Fine Arts (M.F.A.)**
**Master of Business Administration (M.B.A.)**
**Master of Education (M.Ed.)**
**Master of Music (M.M.)**
**Master of Public Administration (M.P.A.)**
**Master of Science (M.S.)**
**Master of Science Education (M.S.Ed.)**
**Juris Doctor (J.D.)**

Detailed information, including specific programs offered, admission requirements, application procedures, etc., are detailed in the UPS Graduate Studies Bulletin, which may be obtained by writing to the Director of Admissions or Director of Graduate Studies at the University. Admission requirements for graduate study are outlined in this catalog, page 17.

Information and applications for admission to the School of Law may be obtained by writing:

Admissions Office
University of Puget Sound School of Law
8811 South Tacoma Way
Tacoma, WA 98499

**Special Academic Programs**

Today's University of Puget Sound students pursue programs of study which reflect expanding interaction and communication among persons and disciplines within the University, as well as strengthened dialogue between the institution and various off-campus communities.

Highlighting the diversity of special study programs offered at the University are several key academic pursuits:

**American Studies Program**

**Director:** C. Brewster Coulter
**Committee:** Wolfred Bauer (History); Barry Bauska (English); David Brubaker (Urban Studies); Ronald M. Fields (Art); Robert Ford (Urban Studies); Charles Frank (English); J. Tim Hansen (English)

A major in American Studies is offered jointly by the Departments of History, English, Art, Philosophy, Music, Political Science, Economics and Urban Studies. Its purpose is to promote investigation of the diverse American experience, including that of minorities, to encourage the search for an American identity and to understand the complex heritage of our American culture.

The program is comprised of four main parts, from which the student selects 12 units as indicated below:

1. Foundations — 3 units, to include:
   - English 221 — Survey of American Literature
   - History 251 — History of the United States
   - 1 unit from Art 429 — American Art or Philosophy
   - 314 — American Philosophy Since the Civil War
2. Parallel Courses in Literature and History — 4 units to include:
   - English 421 — American Literature: Puritanism
   - History 351 — Colonial Period of American History
38 Special Academic Programs

or

English 422 – American Literature: Revolution to Civil War

History 352 – The Rise of American Democracy and

English 423 – American Literature: National to International

History 353 – Late Nineteenth Century America

or

English 424 – American Literature: After the Great War

History 354 – The United States in the Twentieth Century

3. Electives from All Fields – 4 units to be selected from:

Economics 221 – Economic History of the United States

English 360 – Major Authors (When the Focus is American authors.)

History

265 – History of the Pacific Slope

367 – The United States Since 1945

373 – History of Women’s Rights and Feminism in America

374 – Social History of the American Woman

450 – The Social Gospel and American Politics

457 – The Challenge of the City

480 – The Emergence of Metropolitan America

456 – The New Deal

Music

115 – Anatomy of Jazz and Theatre

Music of the 20th Century

Political Science

111 – U. S. Government and Politics

309 – American Constitutional Law

404 – The American Presidency

Urban Studies

109 – Introduction to Urban Problems

197, 198, 199 – American Minority Groups

305 – Seminar in Urban Education

315 – African and Afro-American Culture

320 – Chicano Studies: LaRaza in American Society

325 – Japanese-American Studies: World War II and Beyond

330 – Native-American Studies: A Struggle to Survive

4. Senior Thesis – 1 unit, research on an approved topic, culminating in a substantial piece of written work

Asian Studies Program

Director: Suzanne Barnett (History)
Committee:

Robert Albertson (Religion); Bill Colby (Art); Francis Cousens (English); Pramod Gadre (Comparative Sociology); Jai-hyup Kim (Political Science); Delmar Langbauer (Philosophy, Religion); John Magee (Philosophy); William Orthonan (Business and Public Administration)

Resource Person: David Smith (History)

The Asian Studies Program provides opportunities for interdisciplinary cross-cultural study involving China, Japan, and India. Asian Studies courses are open to all students in the University. While many students may choose to begin work in Asian Studies with introductory courses at the 100 level, others may begin with 200-level surveys or more specialized courses.

A major in Asian Studies consists of 9 units:

1. 8 units selected from listing below
2. 1 unit, independent research project/colloquium normally taken in the Fall and Winterim of the senior year

A minor in Asian Studies consists of 5 units of approved courses, which must include at least one course (or equivalent) in each of the following three groups:

1. Political Science 347 or Art 430
2. History 242, 245, or 247
3. Religion 263, or 264

Where a course both supports a minor in Asian Studies and fulfills a major requirement in another field, a student may not count more than one course from his/her major toward the minor in Asian Studies. Students minoring in Asian Studies also will be expected to participate in the Asian Studies Colloquium series.

Inquiries about Asian Studies courses or the Asian Studies Program may be directed to the Director of the Program. All students wishing to pursue a major or a minor in Asian Studies must coordinate their efforts with the Director.

The following list includes courses which count toward a major or a minor in Asian Studies. Except for Religion courses at the 200 level, these courses are open to all students without prerequisites.

1. 100-Level Introductory Courses

History 144 – East Asian Traditions in Literary Perspective

145 – The West in China and Japan

2. Other Courses

Art

430 – Oriental Art

Business Administration

549 – Marketing in Japan

History

242 – The Civilization of Ancient India

245 – The Middle Kingdom: China through the Ages

247 – The Forging of the Japanese Tradition

344 – History of India (1500 to the Present)

348 – Japan’s Modern Century, 1850-1970

Japanese

101 – Introduction to Japanese Language and Culture

Philosophy

463 – Philosophical Systems of India and China

Political Science

347 – The Governments and Politics of China, Japan, and Korea

Religion

263 – Hinduism (Prerequisite, 100-level Religion course)

264 – Buddhism (Prerequisite, 100-level Religion course)

Asian Studies Colloquium

The Asian Studies Colloquium seeks to promote interdisciplinary discussion among students and faculty within the area of Asian Studies on topics of common interest. It is designed to involve more of the general University community in the problems and possibilities connected with Asian thought and life. Colloquium presentations are open to the entire University community, but are especially appropriate for students enrolled in Asian Studies courses.
Meetings are on an irregular basis (monthly or bi-weekly), and the format includes both informal lectures and discussions. Specialists in various Asian fields, speakers from within and without the University community and Asian Studies students will be featured as speakers. After approval by the Advisor and the Director of the Asian Studies Program, each Asian Studies Major presents his/her research project during the Colloquium series.

For further information concerning the requirements of Independent Study under this program, contact the Director of the Asian Studies Program.

Communications Program

Director: Gary L. Peterson
Committee: William Baarsma (Public Administration); Carl J. Clavadetscher (Communication and Theatre Arts); Joan Lynott (Office of Public Relations); Thomas Sinclair (Business Administration); Rosemary VanArsdel (English)

A major in Communications is administered through the Department of Communication and Theatre Arts, but includes courses in English, Public Administration and Business Administration, as well as Communication and Theatre Arts.

The purpose of the interdisciplinary Communications major is to provide undergraduate experience in broad communication skill preparation. Curriculum and projects provide background in written and oral communication, interpersonal relations and working with groups and organizations.

The Program encompasses a core preparation of 10 units, with additional units from the recommended list to be selected through advising. It is recommended that elective units allow greater concentration in one or more of the specific areas covered in the Program.

Requirements are summarized below:

1. Business Administration
   320 – Business Communications
   344 – Advertising

2. Communication and Theatre Arts
   232 – American Mass Media: An Introduction to the Journalism Process
   239 – Persuasion
   335 – Communication in Discussion and Group Processes
   453 – Organizational Communication
   449 – Internship in Media and Organizations

3. English
   101 – Freshman Seminar in Writing or
   201 – Composition
   209 – Newswriting

4. Public Administration
   307 – Lobbying and Public Relations in Government

Courses recommended, but not required, include:

1. Business Administration
   442 – Principles of Salesmanship
   452 – Personnel Management

2. Communication and Theatre Arts
   170 – Communication and the Performing Arts
   Through Mass Media: Radio and Television
   301 – Interpersonal Communication
   338 – Communication: History and Criticism
   401 – Topics in Communication and Theatre Arts
   495 – Independent Study

3. English
   202 or 302 – Creative Writing
   203 – Aesthetic Man: His Contemporary Values

4. Psychology 381 – Social Psychology

A Foreign Language competency is also required, and may be met by:

1. 3 years, high school Language, or
2. Proficiency at the 202 level, or
3. 4 alternative units in research methodology

selected from the following:

History 301, Mathematics 271 or Education 501
Computer Science 155
Philosophy 273
Political Science 375
Psychology 381
Comparative Sociology 301, 302

Under special circumstances, other units may be considered. These must be selected in consultation with the student's advisor and approved by petition to the faculty of the Department.

Cooperative Education Program

Director: Bart W. Soli
Coordinator: Jack A. McGee

Since its inception in 1969, the Cooperative Education Program at the University of Puget Sound has continued to offer a vehicle through which students can explore career alternatives prior to graduation. Following the freshman year at UPS, qualified enrollees in the Program are paired off. While one student attends classes at the University, the other works full-time in a selected position directly related to the student's academic interest. At the end of each term the students alternate positions on a year-around basis.
Each participant receives the benefit of a UPS education combined with practical work experience. Salaries are commensurate with the student’s particular assignment. Historically, compensation has been in the $500-$900 per month range. The Co-Op Program enjoys extensive support of major employers in both the private and public sectors. Although most of the Co-Op positions are located in the greater Puget Sound area, participation is possible in all of the West Coast states, including Hawaii.

Upon graduation, the Co-Op student is able to enhance his/her employment opportunities by the ability to present to the employer up to two years of meaningful work experience prior to receiving a degree.

Tailored for those motivated students seeking experience, monetary compensation and a career head start, the Cooperative Education Program is open to juniors, seniors and transfer students.

Participants in the Co-Op Program will receive ½ unit of academic credit for each off-campus work term, to be designated 499, and preceded by the student’s major (i.e., Business Administration 499, Chemistry 499, etc.).

Personal inquiries may be directed to:

Director of Cooperative Education
University of Puget Sound
Tacoma, WA 98416
Telephone: (206) 756-3161 (Tacoma)
(206) 838-0337 (Seattle)

Freshman Seminars in Writing

The Freshman Seminars in Writing have been designed to meet the constantly increasing demand from students, teachers and leaders in professional education, government and business for more careful instruction in the accurate lucid use of English.

Each freshman will be enrolled in one such seminar during his or her first year at the University; classes will not exceed 15 in number. Taught by full-time career faculty, the courses will allow time for the
instructor to give intense attention to each student’s strengths and weaknesses and provide one-to-one conferences between instructors and students over every assignment submitted.

The seminars, organized around well-defined themes in order to provide a focus for reading and writing assignments, are designed with interesting and discussion-provoking reading materials. The intention is that, along with all the hard work of writing and revision, there will be opportunities for lively meetings, pleasant encounters and the formation of continuing interests as well as skills.

**Honors Program**

**Director:** Michael J. Curley

The Honors Program provides educational enrichment for the capable and motivated student, and is designed to foster study of classical sources of thought, help the student gain the highest possible degree of competence in his/her major areas of study and nurture self-directed learners.

A student’s commitment is essential to the success of the Program. While Honors students receive more personal attention, they also are asked to work harder.

A series of special services is offered to participants, focusing in large part on academics. Honors courses for fulfillment of University requirements, restricted to small enrollments, afford the opportunity for the instructors to become personally acquainted with each individual and to encourage each student to achieve excellence in basic skills. These courses are listed in the annual Class Schedule and Advisement Manual.

The Program also arrange Honors credit for enriched versions of courses available through the regular curriculum. In addition, Honors, independent studies, and bachelor’s theses are provided.

Cultural and extra-curricular activities highlight the Program. Participants form an Honors community which engages in discussion of topics of general intellectual interest and attends cultural events in the Seattle-Tacoma area. Recently, such events have included on-campus previews for Seattle Opera.
productions, a lecture by an Asian scholar from the University of British Columbia and a showing of the Nazi propaganda film The Triumph of the Will.

Intensive academic advising completes the roster of special services. Freshman and sophomore Honors students are advised concerning their academic goals and programs; juniors and seniors are assisted in identifying graduate fellowships for which they might be eligible and in grooming themselves for the competition involved in attaining fellowships.

Through the Honors Program, students may work toward Honors Citations at graduation, which are explained in detail under the Graduation with Honors section of this Catalog, page 32.

**Interdisciplinary Major Program**

Students interested in a major in Interdisciplinary Studies should enroll in a collection of courses from two or more disciplines which investigate coherent bodies of knowledge. The special Program allows a student to make an in-depth study of a program or body of knowledge that is not contained in a single department or existing major, and is intended to provide an additional opportunity for a broad, liberal education.

Requirements for a major in Interdisciplinary Studies include:

1. Completion of a minimum of 12 units to be selected from two or more departments to include: 8 units at the 300 or 400 levels (at least 2 of these must be in the same department)
2. A grade point average of at least 2.0 in all course credits applied to the degree in Interdisciplinary Studies
3. Completion of a minimum of 12 units after the student declares his/her intention to major in Interdisciplinary Studies (any exceptions must be approved by the Assistant Dean of the University)
4. For the purpose of integrating the fields involved in this major by each student, a senior paper or project on a problem which combines the methods and contents of the fields in question (An oral examination on the paper or project also will be required. When the paper is completed, the student will provide the Interdisciplinary Major Committee with names of three to five faculty members representing all the departments of his/her Interdisciplinary major. Three faculty and one member of the Committee will examine the student on his/her work.)

**Language House Program**

**Director:** Michael Rocchi

Combining language and a living situation, the Language House Program offers students the chance to learn a foreign language or retain fluency in a language through personalized tutorial and residential experiences.

Stressing work on Foreign Languages by related linguistic groups, the main emphasis is on Romance and Germanic languages; however, Asian languages have in the past been a strong part of the Program. Films, records, operas, plays, multi-lingual conversations, ethnic cooking and excursions are inherent parts of the Program. Intensive, six-week courses in high interest languages are set up during Winterim as a regular feature of activities associated with the Language Program.

**Living-Learning Program**

**Director:** Jeff Bland

The Living-Learning concept at the University of Puget Sound is designed to promote personalized and residential experiences in education.

Bringing students with different intellectual interests and backgrounds together in a residential context, the program is intended to stimulate a search for methods of integrating the various subjects studied at the University.

A list of books drawn from the Sciences and Humanities provides a focus for seminars, lectures and discussions. Shaping the program’s activities is a continuing analysis of traditional instruction, along with an attempt to project reasonable alternatives for education in a rapidly changing world.

Stressing the living side of learning, students are invited to suggest changes in the University's academic offerings, participate in cultural activities in the community, create learning experiences for the community and for the group and to utilize the various forms of involvement to reinforce and integrate their educational objectives.

Further information regarding participation in this Program may be obtained from the Director of the Living-Learning Program.

**Natural Science Program**

This major is designed to serve the needs of students who desire a broad background in the Natural Sciences. It may serve students who plan to teach at the junior or senior high school levels (see Education). In addition to meeting requirements for a Bachelor of Science degree, it provides for
42 Special Academic Programs

moderate intensification in one field of Science as well as a background in other areas of Mathematics and Natural Sciences. Foreign Language competency is recommended but is not a specific requirement. The courses listed below must be passed with a grade of "C" or better in order to apply toward the Natural Science major.

One of the following areas of emphasis is required. See Departmental listings for course descriptions.

Chemistry
Completion of a minimum of 14 units, to include:
1. 6 units, Chemistry (all courses must be those normally counted toward a major)
2. 2 units, Mathematics
3. 3 units, Physics (Physics 201, 202; or 211, 212)
4. 3 units, Biology, Geology or Environmental Science

Biology
Completion of a minimum of 14 units, to include:
1. 7 units, Biology (including Biology 105, 106, 201; 1 each in Physiology and Field Studies, plus 2 upper level electives)
2. 2 units, Mathematics (Mathematics 111 or equivalent, plus 1 additional unit)
3. 2 units, Chemistry (Chemistry 114, 214)
4. 3 units, Physics (Physics 201, 202; or 211, 212)

Physics
Completion of a minimum of 14 units, to include:
1. 6 units, Physics (all courses must be those normally counted toward a major)
2. 4 units, Mathematics (Mathematics 121, 122, 221 and 1 additional unit)
3. 2 units, Chemistry (Chemistry 114 and 1 additional unit)
4. 2 units, Biology or 2 units, Geology

Geology
Completion of a minimum of 13 units, to include:
1. 6 units, Geology (Geology 101, 102 and 4 additional units, 2 of which must be taken at UPS)
2. 2 units, Mathematics (Mathematics 111; 121 or 264)
3. 2 units, Chemistry (Chemistry 114; 214 or 215)
4. 3 units, Physics (Physics 201, 202; or 211, 212) or 3 units of Biology

Study Abroad Program
Director: David Smith
Administrative Assistant: Dorothy Morris

In recognition of the growing intercultural exchange required for a modern education, the University of Puget Sound offers a study program in varying and fixed international locations. Fixed locations include London, Breukelen (The Netherlands) and a Pacific-Rim Asian tour centered in Australia. In London the University of Puget Sound participates in a consortium that includes five private universities and colleges in the Northwest. Students reside with English families in a homestay arrangement. Classes are held at the City University and courses are enriched by numerous excursions within the United Kingdom.

The School of Business and Public Administration offers to its students and those of other departments and schools an International Business Program of studies at the Netherlands School of Business (NOIB) at Breukelen. In this Program, the student spends one year (usually the junior year) in Holland, studying the culture, commerce and economic systems of the entire European community. Language study is required.

As part of the Pacific-Rim Program, students enroll in the Australian National University in Canberra and have an opportunity to travel extensively in Asia. This Program is extended for a nine-month period every four years to include a semester in India.

At these study locations, the University offers courses in the Humanities, Social Sciences and Language. The Programs differ significantly from language-oriented programs in which the primary objective is mastery of a foreign language. Students receive substantial general education in addition to language study. Full credit is granted by the University for the terms in residence in foreign countries.

Finally, a student wishing to study outside those areas covered by our offerings may do so and in many cases transfer the credit back to the University. These arrangements are made individually.

Further information about these Programs may be obtained from the Director of the Study Abroad Program.

Women Studies Program
Coordinator: E. Ann Neel

The University's Women Studies Program seeks to work toward the full inclusion of women in the University curriculum and in the mainstream of academic life. The Program helps to offset traditionally stereotyped views of women by offering intellectual perspectives which clarify women's creative potential. In addition, the Program provides the personalized education so vital to women if they are to fully develop their intellectual and creative capabilities.

Courses in the Program focus on two major issues: how women have contributed to our history and culture and what effect society and history have had on today's woman and what she does.

In traditional academic disciplines, women are often invisible. Historians, for example, study wars, diplomacy, new inventions and philosophical debates, but seldom do they consider issues which have affected the lives of the female half of the population.

If women are dealt with by traditional disciplines, they frequently are seen only in traditional roles. Courses in the Women Studies Program attempt to fill the gaps in our knowledge about women.

The subject of women's achievements is a second major issue addressed by this Program. Stereotyped views of women as emotional, incompetent and dependent, often reinforced by university curriculums, do little to convince young women of their own capabilities.

Acknowledging that if women are to benefit fully from their college educations, they must desire to learn and believe themselves capable of learning. Women Studies brings forth the frequently
neglected positive perspectives of women’s nature and helps students understand the social and cultural processes which may convince women they have no talents worth developing.

Courses in the Program include:

- English 226 — Women in Literature
- History 373 — History of Women’s Rights and Feminism in America
- History 374 — Social History of the American Woman
- Comparative Sociology
- 202 — Family in Society
- 210 — Sex Roles in Society
- Women Studies
- 111 — Women in American Society
- 321 — Women: Economics and Identity
- 384 — Sexism in American Schools
- 394 — Seminar: Special Studies in Women

**Special Programs for Professional Careers**

**College and University Teaching**

Teaching positions in institutions of higher learning do not usually require a teaching certificate, but the Master’s degree in the subject is generally considered minimum preparation. Superior students who have developed a deep interest in a subject are urged to continue their study through the Master’s and Doctor’s degrees. A limited number of graduate assistantships are available at UPS for Master’s degree candidates.

For detailed information concerning the Graduate Record Examination, other examinations for admittance to graduate schools and a listing of programs available at graduate schools across the country, contact:

**Director of Graduate Studies**
**University of Puget Sound**
**Tacoma, WA 98416**
**Dentistry**

Dental schools require at least three years of pre-dental studies, including most of the Mathematics and Science requirements needed by pre-medical students. However, most students are advised to spend four years in pre-dental work before entering dental school. This makes it possible for students to secure a firm foundation in the Sciences, as well as a broad cultural background.

Specific information may be obtained from the Pre-medical - Pre-dental Advisement Committee.

The Dental Aptitude Test is required by all leading dental schools for admission. This test is given at the University of Puget Sound semi-annually. To gain admission into a dental school, a student should be prepared to offer a strong overall college performance, good score on the Dental Aptitude Test and recommendations of instructors involved in his or her pre-dental work.

**Law**

Admission to all law schools is based upon ability to read, speak and write effectively. Although no particular major subject is prescribed, Political Science, History or Economics are frequently chosen. Applicants are expected to know something of American politics and business life and also to have some understanding of Anglo-American constitutional history. A broad knowledge of Literature and Philosophy also is desired.

Because law schools do not generally prescribe specific pre-law programs, the University of Puget Sound provides pre-law advisors who will help plan programs of study which will be most effective for individual purposes.

**Medical Technology**

**Associate Staff: Tacoma General Hospital**

Anne Barlow, M.S.; Instructor in Microbiology
Charles P. Larson, M.C.; Pathologist, Director of Laboratory Program
Lucille Florence Larson, B.S.; Supervisor
Charles C. Reberger, M.D.; Clinical Professor, Pathologist

Merrill James Wicks, M.D.; Clinical Professor, Pathologist

**Associate Staff: St. John’s School of Medical Technology (Longview, WA)**

P. G. Avalon, Educational Coordinator
Grace Barlow, B.S.; Instructor in Mycology
Charles E. Buck, M.D.; Clinical Professor, Pathologist
Elsa Osiris, D.M.D.; Chief Technologist

The University of Puget Sound is affiliated with Tacoma General Hospital, St. Joseph Hospital, Tacoma, Virginia Mason Hospital, Seattle, and St. John’s Hospital, Longview. A course of study at the University, with these schools of Medical Technology, leads to the Bachelor of Science degree in Medical Technology.

Programs at these affiliate hospitals are similar. A student preparing for a career as a medical technologist must complete a minimum of three years (27 units) of work in the basic Sciences and Arts at the University. Following this, he/she is eligible for 12 consecutive months of technical training and practical experience in an accredited hospital program of Medical Technology. The program at St. Joseph Hospital requires four years of college course work before entering technical training at the hospital.

During this training, the student with 3 years of University credit is registered with the University, will receive full academic credit and will be responsible for University fees. After completion of the technical training, the student receives a degree of Bachelor of Science in Medical Technology. He/she also is eligible to take the examination conducted by the Board of Registry of Medical Technologists of the American Society of Clinical Pathologists for certification as a medical technologist (MT).

Scholarships and stipends are available to needy, deserving students through the individual hospital programs.

Minimum requirements for admission for technical training are:

1. 5 units, Biological Sciences, to include:
   2 units, lecture and laboratory courses in general Biology or Zoology; Anatomy and Physiology, highly recommended
   Remaining courses in Bacteriology, Embriology, Histology, Genetics, Mycology
2. 5 units, Chemistry, to include:
   2 units, general college Chemistry
   Remaining units in courses requiring prerequisites no higher than general Chemistry
3. 1 unit, general college Mathematics
4. Recommended electives, to include:
   Broad, general education in English, Social Studies, Arts, Humanities, advanced Mathematics, Statistics, Computer Science, Biochemistry, Physics, Typing

**Medicine**

Medical schools have varied admission requirements. A student who has a specific school in mind should become acquainted with its requirements; which are available through the Pre-medical - Pre-dental Advisement Committee. In most medical schools, however, preference is given to applicants who not only meet stated requirements but also hold
a Bachelor's degree. Those able to enter medical school with less than four years of preparation are academically exceptional candidates.

A well-balanced program in the liberal Arts and Sciences with major emphases in Biology and Chemistry prepares a student for entrance into a medical school. Although the professional schools do not stipulate that the major must be in any given field, most pre-medical students have elected Biology or Chemistry. Applicants with majors in other fields may also qualify if Science requirements are met. In addition to required training in Science, it is advantageous to have a broad background in Literature and other Humanities and the Social Sciences.

Admission to medical school usually is based upon strong grades in the areas of pre-medical preparation, as well as overall academic strength, high performance on the Medical College Aptitude Test and recommendations of undergraduate instructors.

**Reserve Officers Training Corps/Air Force ROTC**

**Commanding Officer:** Lt. Col. James G. Kautz

The Reserve Officers Training Corps Program, administered by the Department of Aerospace Studies, was established at the University in 1951 to select and educate young college men and women as future officers of the United States Air Force.

The curriculum offered for this Program is outlined in detail in the Aerospace Studies section of this Catalog, page 46.

Selection for participation in the Program is on a competitive, best-qualified basis. Applicants with four, three or two years of college remaining may apply. Application should be made as early in the school year as possible.

Students accepted into the Professional Officers Course receive subsistence pay of $100 per month while attending this course. Students attending the Field Training Course receive pay and allowances and are furnished housing and medical attention during their training period.

All Air Force ROTC students are furnished Air Force uniforms and necessary textbooks for Aerospace Studies courses.

Financial assistance including full tuition, book reimbursement, laboratory fees and $100 per month subsistence is available to qualified applicants in the Air Force ROTC Program. Candidates compete for financial assistance on a best-qualified basis.

A 25-hour flight instruction program is available to senior cadets in the Professional Officers Course who are qualified for Air Force Pilot training.

Students who successfully complete the Air Force ROTC Program and receive an academic degree from the University will be commissioned as second lieutenants in the U.S. Air Force Reserve.

Additional information on the Air Force ROTC Program may be obtained by writing:

**Professor of Aerospace Studies**

University of Puget Sound
Tacoma, WA 98416
Telephone: (206) 756-3264

**Speech Pathology and Audiology**

Students who plan a career in speech and hearing disorders should complete the Master's degree and earn clinical certification by the American Speech and Hearing Association.

Undergraduate preparation should include all units offered in Speech Science, Speech Correction and Hearing. Completion of Winterim courses in these areas and a strong background in Psychology and Biological Sciences, such as Human Anatomy and Genetics is urged. Study in Special Education and Statistics also is highly recommended.

Speech pathologists and audiologists practice primarily in public school programs or in
clinical settings. Students wishing to serve in the public schools must include all requirements for appropriate certification. Those planning to teach children profoundly hard of hearing should pursue a similar undergraduate program, which must include qualification as a classroom teacher, before entering graduate study. Since programs vary extensively according to individual goals, each student should work closely with his or her advisor.

Theology
Students who desire to follow a vocation as educational assistant in a Christian church should confer with the faculty in the Department of Religion concerning a major in Christian Education. Those planning to attend graduate schools of Theology also should confer with the Religion faculty to ensure that they follow a course of study which meets undergraduate recommendations of the American Association of Theological Schools.

In general, a broad Liberal Arts background is required, and there is a growing tendency for graduate schools to require a concentration in Religion, as well as reading knowledge of Greek or Hebrew.

Options
Continuing Education
The Continuing Education Program provides educational training and development services to the adult and professional community. Continuing Education offers a broad range of supporting services, including curriculum development, resource identification, supervision, evaluation, contract negotiation and preparation and program-related management. These services are available to University faculty, staff and administration, as well as to members of the community.

College of Medical Education
Executive Director: Maxine Bailey
A continuing education program for physicians, nurses, allied health personnel, teachers and the public, the College of Medical Education offers seminars and workshops designed to keep professionals aware of current trends in medicine. The classes, sponsored by the Pierce County Medical Society in cooperation with the University, are taught by area physicians and other professionals in specific fields of study.

Military Centers
Director: Frank N. Peterson
Military personnel, their dependents and civilians may enroll in classes offered by the University at Fort Lewis, Madigan Army Medical Center and McChord Air Force Base. Credits earned in these courses, usually instructed by UPS Faculty, are considered resident credit.

A schedule of classes, which are offered between 6 p.m. and 9 p.m. over a nine-week period, and instructions for registration may be obtained at the Education Office of each base or at the University. Civilians enroll at the Office of the Registrar on the main campus.

For detailed information regarding admission to Military Centers classes, see the Admissions section of this catalog, page 17.

Seattle Campus
Director: Joseph L. Perry
The Seattle Campus was established to serve educational needs of students who are employed full-time. Courses offered lead to Bachelor's and Master's degrees in both Public Administration and Business Administration. The classes, which are held between 4:30 and 9:45 p.m. in a convenient downtown Seattle location, the Prefontaine Building at 110 Prefontaine Place South, are taught by regular members of the UPS faculty and public and private administrators drawn from the community. All credits earned at the Seattle

Campus are considered resident credit. Students enrolling in Seattle Campus courses must meet all UPS academic requirements and must have completed two or more years of college.

A special brochure may be obtained from the Seattle Campus by contacting:

University of Puget Sound/Seattle Campus
The Prefontaine Building
110 Prefontaine Place South
Seattle, WA 98104
Telephone: (206) 682-0210

For detailed information regarding admission to the Seattle Campus, see the Admissions section of this catalog, page 18.

Summer School
Director: Frank N. Peterson
Courses in 25 academic disciplines are offered by the University each year during its Summer Session, which begins in mid-June and continues through the middle of August.

Highlights of the summer program include intensive, short-term workshops, special programs frequently not offered during the regular academic year and seminar courses, in addition to normal curricular offerings.

The UPS Summer Session is open to graduate and undergraduate students, teachers, professionals seeking additional course work and persons desiring to enroll in classes as non-matriculants.

A Summer Session Bulletin may be obtained by writing:

Director, Summer Session
University of Puget Sound
Tacoma, WA 98416

For detailed information regarding admission to Summer Sessions classes, see the Admissions section of this Catalog, page 17.
SECTION V

Courses of Study
Aerospace Studies

About the Program
The curriculum offered by this Program is divided into three courses: a General Military Course, a Professional Officers Course conducted on the UPS campus and Field Training Courses conducted at selected Air Force Bases.

The General Military Course consists of one hour of academic instruction and one hour of military training per week each term of the freshman and sophomore years. Students are eligible to enroll in this course in their freshman year.

The Professional Officers Course consists of three hours of academic instruction and one hour of military training per week each term of the junior and senior years.

The Field Training Course is either four or six weeks in duration, depending upon whether the student is participating in the four or two year program. Satisfactory completion of this course is a prerequisite for entry into the Professional Officers Course for students who have not completed the General Military Course.

All Air Force ROTC students are furnished Air Force uniforms and necessary textbooks for Aerospace Studies courses.

Financial assistance, including full tuition, book reimbursement, laboratory fees and $100 per month subsistence is available to qualified applicants in the Air Force ROTC program.

A 25 hour flight instruction program is offered to senior cadets in the Professional Officers Course who are qualified for Air Force pilot training.

Students who successfully complete the Air Force ROTC program and receive an academic degree from the University will be commissioned as second lieutenants in the U.S. Air Force Reserve.

Additional information on the Air Force ROTC program may be obtained by writing the Professor of Aerospace Studies, University of Puget Sound, Tacoma, WA 98416, or by calling (206) 756-3264.

Course Offerings

General Military Courses

110, 115 — The United States Air Force Today — Credit, ½ unit each. The mission, organization, weaponry of Air Force units. Strategic offensive, strategic defensive, some general purpose, Aerospace support forces. Training in drills, military customs and courtesies, Air Force orientation.

210, 215 — The Developmental Growth of Airpower — Credit, ½ unit each. Development of airpower from the beginnings of flight into post-Vietnam era; a variety of events, elements in history of airpower stressed, especially where these provide significant examples of the impact of airpower on strategic thought.

310, 315 — National Security in Contemporary American Society — Armed Forces as an integral element of society; broad range of American civil-military relations; environmental context in which defense policy is formulated.

410, 415 — Concepts of Air Force Management

A2-70 — Theory, application of leadership concepts to Air Force situations; military justice system; quantitative approaches to decision-making.

421 — Flight Instruction Program — Flight instruction in light, single-engine, land aircraft, requires 8 hours solo and 17 hours dual instruction plus a final check-ride. Approval of instructor required.
Art

Professor: Carlton Ball, B.A., M.A., University of Southern California, 1933, 1934
Frances F. Chubb, B.F.A., University of Puget Sound, 1939; M.F.A., University of Washington, 1952
Bill D. Colby (Chairman), B.A., University of Denver, 1950; M.A., University of Illinois, 1954
Peggy R. Mayes, B.A., University of Arkansas, 1933; M.F.A., University of Puget Sound, 1963

Associate Professor: Ronald M. Fields, B.A., Arkansas Polytechnic College, 1959; M.A., University of Arkansas, 1960; Ph.D., Ohio University, 1968

Assistant Professor: John A. Barnett, B.A., Western Washington State College, 1966; M.F.A., University of Washington, 1971
Marcia S. Jartun, B.D., University of Michigan, 1945; M.F.A., University of Puget Sound, 1967
Donald Kelm, B.A., Muskingum College, 1963; M.F.A., Ph.D., Ohio University, 1967, 1973
Kenneth D. Stevens, B.S., Harvey Mudd College, 1961; M.F.A., University of Puget Sound, 1971; Ph.D., University of Washington, 1966

Lecturer: Helen Gregory, B.A., University of Washington, 1951; M.A., University of Puget Sound, 1973

About the Department

The purpose of the Department of Art is to develop creative ability and to stimulate an understanding and appreciation of the visual arts as essential elements in a liberal arts education. The professors and curriculum provide both historical and creative studio approaches to art. Within this flexible context the individual pursues his study and discovers a potential commitment. All undergraduate major programs promote an intelligent knowledge and understanding of art as an enjoyable and enriching aspect of life.

The Visual Arts are vital to studies in the Humanities and they have general importance to diverse professions including architecture, business, drama, engineering, medicine, urban and environmental planning. Good design concepts and visual sensitivity, as well as their accompanying artistic manual skills, have much to offer in the positive sense of improving and sustaining man’s condition.

The curriculum and major programs offer the student an opportunity, upon completion of undergraduate work, to pursue independent advanced studies and creative work or to continue college or university formal work with a graduate degree goal. This may be pursued in such areas as art history and criticism, museum work, art education, painting, drawing, printmaking, ceramics and in various fields of applied design.

The Department of Art sponsors a changing monthly program of student and professional exhibits in its Kittredge Galleries. The University’s expanding permanent collection contains paintings, original prints, ceramics, primitive shields, Inca textiles and antique furniture. The Department of Art reserves the right to select work from student exhibits for its permanent collection.
Courses leading to the Bachelor of Arts degree with majors in General Art, Art History, Art Education and Fine Arts are offered by the Department of Art.

For the major 100, 107, and 109 are prerequisite to all upper level courses with the exception of Art 300. A waiver of these prerequisites may be determined with the advisor and art department staff by examination or portfolio.

The Department of Art offers Masters degree programs in Ceramics and Art Education. For more information, see the University Graduate Catalog.

Requirements for a Major

B.A. Degree/General Art Major

Completion of a minimum of 12 Art units to include:

1. Art 100, 147, 250, 370, 381
2. Art 109 and 1 unit from 209, 309
3. Art 107 and 1 unit from 105, 106 or any Art History
4. 3 units, Art electives
5. Art 100, 107, 109 are prerequisite for all other studio classes.

Advisors: Professors Ball, Barnett, Chubb, Colby, Fields, Jartun, Kelm, Mayes, Morrison, Stevens, Vogel

B.A. Degree/Art History Major

Completion of a minimum of 12 units to include:

1. 3 units from Art 100, 109, 147, 250, 381
2. Art 107
3. 7 units from Art 105, 106, 423, 424, 425, 427, 428, 429, 430
4. 1 unit, advised elective in a related field
5. 2 units of French or German, or equivalent as shown by examination

Advisors: Professors Chubb, Fields, Kelm

B.A. Degree/Art Education Major

Completion of a minimum of 13 units to include:

1. Art 100, 109, 147, 250, 355, 370, 381
2. Art 107 and 1 unit from any Art History course
3. 1 unit from Art 265 or 339
4. 1 unit from Art 461 or 462
5. 2 units, Art electives
6. In addition, selection of related field, with approval of Departmental advisor, and teacher certification requirements as outlined in this Catalog, page 72.
7. Art 100, 107, 109 are prerequisite for all other studio classes.

Advisor: Professor Mayes
B.A. Degree/Fine Arts Major
Completion of a minimum of 18 units to include:
1. Art 100, 147, 250, 370, 381
2. Art 109 and 1 unit from 209, 309
3. Art 107 and 1 unit from any Art History course
4. 1 unit from Art 265 or 339
5. 8 units, Art electives, plus possible concentration in one area
6. Exhibition in a Senior Show
7. Art 100, 107, 109 are prerequisite for all other studio classes.

The Fine Arts major is the equivalent of the Bachelor of Fine Arts degree.

Advisors: Professors Ball, Barnett, Colby, Jartun, Morrison, Stevens, Vogel

Requirements for a Minor

General Art
Completion of a minimum of 6 units to include:
1. Art 100
2. 1 unit from 105, 106, 107
3. Art 109
4. 3 additional units
5. A specialized 6 unit minor may also be determined in consultation with an art advisor

Art Education
Completion of a minimum of 6 units to include:
1. Art 100
2. 1 unit from 105, 106, 107
3. Art 109
4. 1 unit from 461, 462
5. 2 additional units

Course Offerings
Materials fees for courses marked with an asterisk will be collected by classroom instructor.

100 – Composition I: Sources and Expansions* – Applied studio experience in many media; appreciation of major fine arts disciplines. Art faculty will guest lecture and/or demonstrate. Reading, slides, class critiques, field trips.

105 – Studies in Western Art I: Ancient to 1450 – Slide lectures examining development of Western art from ancient origins through Roman and Medieval periods; re-examination of classic antiquity in first half of the quattrocento in Florence.

106 – Studies in Western Art II: 1450 to the Present – Slide lecture examining development of Western art from Italian Renaissance to 20th century; emphasis on stylistic changes in the visual arts of painting, sculpture, graphics.


109 – Drawing I* – Visual study of nature through drawing; discussion of basic conceptual theory and technique; investigation into use of various media pertaining to discipline of drawing.

147 – Ceramics I* – Fundamentals; hand construction, introduction to the potter’s wheel, decorative methods glaze application, principles of firing. Prerequisite for Art Major, Art 100, 107, 109.

209 – Drawing II* – Problems continuing and expanding; form and content investigation; anatomy for the artist and drawing the human figure. Prerequisite for Art Major, Art 100, 107, 109.

247 – Ceramics II* – Ceramic material and processes; advanced methods of construction, glaze theory, surface textural exploration. Prerequisite for Art Major, Art 100, 107, 109.

250 – Painting I* – Fundamentals; basic investigations in form and content: technical problems involved with preparation of supports, grounds, painting media, color. Prerequisite for Art Major, Art 100, 107, 109.


300, 400 – Lettering I, II – Study and use of script and lettering styles; special projects in poster and book design.

309, 609 – Drawing III, IV* – Advanced problems in use and expression with traditional and experimental form and content approaches. Prerequisite for Art Major, Art 100, 107, 109.

315 – Gallery Design* – Advanced composition approach to display, design in art galleries; field trips to various Northwest museums, galleries. Prerequisite for Art Major, Art 100, 107, 109.

339, 539 – Jewelry I, II* – Design and construction of contemporary jewelry, including an investigation of enameling techniques. Prerequisite for Art Major, Art 100, 107, 109.


350 – Painting II* – Theory and philosophy of painting, as well as technical aspects of the medium; conceptual aspects of painting. Prerequisite for Art Major, Art 100, 107, 109.

355 – Watercolor I* – General properties of aqueous painting vehicles; transparent and opaque watercolors—their similarities and differences. Prerequisite for Art Major, Art 100, 107, 109.

357, 457, 557 – Life Painting I, II, III* – Problems of light, color and space that involve the human figure and its environment. Studio situations working from observation of the model in varied
environmental contexts. Prerequisite for Art Major, Art 100, 107, 109.

365 — Sculpture II* — Advanced techniques based on contemporary concepts. Investigation of various media suitable for art in the round. Prerequisite for Art Major, Art 100, 107, 109.

370 — Advanced Design* — Application of design concepts to individual problems in two- and three-dimensional forms with varied media. Opportunity for concentration on a singular design idea. Prerequisite, Art 100; for Art Major, Art 100, 107, 109.


382 — Printmaking II* — Problems in selected graphic processes, photo images. Prerequisite for Art Major, Art 100, 107, 109.

423, 523 — Beginnings of Art — Prehistoric and ancient art of Europe and the Near East; classic art; pre-Columbian art of the Americas; primitive arts of today. Prerequisite for Art Major, Art 107.

424, 524 — The Middle Ages — Major and minor art forms in Italy, France, Germany, and Byzantium from A.D. 300 through the High Gothic period; religious and political milieu in which the forms found their expression. Prerequisite for Art Major, Art 107.

425, 525 — Renaissance — Renaissance and pre-Renaissance art from 1350 to 1600 in Italy; Tuscan art, in particular, Florentine achievements; other Italian centers. Prerequisite for Art Major, Art 107.

427, 527 — The Baroque — Painting, sculpture, architecture of Italy, France, the Lowlands; the Church Triumphant, the Establishment of Absolute Monarchy; Netherlandish perception of nature. Prerequisite for Art Major, Art 107.


429, 529 — American Art — Painting, architecture, sculpture, graphics, decorative arts of 17th, 18th, 19th centuries. Prerequisite for Art Major, Art 107.

430, 530 — Oriental Art — Sculpture, architecture, painting of India; ceramics, painting, sculpture of China; sculpture, painting, prints of Japan. Religious beliefs; trade routes provide influences that reveal depth to Oriental art. Prerequisite for Art Major, Art 107.

447 — Ceramics IV* — Advanced ceramics. Prerequisite for Art Major, Art 100, 107, 109.

450 — Painting III* — Advanced painting. Prerequisite for Art Major, Art 100, 107, 109.

461 — Visual Arts for the Elementary Classroom* — Activities designed to develop skills necessary for teaching art.

462 — Aesthetic Concepts for the Secondary Art Teacher* — Unique qualities attached to adapting specific skills, techniques to the needs of young adults.


481 — Printmaking III* — Investigation of specific process integrated with form, content. Prerequisite for Art Major, Art 100, 107, 109.

482 — Printmaking IV* — Advanced problems, techniques juxtaposed with conceptual expression. Prerequisite for Art Major, Art 100, 107, 109.

491, 492 — Directed Study and Guidance — Credit, time arranged. Open only to advanced students. Prerequisite for Art Major, Art 100, 107, 109.

507 — Contemporary Art — Content varies with each offering; topics under consideration never pre-date the 1960's. Approval of instructor required. Prerequisite, Art 107.

538 — Environmental Art — Throughout history, man has used art as a means of environmental expression. Prerequisite, Art 100, 107, 109.

543, 544 — Ceramic Production Problems I, II* — Prerequisite for Art Major, Art 100, 107, 109.

547, 548, 647, 648 — Ceramics V, VI, VII, VIII* — Prerequisite, Art 447; for Art Major, Art 100, 107, 109.

550, 650 — Painting IV, V* — Prerequisite, Art 450; for Art Major, Art 100, 107, 109.

555 — Watercolor II* — Advanced watercolor. Prerequisite, Art 355; for Art Major, Art 100, 107, 109.

570 — Special Projects in Art Education* — Individual approaches in any area that reflects scope of teaching art within context of any activity center, school, museum, settlement house, geographic locale, ethnic group. Individual instruction with permission of instructor. Generally offered summer only.

581, 582 — Advanced Printmaking I, II* — Graduate work.

593 — Research I, Ceramics — Technical — Credit arranged.

594 — Research II, Ceramics — Aesthetic — Credit arranged.

666 — Creative and Developmental Strategies in the Teaching of Art* — Leadership training in aesthetic awareness. Open to upper classmen, graduate students in teaching, interested art-oriented persons. Generally offered summer only.

687 — Graduate Exhibit Production — Credit arranged. MFA candidates only.

691, 692 — Directed Study V, VI — Credit arranged.

695 — Research III — Techniques of Research — Credit arranged.

697 — Thesis — Credit arranged.
Biology

Professor: Gordon D. Alcorn (Emeritus), B.S., University of Puget Sound, 1930; M.S., Ph.D., University of Washington, 1933, 1935
Ernest Karlstrom, B.A., Augustana College, 1949; M.S., University of Washington, 1952; Ph.D., University of California, Berkeley, 1956
Associate Professor: Edward Herbert (Chairman), B.A., Cornell College, 1957; M.S., State University of Iowa, 1959; Ph.D., Southern Illinois University, 1966
Assistant Professor: George Blanks, B.A., M.A., San Jose College, 1965, 1967; Ph.D., Oregon State University, 1970
Michael Gardiner, B.S., Portland State College, 1965; Ph.D., University of Washington, 1971
Beverly Pierson, B.A., Oberlin College, 1966; M.A., University of Oregon, 1969; Ph.D., University of Oregon, 1963

About the Department

The Department of Biology offers both breadth and depth in life sciences to serve the needs of students in the Arts and Sciences and those preparing for a variety of Science professions. For many students the Biology major is preparation for careers in the Health Sciences, including Medicine and Dentistry. Other areas of preparation include Marine Biology, Zoology, Botany, Environmental Science and preparation for teaching.

Through laboratory and field work, close contact is maintained between faculty and students. Special staff expertise indicates the breadth of background available to the student: Microbiology, Plant Physiology and Biochemistry, Genetics, Marine Biology and Oceanography, Animal Physiology and Electron Microscopy, Vertebrate Zoology, Field Botany, Ecology.

As part of the Thompson Science complex, the Biology Department offers well-equipped laboratories. A unique program for the undergraduate is course work in the techniques of electron microscopy and application to biological problems. Biology students have the opportunity to utilize two electron microscopes, an opportunity for undergraduates unmatched in the Northwest. For marine studies, the Department has a large skiff and a variety of oceanographic and sampling gear.

The Puget Sound Museum of Natural History not only serves the students and staff of Biology but the entire Northwest region as well.

Requirements for a Major

Completion of a minimum of 9 units of Biology to include:
1. Biology 105, 108, 201, 493, 494
2. 1 unit each from Physiology 332, 334, 364, Advanced Botany 261, 331, 341, Field Studies 352, 353, 354, 356, 358
3. 2 additional electives above 100 level excluding 202
4. 2 units from college Mathematics 111, 121, 122, 264, 271 or Computer Science 161
5. 2-3 units, general college Physics
6. 4-5 units, Chemistry, through Organic Chemistry
7. The Department highly recommends Foreign Language study for majors. Students interested in Pre-Medical, Pre-Dental, Medical Technology programs see page 44 of this Catalog; for Environmental Science with emphasis in Biology, see page 82; for Natural Science with emphasis in Biology, see page 41.
Students electing a Biology major for secondary level teaching should seek advisement from the Biology staff and move early into the major and supporting science courses.

Biology 105 and 106 are usual prerequisites for all courses numbered 200 or above, except 202. Suggested courses for non-majors are 101 and 202.

Requirements for a Minor
Completion of a minimum of 5 units to include:
1. 2 units at the 300 or 400 course level

Course Offerings

101 — General Biology — Fundamental relationships of plants, animals; general biological problems related to human culture, progress.

105 — Form and Function in Plants and Animals — For science majors. Structure, function of major plant, animal groups; relationships of selected forms to their physical, biological environment.

106 — Principles of Modern Biology — For science majors. Organisms at the molecular and cellular level; processes of reproduction, development; and interrelationships — evolution.

201 — Genetics — For science majors. Basic genetics principles; nature, function of genetic material; population genetics; evolution.

202 — Human Genetics — For non-science majors. Basic genetic principles; nature, function of genetic material; emphasis on the study of patterns in man.

221, 222 — Human Anatomy and Physiology — Basic systems, structure of the human body in relation to its normal processes. Prerequisite, 101 or equivalent; introductory college Chemistry recommended.

246 — Microbiology — Introduction to comparative morphology, taxonomy, physiology of representative microorganisms; techniques of culture and laboratory analysis. Prerequisite, course work in general Chemistry.

256 — Biological Oceanography — Introduction to marine life in terms of its interrelationships with the physical, chemical, biological factors of the environment.

261 — Systematic Botany — Classification and evolutionary development of vascular plants; recognition of common plants and their ecological distribution.

301, 501 — Experimental Genetics — Laboratory techniques in sampling methods; statistical analyses; other research techniques used in general investigations. Prerequisite, 201 or equivalent.

331, 531 — Plant Morphology — Structure, life cycle of representative plants from the major groups of algae, fungi, bryophytes, pteridophytes, seed plants; emphasis on characteristics, evolutionary relatedness, developmental patterns of the plant groups. Prerequisite, Biology 105 or equivalent.

332, 532 — Plant Physiology — Functional processes of the higher plant at the molecular, cellular, and organismic levels; topics include morphogenesis, hormonal regulation, water and mineral relations, photosynthesis, organic transport, cellular energetics. Prerequisite, Organic Chemistry.

334, 534 — Animal Physiology — Experimental approach to the basic physiologic principles of animals; techniques include the fundamental methods of surgery, pharmacology, physiology. Prerequisite, Organic Chemistry.

341, 541 — Mycology — A survey of major groups of fungi with emphasis on phylogeny, life cycles, identification; techniques include isolation, culturing, host-parasite interrelationships.

342, 542 — Algalogy — A survey of major groups of algae; emphasis on evolutionary relationships, life cycles, habitats.

346, 548 — Microbial Ecology — Role of microorganisms in the environment; includes studies of decomposition by micro-organisms, aquatic microbiology, carbon, nitrogen, sulphur cycles, and microbial fermentation. Prerequisites, Biology 246 or permission of instructor.

352, 552 — Field Biology — Higher plants and vertebrate animal groups; their life cycles, interrelationships. Alternates with Biology 354.
### 353, 553 - Mammalogy
Field and museum study of the life cycles, identification, distribution of native mammals; some techniques of preparation included.

### 354, 554 - Ornithology
Field and museum study of the life cycles; identification; unique characteristics of birds.

### 356, 556 - Biology of Marine Invertebrates
Ecology, phylogeny of invertebrates in Puget Sound and on ocean coast; stress on work in the field and the laboratory.

### 358, 558 - General Ecology
Physical, biotic factors involved in the numbers, distribution, relationships of plants, animals in their native environment; emphasis on field work.

### 361 - Museum Arts
Credit, ½ unit. Preparation, care of museum material. Given as demanded.

### 364, 564 - Cell Physiology
Structural, functional aspects of cells, their organelles; emphasis on membrane structure, organelle structure and biochemistry, cellular energetics, molecular regulation, gene expression in development. Prerequisite, Organic Chemistry.

### 371, 571 - Histology and Microscopic Technique
Microscopic anatomy of vertebrates, chiefly mammals, utilizing light microscopes and the electron microscope. Laboratory program includes preparation of slides and other mounted materials.

### 375, 575 - Embryology of Vertebrates
Development of selected vertebrates types from origin of the germ cells to the differentiation of organ systems.

### 378, 578 - Comparative Anatomy of Vertebrates
Survey of chordate animals; emphasis on functional morphology, evolutionary relationships; laboratory dissections stressed.

### 402, 502 - Evolutionary Biology
Basic factors dictating change and adaptations in plants, animals; natural selection emphasized, as well as the forces upon which selection operates.

### 452, 562 - Electron Microscopy
For upper division students with a good background in laboratory science. Development, principles of electron microscopy techniques, interpretation of results. Prerequisite, upper division students only and permission of instructor.

### 493, 494 - Seminar
Credit, ½ unit.

### 495, 496, 495, 596 - Research
Credit arranged.

### 601, 602 - Graduate Seminar
Credit, ¼ unit.

### 697, 698 - Thesis
Business and Public Administration

Professor: Homer Hamner, B.A., J.D., M.A., Ph.D., University of Southern California, 1938, 1941, 1947, 1949
William Orthman, B.S., Northwestern University, 1939; M.A., University of Puget Sound, 1964; Ph.D., University of Washington 1971
John Prins (Emeritus), M.A., J.D., University of Washington, 1916, 1917
Thomas Sinclair (Emeritus), B.A., Yale University, 1927; M.B.A., Indiana University, 1959
Robert Waldo (Director), B.S., M.S., University of Colorado, 1948, 1949; M.B.E., Ph.D., Claremont Graduate School, 1966, 1972

Associate Professor: Paul Anton, B.A., University of Connecticut, 1948; M.S., Yale University, 1949; Ph.D., Ohio University, 1972
Mitchel F. Bloom, B.S., Carnegie Institute of Technology, 1957; M.S., New Mexico Institute of Science and Technology, 1962; Ph.D., University of Pittsburgh, 1971
Robert Hollister, Jr., B.S., Northwestern University, 1952; M.B.A., Babson College, 1955; Ph.D., University of Utah, 1973
Keith A. Maxwell, B.S., Kansas State University, 1963; J.D., Washburn University School of Law, 1966

James Morris, B.A., M.B.A., Stanford University, 1940, 1947
M. Harvey Segall, B.A., Stanford University, 1952; M.B.A., University of California, 1975

Lecturers: Wilton Crosby, B.A., University of Washington, 1951; C.I.U., American College of Life Underwriters, 1957
Leonard Guss, Ph.D., Ohio State University, 1965
Hamlin Robinson, B.A., University of Washington, 1937; M.A., Columbia University, 1941
B. Dennis Schmidt, B.A., University of Portland, 1960; C.I.U., American College of Life Underwriters, 1967
Business and Public Administration

About the School/Business Administration

In the Business Administration field, the School offers a Bachelor of Arts degree with a major in Business Administration and a Master of Business Administration. Both programs analyze and lead to an understanding of business, public and economic institutions in the private enterprise system.

The School's curriculum is based on maintaining a balance between general knowledge necessary for lifetime growth and specialized knowledge in specific areas of Business Administration. The Cooperative Education Program supplements the curriculum by enabling students to apply concepts and theories presented in courses to practical, on-the-job experience.

Students are encouraged to take at least half their courses outside the School to broaden their education. Offerings in Economics, Mathematics and Social Sciences are particularly appropriate, but a background in the Humanities, particularly English and Foreign Languages, further expands a student's mind. Languages are especially helpful in the international field. Our exchange program with Holland offers students the opportunity to learn in a foreign environment and brings foreign students to our campus.

A program supervised jointly with the School of Education provides training in Business Education leading to teaching in secondary schools.

Requirements for a Major

Core Requirements

The following core courses are required of all majors in Business Administration:

1. Business Administration 110, 205, 330, 340; 350 or 351
2. Economics 101, 102
3. Mathematics 257

Courses taken as part of the Business Administration core may not apply toward requirements for areas of concentration in Business Administration.

Area Requirements

At least 4 courses are required in one of the following areas:

Accounting
Business Administration 312, 313, 315, 410, 414, 415, 511, 512, 516, 519

Finance
Business Administration 360, 432, 531, 533, 534
Economics 332, 363

International Business and Economics
Business Administration 462, 464, 543, 546, 547, 548, 553
Economics 455, 471

Administrative Management
Business Administration 350, 351, 452, 454, 455, 457, 541, 550, 551, 553

Management Science
Business Administration 301, 304, 361, 461, 501, 517, 556, 565, 567

Marketing
Business Administration 340, 341, 344, 442, 444, 540, 541, 543, 545, 563

Elective Requirements

3 electives either from subjects offered in the School or from other departments related to it.

Requirements for a Major’s Degree

1. 10 units at the 500 and 600 levels (The course program should be approved by the faculty. In addition, a student takes a comprehensive examination in 3 areas after he/she has completed at least 7 courses.)

2. As an alternative, the student obtains approval of the faculty, he/she may write a thesis and defend it before a faculty committee. The thesis and defense would replace 2 units of course work and the comprehensive examination.

Requirements for a Minor in Business Administration

A student may minor in Business Administration by completing the core requirements for a major in Business Administration.

About the School/Public Administration

The School of Business and Public Administration offers the degrees of Bachelor of Arts with a major in Public Administration and Master of Public Administration.

The Bachelor of Arts degree is interdisciplinary, involving several areas of study – Economics, Political Science, Comparative Sociology, Urban Studies, Business and Public Administration. The combination leads to an understanding of the basic administration processes as they apply to government. Since administrative principles are common to all elements when people work together, the required courses are designed to give a basic knowledge of administration and, although the emphasis is in the public field, the learning thus obtained is applicable in related areas of endeavor.

Requirements for a Major

Core Requirements

The following core courses are required of all majors in Public Administration:

1. Business Administration 110, 205
2. Economics 101, 102
3. Political Science 111
4. Public Administration 300, 301, 302

Area Requirements

1. At least 3 elective courses from any of the following areas of concentration: General Administration, Government and Urban Policy, and Social Problems and the Criminal Justice System. The electives are drawn from courses offered by the School of Business and Public Administration and the Departments of Political Science, Comparative Sociology, Urban Studies, History and Economics.
program of study must be approved by the student's advisor before any elective can be counted toward the completion of degree requirements.

2. An internship at the senior level or an advanced seminar in Public Administration 493, 494 or 593, 594
3. Additional courses may be recommended from the following:
   Business Administration 462, 464
   Economics 221, 305, 306, 332, 303, 410, 455, 471
   History 367

Requirements for a Master's Degree

1. 10 units at the 500 and 600 levels; comprehensive examination is given after a student has completed at least 7 courses.
2. As an alternative, if student obtains approval of the faculty, he/she may write a thesis and defend it before a faculty committee. The thesis and defense would replace 2 units of course work and the comprehensive examination.

The emphasis of the program is directed to management functions and theory. Since management employs tools from Business, Sociology and Political Science, instruction and readings in these disciplines broaden the student's understanding to enable him/her to adjust to the constantly changing requirements of management in Public Administration.

Requirements for a Minor in Public Administration

A student may minor in Public Administration by completing the core requirements for a major in Public Administration.

Course Offerings

Business Administration

100 — Introduction to Business — Survey course, Interrelationships of business, government, labor, economic systems, special interest groups as they affect the business systems; functional areas of business and career opportunities; social responsibilities of business to society and society to the business system. Non-majors encouraged to enroll.

110 — Principles of Accounting — Corporate approach to develop accounting cycle, adjustments and general procedure; concepts and principles as basis for primary, supplementary statement preparation.

205 — Law and Society — Basic legal concepts; history and philosophy of the law; procedure; courts; briefing of human interest and business interest cases.

257 — Finite Mathematics for Business and the Social Sciences — Mathematical concepts applicable to Business, the Social Sciences; probability, annuities, matrices, linear programming, mathematical models. Prerequisite: competency in high school algebra.

301 — Analysis of Decisions Under Uncertainty — Foundations of decision analysis; assessing decision problems; assessment of probabilities; scaling of preferences; solving problems, sampling and simulation — as it relates to the business world. Uses primarily Bayesians techniques. Prerequisites, Mathematics 257 and Business Administration 110.

304 — Quantitative Methods for Management — Quantitative methods useful in management.

305 — Law of Trade — A study of the law of contracts, sales and secured transactions. Prerequisite, Business Administration 205 or permission of instructor.

306 — Law of Property and Negotiable Instruments — Law of agency; personal and real property; negotiable instruments. Prerequisite, Business Administration 205 or permission of instructor.

312 — Intermediate Accounting I — Accounting problems of the corporation; evaluation, interpretation of items on the balance sheet, income statement.

313 — Intermediate Accounting II — Continuation, conclusion of Business Administration 312.

315 — Cost Accounting — Data used in planning and controlling routine operations; policy making; long-range planning; inventory evaluation.

320 — Business Communications — Importance of effective communications in the business organization: emphasis on report writing, problem solving, use of good style.

330 — Financial Management — Problems in managing, forecasting financing of business; tools to assist in decision process. Prerequisites, Economics 101 and Business Administration 110.

340 — Introduction to Marketing — Overview; emphasis on consumer behavior, social-psychological aspects of distribution process.

341 — Retail Management — Application of problem approach to understanding of basic principles, practices in retail management.

344 — Advertising — Overview; phenomena of brand-name promotion, image-creation activities; analysis of advertising as a social institution.

350 — Administrative Behavior — Inter-disciplinary treatment of management problems combining human behavior, organizational behavior, practical recommendations.

351 — Administrative Management — Comprehensive treatment of the basic principles involved in managing complex organizations.

360 — Risk and Insurance Principles — Insurance as a device for handling risks; contributions of insurance to society; the insurance contract; social insurance.

361 — Computer Science — Introductory; theory of computers, how they can be used; acquaintance of COBOL and BASIC.

364 — Personal and Family Finance — Role of personal finance in life of the individual, the family; handling of income, insurance, investments, budgeting, credit, taxation.

372 — Transportation — Economics of rail, air, highway, inland water transportation in the United States; economic effects of rate structures with attention to the industry in question.

382 — Ethics for a Technological Era — Emerging global society, ways in which persons can work in it to shape a more just and peaceful world order. Key issues include worldwide economic welfare, social justice, global ecological balance, war prevention. Institutions considered include the international corporation, the U.N., ecumenical religious institutions.

406 — Sport Management — Study of management of amateur and professional spectator sports, ancillary enterprises; use of accounting, publicity, promotion, advertising, finance, security, scheduling, computer operating, programming in sport management. History and sociology of sport. Student internships at Olympics and/or Olympic-type events. Prerequisite, permission of instructor.
410, 510 – Auditing—Analysis of balance sheets and income statements; audit procedures; accounting opinions pertaining to auditing.

414, 514 – Tax Accounting I—Federal income tax; emphasis on tax as applied to individuals.

415, 515 – Tax Accounting II—Partnerships, corporations, estates, returns.

430, 530 – Management Accounting—Applications of accounting information, services and systems in the solution of management problems in business. Prerequisite, Business Administration 110 or approved equivalent.


442, 542 – Principles of Salesmanship—Emphasis on ability to influence and understand people—the basis for success in any field of endeavor.

444, 544 – Marketing Management—Analysis of the firm’s planning, organizing and control procedures in such areas as market management, product development, pricing, promotion and distribution.

452, 552 – Personnel Management—Case and theory covering critical problems in personnel administration; issues in selection, placement, training, control and compensation of labor; human factors one must consider.

454, 554 – Business Policy—Application of managerial skills to analysis of business cases from top management policy and administrative viewpoint. Prerequisite, senior standing.

455, 555 – Applied Behavioral Science—Application of behavioral techniques to human interaction; emphasis on applicability to solution of problems, introduction of change.

457, 557 – Managerial Seminar—Development of interdisciplinary diagnostic skills related to understanding and evaluation of management theory and administrative applications.

461, 561 – Advanced Computer Science—Application of computers to decision-making in business. Prerequisite, Business Administration 361.

462, 562 – Government and Business—Nature of governmental controls of business activity; their economics, political, social implications.

464, 564 – Comparative Business Environments—Comparative analysis of economic, political environment of business institutions in countries having capitalistic, mixed-economic, fascist, socialistic, communist systems.

466, 566 – German Cultures and the World of Business—An introduction to the social, economic and political structure of the German-speaking countries. Provides information on social customs. Students will be familiarized with terminologies in business and banking and basic communication in German.

491, 492, 591, 592 – Reading and Conference—Credit arranged. Emphasis on providing in-depth knowledge of specially selected areas, subjects under academic guidance of a faculty member. Must be arranged individually.

495, 496, 595, 596 – Independent Research—Credit arranged. Independent research in specific areas. Permission of instructor and director required.

501 – Advanced Analysis of Decisions Under Uncertainty—Advanced statistical techniques to solve complex management problems; cases from Harvard Business School; problems as set forth in Harvard Business Review; problems, cases as they relate to special business applications. Prerequisite, Business Administration 301, or permission of instructor.

505 – Law of Business Organizations—Law concerning the rights, privileges, responsibilities, duties of business managers; historical development, current status of the law and current critical comment to develop informal awareness of statute, case law as boundaries of the management process, impact on evolution of the business corporation. Prerequisite, Business Administration 205.

511 – Advanced Cost Accounting—Cost analysis; capital budgeting; transfer pricing, inventory control; accounting as a motivational factor in business. Prerequisites, Mathematics 257, Business Administration 315.

512 – Advanced Accounting—Partnerships, consolidated statements, ventures, allied subjects as related to generally accepted principles, concepts in accounting.

516 – Accounting Theory—Frame of reference to income determination, asset valuation, history of accounting thought.

517 – Management Information Systems—Design, analysis, implementation of total information systems as used in management of complex organizations. Prerequisites, Business Administration 350, or 351 and 361.

519 – CPA Problems—Intensive study to prepare candidates for CPA examination.
531 - Problems in Finance - Case course. Problems in budgeting; capital investing; sources, mechanics of raising funds; effects of income and property taxes; depreciation; inventory controls.

533 - Security Analysis - Advanced principles, concepts of security evaluation; selection and portfolio management.

534 - Management of Financial Institutions - Course will acquaint students with the management practices of the major financial institutions (banks, savings and loans, finance companies, insurance companies and credit unions). Includes questions: Where do they get their money? And How do they use it?

540 - Marketing Research - Modern approaches to determining market demand, market characteristics, statistical and verbal design methods. Includes a practical problem in the field.

541 - Sales Management - Emphasis on ability to manage sales programs, organizations; combines essential elements of sales theory and practice in managerial context. Prerequisite, Business Administration 442.

543 - International Marketing - World market; emphasis on market segmentation based on comparative sociological, anthropological, economic, cultural factors.

545 - Marketing Seminar for Graduates - Extensive, in-depth reading, discussion of advanced marketing concepts, applications.

546 - International Economic Relations Between Developed and Developing Countries - Trade, aid, financial and investment relationships between the two groups of countries since World War II. Emphasis on American economic policies and practices.

547 - International Business in Developing Countries - International business activities in developing countries since about 1950; policies and attitudes of developing countries toward such activities; implications for corporate management; policies of the United States government and international institutions supportive of foreign private investment in developing countries.

548 - Business, Trade and Development in Southeast Asia - Examination of rapid changes taking place in Southeast Asia; implications for international investment, business and trade.

549 - Marketing in Japan - Study of procedures, processes of exporting to Japan; use of customs house brokers; letters of credit; domestic and foreign sources of market information; ways to establish a profile of the Japanese customer.

550 - Planning and Decision Theory - Review, analysis, discussion of advanced planning techniques and decision-making process; emphasis on interdisciplinary and integrative aspects of planning as a framework for decision making; concept of rational decisions. Prerequisite, Business Administration 350 or 351.

551 - Organizational Theory - Review, analysis, discussion of established and emerging conceptual models, theoretical constructs dealing with formal and informal structure of complex organizations.

553 - Organizational Communication - In-depth review, analysis of most significant points-of-view, advanced theories, sophisticated conceptual models dealing with crucial dimensions of human communications as part of the managerial process in complex business organizations. Prerequisite, Business Administration 350 or 351, or permission of instructor.

556 - Operations Research - Application of the principles of management science to the solution of complex business problems. Prerequisites, Business Administration 350 or 351 and 361.

558 - Collective Bargaining - An analysis of the principles, concepts, and methodology of negotiation, bargaining, and arbitration processes as principally applicable to the employee-management relationship in the public and private sector. The analysis is also applicable to negotiation processes in a wide variety of applications. Features simulation of actual bargaining and arbitration sessions.

559 - Operations Management - Principles and practices for managing business operations; a systems approach, simple predictive models, cost and value; case studies of operational situations.

563 - International Business - Problems arising when business firms cross national boundaries; institutions, practices, environment of multi-national firms with reference to their influence on domestic, international business.

565 - Linear Programming - Applications of techniques of linear programming (optimality, sensitivity, transportation network, PERT) to solve complex business, government problems. Prerequisite, Mathematics 257 or permission of instructor.

567 - Systems Simulation - Design, construction of computerized models that simulate social, economic, organizational and ecological systems; application of simulation models to forecasting.

593, 594 - Seminar - Credit arranged. Arranged by faculty as needed. Approval of instructor required.


650 - Policy and Administration - Case, theory course. Problems of policy formulation, implementation; intended as an integrative course for students in last semester of master's program.

691, 692 - Reading and Conference - Credit arranged. Emphasis on in-depth knowledge of specially selected areas, subjects under academic guidance of a faculty member. Approval of instructor required.

697, 698 - MBA Thesis - Credit arranged (2 maximum). Research project involving scholarly, empirical research using approved research techniques; culminates in formally written, approved thesis.

Public Administration

300 - Planning in the Public Sector - Basic concepts of planning theory; how concepts relate to practical problems faced by public administrator. Emphasis on case situations, discussion.
301 — Governmental Budgeting — Problems of developing a budget in a governmental organization. Emphasis on techniques of budget preparation, execution, review within a political environment. Special problems faced by administrators at the local, state, national levels.

302 — Introduction to Quantitative Methods for Public Administration — Role of data processing in public administration; concept of information systems and operational analysis in the public sector; techniques in forecasting and program evaluation for public administration.

303 — The Administration of Intergovernmental Programs — City, state, national governmental relationships as they have emerged through intergovernmental programming. Problems confronted by administrators who must deal with large and complex programs such as urban renewal, model cities, etc.

306 — The Administration of Community-Based Programs — Problems an administrator must face when planning, organizing, funding programs that deal with solving basic community problems; case examples such as establishing a community mental health program.


493, 494 — Seminar Examining Issues and Priorities in State and Local Governments or Internship in the Public Sector — Advanced seminar or internship for senior level students.

504 — Seminar: Cost Benefit Analysis — Application of microeconomic analysis to decision-making in the public sector; utilizes techniques of cost-benefit and cost-effectiveness analysis to evaluate merits of specific governmental projects. Prerequisite, Economics 101 or permission of instructor.

518 — Fund Accounting — Accounting principles and methods used in governmental agencies, hospitals, colleges, churches and other non-profit associations; emphasis on budgeting, controls and use of accounting in the management process.

601 — Advanced Governmental Budgeting — Governmental decision-making as a policy development and program management process; attention given to interest group participation; problems drawn from existing local budgets.

Business Administration Courses
The following courses are also a part of the Public Administration curriculum.

For course descriptions, see listing under Business Administration Courses.

517 — Management Information Systems
530 — Managerial Accounting
546 — International Economic Relations Between Developed and Developing Countries

547 — International Business in Developing Countries
550 — Planning and Decision Theory
551 — Organizational Theory
553 — Organizational Communication
555 — Applied Behavioral Science
556 — Operations Research
557 — Managerial Seminar
565 — Linear Programming
567 — Systems Simulation
About the Department

The Chemistry Department offers a flexible, broad-based curriculum designed to meet the needs of students with a variety of career interests. In addition to those preparing for a professional career in Chemistry, these might include preparation for teaching or a preliminary to the study of Medicine or Dentistry. A Chemistry major with an emphasis in Environmental Science also is offered. Details of this program are listed in this Catalog under Environmental Science, page 62.

Accredited by the American Chemical Society, the Department encourages students planning Chemistry as a vocation to complete requirements specified by the American Chemical Society’s Committee on Professional Training and receive an ACS Certified Degree. This requires additional courses beyond those listed below.

The Department faculty covers a particularly broad range of chemical expertise. A wide spectrum of modern chemical instrumentation is available and emphasis is placed on the development of competent laboratory skills. Undergraduate research is strongly encouraged and supported.

Requirements for a Major

Basic Major
1. 1 year, college Physics
2. Mathematics 121, 122
3. 1 unit, Biology
4. Chemistry 114, 215 (or 101, 102*), 214, 301, 302 (or 250, 251*), 401; 2 additional Chemistry courses at the 400-level
5. Participation in department seminars and other activities

Prescribed Major
1. 1 year, college Physics
2. Foreign Language through 201 level
3. Mathematics 121, 122, 221, 232
4. Chemistry 114, 215 (or 101, 102*), 214, 301, 302, 401, 402, 403, 410, 404, 406
5. Participation in department seminars and other activities

Requirements for a Minor

Completion of a minimum of 5 units
1. Excluding Chemistry 194
2. 2 units which must be at the 300 or 400 course level.

*with approval of departmental advisor

Course Offerings

101, 102 — General Chemistry — Credit, 1 unit each. Two semester survey of introductory chemistry; covers basic fundamentals of chemistry; atomic and molecular structure, chemical bonding, chemical reactivity and stoichiometry, properties of gases, equilibria phenomena, chemical energetics and kinetics; nuclear chemistry, electrochemical cells. Introduction to organic and biochemistry.

114 - Principles of Chemistry - Credit may not be obtained for both Chemistry 101, 102 and Chemistry 114. Fundamental theories, principles of chemistry; includes gas laws, chemical bonding and equilibrium phenomena. Laboratory includes separation, purification, and identification of chemical samples. Prerequisite, high school chemistry; math analysis recommended.

194 - Laboratory Arts - Credit, ¼ activity unit. Instruction in glassblowing, other arts concerned with the construction, maintenance of laboratory equipment.

214 - Quantitative Analysis - Elementary analytical chemistry; ionic equilibria in solution. Gravimetric, volumetric and colorimetric methods of analysis; electrochemical cells and oxidation-reduction reactions. Modern theory and practice of analytical chemistry. Prerequisite, Chemistry 102 or 114.

215 - Advanced Principles of Chemistry - Continuation of Chemistry 114. Electrochemistry, chemical kinetics, nuclear chemistry, chemistry of transition metals and coordination compounds, photochemistry and industrial processes. The course has no laboratory; it is designed to be offered concurrently with Chemistry 114.

220 - Bioorganic Chemistry - Various classes of organic, biological molecules; relationship between organic functional groups; their function in biological systems. Laboratory involves investigation of typical organic reactions, characterization of various classes of biological molecules.

250, 251 - Functional Organic Chemistry - Emphasis on nomenclature, transformations and reactivity of organic compounds; applications of spectroscopy to the deduction of structures of molecules are employed. Integration of concepts of biochemistry, applied organic chemistry. Laboratory illustrates physical and chemical properties of group families. Prerequisite, Chemistry 102 or 114.

301, 302 - Principles of Organic Chemistry - Credit: 1¼ units each. One-year sequence designed for science majors and premedical students who intend to take additional chemistry courses. Mechanistic approach toward understanding the chemistry of covalent compounds of carbon. Application of spectroscopy to solving of organic chemical problems. Laboratory stresses development of fundamental techniques including synthesis, analysis; applications of various techniques for characterization. Prerequisites, Chemistry 102 or 114.

401 - Physical Chemistry I - Results of chemical thermodynamics involving first and second law applications to ideal gas behavior. Introduction to applications of Maxwell-Boltzmann distribution functions to chemical phenomena; role of calculus in scientific models; problem solving techniques. Prerequisites, Mathematics 122, Physics 201 or 211.

402, 502 - Physical Chemistry II - Continuation of Chemistry 401, including solution thermodynamics, phase behavior, transport properties; kinetic molecular theory of gases. Prerequisite, Chemistry 401.

403, 503 - Theoretical Chemistry - Introduction to quantum theory, chemical applications of group theory, molecular symmetry and molecular spectroscopy. If course is elected in place of Chemistry 402, laboratory requirement with experiments selected from the structural determination of organic, inorganic, and crystalline substances is necessary. Prerequisites, Chemistry 401, Mathematics 232.

404, 504 - Bonding, Mechanisms and Dynamics - Basic theory of inorganic, organic, and biochemical reactions. Kinetic and nonkinetic techniques of investigating reaction mechanisms applied to organic, inorganic, and biochemical reactions. Ligand substitution, ligand reactivity, catalysis, and oxidation-reduction reactions. Suggested that Chemistry 406 be taken concurrently. Prerequisite, Chemistry 402.

405, 505 - Synthesis and Molecular Transformations - Course is designed to offer students insight into the chemistry, both degradation and synthetic, of molecules of biological and chemical importance. Inorganic and organic synthetic strategies; extensive problem solving; basic organic name reactions, polymer synthesis, basic inorganic-organic synthetic design. Woodward-Hoffman symmetry rules, simple Hückel molecular orbital theory. Suggested that Chemistry 406 be taken concurrently. Prerequisite, Chemistry 251 or 302. 406, 506 - Advanced Laboratory Methods - Credit, ½ unit. Laboratory experiments illustrating advanced synthetic techniques; high temperature reactions, non-aqueous solvent systems, high pressure reactions, dissolving metal and metal hydride reactions, photochemistry, labeled compound synthesis, synthesis of transition metal complex compounds. Synthetic techniques required, consideration of experimental conditions. Suggested that Chemistry 404 or 505 be taken concurrently. Prerequisites, Chemistry 302, 401, 410.

410, 510 - Instrumental Analysis - Credit, ½ units. Introduction to basic theory, applications of modern instrumental methods of analysis. Includes an introduction to electronics; ultraviolet, visible and infrared spectroscopy; flame emission and atomic absorption methods; nuclear magnetic resonance spectroscopy; mass spectrometry; electrochemical and radiochemical methods; chromatography. Prerequisite, Physics 202 or 212, or Chemistry 401.

420, 520 - Biochemistry - General plant and animal biochemistry. Metabolic pathways, mechanisms of enzyme action, construction and degradation of biological molecules and biological energy utilization. Prerequisite, Chemistry 251 or 302.

491, 492 - Independent Study - Credit arranged.

495, 496 - Independent Research - Credit arranged.

593, 594 - Advanced Studies - Credit arranged. Topics of current interest considered in depth.

695, 696 - Independent Research - Credit arranged.

697, 698 - Thesis - Credit arranged.
Communication Activities
Communication activities include a competitive forensic program, Speaker’s Bureau and Symposium program. Forensic activities include debate, oratory, extemporaneous and expository speaking, discussion, and oral interpretation. The department sponsors the Washington Alpha chapter, Pi Kappa Delta, national forensic honorary. The honorary sponsors campus speaking contests for University students, a high school debate tournament, and a living-learning housing unit. All students may participate in the competitive forensics program and the community service speakers’ programs.

Inside Theatre
This is a producing organization of the Department of Communication and Theatre Arts. Each season the theatre presents seven major productions, a children’s theatre program and several student workshops. All students, faculty, and members of the community at large are encouraged to audition.

Requirements for a Major
Major in Communications/B.A. Degree
Undergraduate preparation in this major provides background and experience in what has become a broad communications orientation. Study will be undertaken in the communication-centered fields of advertising, public relations, promotion, personnel, technical and journalistic writing, persuasion, organizational communication and media production. The study and personal communication skills have wide application in business, industry and professional fields.

1. Required courses include:
   - English 101, 201, or 301 and 209
   - Business Administration 334
   - Public Administration 307
   - Communication and Theatre Arts 232, 239, 335, 453, 493
2. Recommended, but not required:
   English 202 or 302, 203
   Business Administration 320, 442, 452
   Psychology 381
   Communication and Theatre Arts 170, 301, 336, 401, 495

3. Foreign Language requirements:
   3 years high school language, or
   Proficiency at the 202 level, or
   4 alternative units in research methodology
   selected from the following:
   History 301, Mathematics 271 or Education 501
   Philosophy 273
   Psychology 381
   Comparative Sociology 301, 302
   Computer Science 155
   Political Science 375

Under special circumstances, other units may be considered. These must be selected in consultation with the student's advisor, and approved by petition to the faculty of the Department.

Major Emphasis in Oral Communication and Public Address/B.A. Degree

Students desiring extensive attention to the development of interpersonal and public speaking skills are encouraged to follow this major emphasis. Communication activities also are promoted through this area, and include competitive forensics, a Speakers' Bureau and a Winterim Symposium Program for community organizations.

Activities generally associated with competitive forensics include debate, oratory, extemporaneous speaking, oral interpretation, expository speaking and discussion. The Department sponsors the Washington Alpha Chapter of Pi Kappa Delta, national forensic honorary.

The student Speakers' Bureau and the Symposium encourage University students' involvement in their community. The Bureau promotes the speakers and assists in making arrangements with requesting organizations. Symposium groups travel the state during the Winterim period with programs on current issues.

1. Required courses include:
   Communication and Theatre Arts 101, 161, 225, 240, 301, 335, 336
   1 unit from 220 or 239
   1 unit from 341, 443, 446 or 447
   1 unit from 270 or 272
   2 activity units from 128, 129, 328 or 329

2. Recommended, but not required.
   Communications and Theatre Arts 220 or 239, 232, 401, 453
   English 101
   Business Administration 442

3. Foreign Language Requirements:
   3 years high school language, or
   Proficiency at the 202 level, or
   4. Alternative units in research methodology
   selected from the following:
   History 301, Mathematics 271 or Education 501
   Philosophy 273
   Psychology 381
   Comparative Sociology 301, 302
   Computer Science 155
   Political Science 375

Under special circumstances, other units may be considered. These must be selected in consultation with the student's advisor, and approved by petition to the faculty of the Department.

Major Emphasis in Speech Sciences and Correction/B.A. Degree

An undergraduate, preprofessional program in Speech Science and Correction is offered with this major emphasis. Students participate in clinical observation and study through a cooperative program with the Speech and Hearing Clinic of Mary Bridge Children's Hospital.

Students who plan to do further study in speech correction are advised to take all units offered in this area (including Winterim units), along with supporting units in Psychology, Biological Sciences Education and Occupational Therapy, as advised.

1. Required courses include:
   Communication and Theatre Arts 101, 161, 240, 341, 443, 446, 447
   1 unit from 220, 225, 239, 301, or 335
   1 unit from 270 or 272
   1 unit from 336, 386, 387, or 388
   ½ activity credits in 348, 349
2. Foreign Language requirements:
3 years high school language, or
Proficiency at the 202 level, or
4 units selected from the following:
Biology 221 and 222 (see Catalog for pre-requisites)
Psychology 220
1 unit from Mathematics 271 or Education 501
3. Psychology 440 strongly recommended

Major Emphasis in Theatre Arts/B.A. Degree
The Theatre Arts area offers a wide range of courses, both introductory and advanced, in the fields of theatre history, acting, directing and design. Each course includes the accumulation of a solid background of materials involving the theory, history and literature relating to each discipline.
As an extension of the classroom, our producing organization, The Inside Theatre, provides the opportunity to apply, test and develop knowledge, ideas and skills in performance.
1. Required courses include:
Communications and Theatre Arts 101, 161, 162, 240, 263, 270, 381
1 unit from 220, 225, 239, 301, or 335
1 unit from 341, 443, 446 or 447
1 unit from 386, 387, or 388
¼ activity unit from 378 or 379
¼ activity unit from 268, 269, 276 or 277
2. Recommended, but not required:
Communications and Theatre Arts 170, 264, 272, 273, 370, 401, 461 or 386, 387, or 388 (when not taken above)
3. Foreign Language requirements:
3 years high school language, or
Proficiency at the 202 level, or
Under advisement, the student may select 4 units from the following:
History 432, 450
Psychology 330, 381
Humanities 200, 214, 215, 216
Music 115, 117, 118, 503, 504
Art 423, 429
English 341, 386, 451, 452
Comparative Literature 481
Physical Education 121
Physical Education Activity Courses 71, 72, 90

Candidates for the Provisional Certificate at the Secondary Level
1. Elect either the emphasis in Oral Communication or in Theatre Arts
2. Completion of professional requirements specified by the School of Education
3. Required courses include:
Communications and Theatre Arts 101, 161, 225, 240, 270, 335, 381, 390
1 unit from 220, 239 or 301
1 unit from 341, 443, 446, 447
1 unit from 336, 386, 387, 388
¼ activity unit from 378 or 379
¼ activity unit from 328 or 329
Professional Education courses for secondary education
4. Recommended, but not required:
Communication and Theatre Arts 401
Strong background in English Composition and Literature
Strong minor emphasis in other areas taught at secondary level
5. Foreign Language requirements:
Same as Oral Communication or Theatre Arts

Requirements for a Minor
A minor may be taken in the department in any of the following emphasis areas: oral communication and public address, speech sciences and correction, theatre arts, and interdisciplinary communications.

Interdisciplinary
Completion of 6 units to include:
1. Communications and Theatre Arts 232, 335, 453
2. English 209
3. Business Administration 344
4. 1 elective course
5. Students minoring in Communications and Theatre Arts may elect to participate in the internship program.

Oral Communication and Public Address

Speech Science
1. Communications and Theatre Arts 240, 341, 443, 446, 447
2. 1 elective, Communications and Theatre Arts 335 or 301

Theatre Arts
1. Communications and Theatre Arts 161, 162, 270, 386, 387 or 388
2. 2 electives

Course Offerings
Oral Communication and Public Address
101 – Fundamentals of Oral Communication – Study and application of theory and principles of oral communication. Speeches, activities designed to illustrate communicative relationships between, within individuals.
128, 129 – Communication Activities – Credit, ¼ activity unit each. Participation in inter-collegiate competition or communication activities on- and off campus.
220 – Public Communication: Practice and Criticism – Offered alternate years. Various modes of speaking (impromptu, extemporaneous, manuscript); principle types of speaking (expository, persuasive, entertaining). Emphasis on audience analysis, composition, methods of arrangement and support.
Communication and Theatre Arts

225 — Argumentation and Debate — Study, practice of argumentation, debate principles. Emphasis on obtaining skills in research, analysis, presentation. All students debate contemporary controversial issues and/or the national debate topic.

232 — American Mass Media: An Introduction to the Journalistic Process — History, nature of the American news media, print and electronic; influences of, and controls and influences upon them as these function within society.

239 — Persuasion — Traditional, modern theories of persuasive speaking as a process; elements relative to source, message, channel, receiver, environment context through projects, research in the persuasive process.

301 — Interpersonal Communication — Study of the functional aspects of meaningful communication in one-to-one relationships. Theories, principles, skills, basic to improvement of communication in such relationships.

320 — Business Communications — Importance of effective communications in the business organization; emphasis on report writing, problem solving, use of good style.

328, 329 — Direction of Communication Activities — Credit, ½ activity unit each. Supervised experience in organizing, conducting, directing such programs as speech contests, tournaments, speakers' bureaus, symposiums.

335, 535 — Communication in Discussion and Group Processes — Principles, methods of deliberation, leadership, communication in small groups. Group dynamics and structure; role-playing; decision-making; leadership. Emphasis on application of principles.

336, 536 — Communication: History and Criticism — Offered alternate years. Development of communication principles, from the rhetorical theory of classical antiquity to modern theorists in behavioral communication.

390 — Speech Communication and Drama in the Secondary Schools — Credit, ½ unit. Orientation to tasks, relationships to be faced by the Speech and Drama teacher. Practical demonstration of some methods, approaches.

401, 501 — Topics in Communication and Theatre Arts — Topics include: Propaganda and Society, Intercultural Communication, Nonverbal Communication, Theories of Attitude Change, Interviewing, Political Oratory, Dramatic Theory and Criticism. Features in-depth studies of one subject area; varies each semester. Course may be repeated.

453, 553 — Organizational Communication — Review, analysis of significant points-of-view; advanced theories, sophisticated conceptual models dealing with crucial dimensions of human communications as part of the managerial process in complex business organizations.

493 — Internship in Media and Organizations — Development of communication skills in either print or electronic media. Business environments, emphasizing on-the-job experience. Senior standing in major, permission of instructor and supervising agency required.

Speech Sciences

240 — Introduction to Speech Science — Articulatory phonetics; anatomy and function of the normal vocal mechanism, auditory system.


348, 349 — Directed Observation Activity — Credit, ¼ activity unit. Observation, assistance to regularly assigned teacher or therapist. Sites such as Speech and Hearing Clinic of Mary Bridge Children's Hospital, Central City Learning Center, school therapy programs, etc.


446, 546 — Hearing and Deafness — Anatomy, function of the ear in relation to types of hearing loss; introduction to audiometry. Role of classroom teacher in educating the acoustically handicapped child.

Communication and Theatre Arts

491, 492, 591, 592 — Reading and Conference — Credit arranged. In-depth examination of a particular area of interest. Approval of advisor and department faculty required.

495, 496, 595, 596 — Independent Study — Credit arranged. Projects, applications of theories, principles. Under guidance of faculty advisor. Prior approval of advisor and department faculty required.

Theatre Arts

161 — Introduction to Theatre — Theatre as a total communicative process; general purpose; playwright’s purpose, message; communicative aspects of directing, acting; communicative power of visual, auditory elements.

162 — Introduction to Technical Theatre — Construction of scenery; practical experience in backstage procedures; use of materials for construction of stage properties.

170 — Communication and the Performing Arts Through Mass Media: Television and Radio — Art of the medium, its regulations, capabilities, effects, differing styles of communication. Prominent critics, theorists, practitioners in field of mass media. Independent and group research projects, presentations.

263 — Scene Design — In-depth study, practical application of principles of design, color, perspective. Script analysis for designing, lighting of various types of scenery. Prerequisite, Communication and Theatre Arts 162 or permission of instructor.

264 — Costuming for the Theatre — Brief history of fashion with relationship to theatre production. Fundamentals of costume design; practical application, discussion and criticism of student designs. Overview of period pattern drafting and construction.

268, 269 — Drama Workshop — Credit, ¼ activity unit each. Scenery construction; lighting; costuming; properties for major or studio productions.


272 — Oral Interpretation of Literature — Sharing literary analysis, the theory and practice of oral performance.

273 — Film Studies: The Art of the Cinema — Major film directors, genres. Emphasis on analysis, criticism using technical, thematic content as criteria for evaluation. Course content will vary from semester to semester.

276, 277 — Rehearsal and Performance — Credit, ¼ activity unit each. Credit contingent upon casting. Acting in a major or studio production.

370, 570 — Acting II — Techniques of characterization; varied physical, psychological approaches to character, including use of textual analysis, Stanislavski “method.” Actor's Studio technique, transactional game theory. Emphasis on concepts of subtext, motivation. Adoption of theories to develop own technique. Prerequisite, Communication and Theatre Arts 270 or permission of instructor.

378, 379 — Direction of Drama — Credit, ¼ activity unit each. Directed theatre play.

380, 580 — Directing I — Artistic, administrative functions of the director; theoretical interpretation of scripts, preparation of production, actual direction of scenes, one-act plays. Observation of directors at work; staging; relationship between playwright, director, actor.

386, 586 — Theatre History I: Greeks to Elizabethans — Plays, production techniques of Green, Roman, Medieval, Renaissance periods. Emphasis on relationship between physical playhouse and performed script.

387, 587 — Theatre History II: French Neo-Classic to the Moderns — Theatre from 1642 to present; emphasis on modern theories of playwriting, production.
Computer Science

Assistant Professor:  Jerrill Kerrick, B.A., M.S., California State University at San Jose, 1962, 1967; Ph.D., Oregon State University, 1971

About the Program
In today's world, it is important for every educated individual to know something about computers and the way they are programmed to process information, solve problems and "make decisions." Computers influence our lives, directly or indirectly, in an increasing variety of ways. The crucial issues involved in society's use of computers are far too important to be left only in the hands of experts.

The introductory Computer Science courses are designed to meet the basic needs of students majoring in a variety of fields. At present, intermediate and advanced courses are intended to enhance programs in which the computer plays a dominant role and to provide additional training for interested students.

Course Offerings
155 — Introduction to Computer Science — For non-science majors. Topics include an introduction to computer programming with applications to problems suited to the student in Humanities or Social Sciences; role of the computer in society; general operation of the computer.

161 — Introduction to Computer Programming and Numerical Analysis — Intended primarily for Science students. Emphasis on FORTRAN IV; introduction to numerical methods and applications. Prerequisite, equivalent of Mathematics 111 or 121.

252 — Assembly Language Programming — Introduction to machine and assembly language; machine organization and structure; representation of data; input/output operations, use of macro language. Prerequisite, Computer Science 155 or 161 or equivalent.

310 — Numerical Analysis — See Mathematics 310, page 94.

361 — Computer Science — See Business and Public Administration 561, page 58.


Economics

Professor:  Ernest Combs (Chairman), B.A., Washington State University, 1953; M.I.L.R., Cornell University, 1955; Ph.D., University of Washington, 1971

Homer Hamner, B.A., J.D., M.A., Ph.D., University of Southern California, 1938, 1941, 1947, 1949

Assistant Professor:  Bruce Mann, B.A., Antioch College, 1969; M.A., Indiana University at Bloomington, 1974

Michael Veseth, B.A., University of Puget Sound, 1972; M.S., Ph.D., Purdue University, 1974, 1975

About the Department
Economics focuses on the basic problem of making intelligent individual and societal choices in a world of scarcity. A student who spends four years wrestling with this problem and the sophisticated analytical techniques necessary to resolve it should not only become more alert to the complexities of society, but should be able to make more intelligent decisions as an adult member of that society. At the same time, his/her analytical powers will be sharpened considerably.

In order to prepare graduates for a variety of meaningful and satisfying occupations, requirements are minimized, enabling Economics majors to take appropriate complementary courses in other disciplines. Those students interested in obtaining a Master's degree or a
Ph.D. in Economics are encouraged to take Mathematics, at least through Calculus and linear algebra. Those students who wish to enter the job market immediately after receiving the B.A. are encouraged to take courses in Business or Public Administration.

Economics also provides an excellent background for graduate work in Law and Business and Public Administration. Currently a number of interesting graduate programs in Environmental Economics and the Economics of Medicine are offered. Majors in Science, Mathematics, Political Science, Comparative Sociology, Business and Public Administration should consider a double major in Economics. It will considerably enrich their education and will give them greater flexibility in choosing a graduate program, e.g., double major in Economics and Environmental Science would provide an excellent background for a director of an environmental agency; a double major in Mathematics and Economics is excellent preparation for a graduate degree in operations research and econometrics; a double major in Political Science and Economics will enable a Ph.D. candidate in Political Science to choose a minor field in Economics and thus enhance his/her professional career and improve his/her ability to compete in the job market.

Requirements for a Major
1. Mathematics 257 or an equivalent course
2. Statistics requirement, Mathematics 271, or an equivalent course.
3. Economics 101, 102, 305, 306 and 410 or 411
4. 3 elective courses in Economics

Requirements for a Minor
Completion of 5 units to include:
1. Economics 101, 102 and 305 or 306
2. 2 elective courses in Economics

Course Offerings
101A — Introduction to Economics — Analysis of the concepts and principles of economics and contemporary problems and policies.

101B — Introduction to Economics: An Urban Approach — Analysis of the concepts and principles of economics and contemporary problems and policies of the urban sector.

101C — Introduction to Economics: An Environmental Approach — Contemporary problems and policies as they relate to the environment.

102 — Introduction to National Income Analysis — Components of Gross National Product, factors and relationships determining GNP level at any time; economic impact of monetary and fiscal policies; functions and importance of money and banks.

221 — Economic History of the United States — Development of American economic institutions from their European background to the present.

222 — Recent Economic History of the United States — Development of American economic institutions during the 20th century.

241 — Environmental Economics — Economic consequences of overpopulation, air pollution, water pollution, waste disposal, exhausting our irreplaceable natural resources; governmental policies designed to cope with these problems.

305, 505 — Microeconomics — Consumption, production, and pricing under perfect and imperfect competitive conditions; welfare economics; general equilibrium analysis. Prerequisite, Economics 101 and Mathematics 257.

306, 506 — Intermediate Macroeconomic Theory — Basic principles of national income determination. Selected special problems; effect of changes in price levels upon macroeconomic equilibrium; role of foreign trade and payments; economic growth. Prerequisites, Economics 102 and Mathematics 257.

322, 522 — Urban Economics — Economic analysis of the urban sector of the economy.

332 — Money and Banking — Monetary and financial systems; commercial banks, central banks; role of money and banking in economic growth. Prerequisite, Economics 102.

341, 541 — Manpower and Human Resource Economics — Economic analysis of labor as a human resource. Labor market dynamics; economics of education; labor market institutions; remedial manpower programs; minority income and employment; manpower and economic policy.


410 — History of Economic Doctrine — Development of economic thought from mercantilists until the 20th century; relation of economic doctrines to other scientific thought of the period.

411 — Recent History of Economic Doctrine — Development of economic thought during the 20th century; relation of economic doctrine to other scientific thought of the period.

455, 555 — Economic Growth and Development — Selected theories of economic growth as applied to both advanced and underdeveloped economies. Analysis of the environmental consequences of economic growth. Prerequisites, Economics 101, 102.

471, 571 — International Economics — Economic analysis relating to trade and payments between nations; theory of international trade, theory of tariffs and other restrictions upon the free international exchange of goods and services, balance of payments and macro-economic adjustment to balance of payments dis-equilibria. Prerequisites, Economics 101 and 102 or equivalent.

491, 492 — Reading and Conference — Credit arranged. Provides the student with in-depth knowledge of specially selected areas or subjects under academic guidance of a faculty member. Prerequisite, permission of instructor.

495, 496 — Independent Research — Credit arranged. Specific areas as selected. Prerequisite, permission of instructor.

507 — Advanced Economic Theory — Selected topics in economic theory. Prerequisites, Economics 305, 306.
Education

Professor: Brad Eliot, B.A., Antioch College, 1956; M.A., University of Chicago, 1957; Ph.D., University of Wisconsin, 1961
Theodore L. Harris (Emeritus), Ph.B., M.A., Ph.D., University of Chicago, 1931, 1938, 1941
John P. Heinrick (Emeritus), B.A., University of Washington, 1926; M.A., Seattle University, 1952
Milton Hoyt, B.S., M.S., University of Utah, 1948, 1953; Ed.D., University of Colorado, 1967
Annabel Lee, B.S., Kansas City Teachers College, 1935; M.A., Northwestern University, 1941; Ed.D., University of Washington, 1966

Associate Professor: Edith M. Gifford, B.Ed., Chicago Teachers College, 1942; M.S., Ph.D., University of Wisconsin, 1962, 1967
John W. Robinson, B.S., Oregon College of Education, 1953; M.S., Ph.D., University of Oregon, 1958, 1970
Ramon L. Roussin, B.A., M.A., Michigan State University, 1964, 1966; Ph.D., University of Iowa, 1971
James O. Roy, B.S., Wisconsin State University, 1964; M.S., Stout State University, 1967; Ph.D. Candidate, Washington State University

Assistant Professor: Robert C. Ford, B.S., University of Maryland (Eastern Shore), 1963; M.A., University of Puget Sound, 1972; Ph.D., Union Graduate School, 1975
Steven J. Morelan, B.S., University of Puget Sound, 1965; M.S., Ph.D., University of Oregon, 1969, 1972
LaVerne Goman, B.A., Doane College, 1938; B.A., University of Washington, 1941

Lecturer: Barbara A. Holme, B.A., University of Puget Sound, 1965
About the School

The School of Education offers undergraduate students of the University guidance and instruction in all matters pertaining to teacher certification — the selection of majors and minors to meet current demand and professional courses and laboratory experiences that qualify the student for a Washington Provisional Certificate and for teaching in other states.

It provides placement service to assist seniors and graduates in finding suitable positions, and offers graduate students the fifth year of college leading to the Washington Standard Certificate, the Master of Education degree and courses and laboratory experiences that qualify experienced teachers for a Principal's Credential.

The Bachelor of Arts in Education degree, which requires a major in Education, is available only to those students who prepare for elementary school teaching. Students who choose the Secondary Certificate Program must meet degree requirements of the department or school which offers the teaching major and certification requirements in the School of Education.

The University of Puget Sound is a member of the American Association of Colleges for Teacher Education. Programs leading to the Provisional and Standard Certificates and the Master of Education degree, including preparation for the Provisional and Standard Principal's Credentials, are approved by the Washington State Board of Education and the National Council for the Accreditation of Teacher Education.

Teacher Certification Programs

The State of Washington issues Provisional Certificates and Standard Certificates to applicants who have completed the accredited Teacher Education program of the University and are recommended by the School of Education.

The School of Education provides three programs of preparation for teaching:

1. A program that leads to the Provisional Certificate with recommendation for assignment to the elementary or junior high school level;
2. A program that leads to the Provisional Certificate with recommendation for assignment to the junior high or senior high school level;
3. A dual-recommendation program that requires preparation and competence at both levels, and leads to the Provisional Certificate with recommendation for assignment to either level.

The Provisional Certificate is valid for a three-year period and renewable for an additional three-year period on completion of one year of successful teaching experience and additional hours of the fifth college year. The Standard Certificate is issued upon completion of two years of teaching experience and the fifth year of college study.

The School of Education will disseminate information on appropriate changes in Graduate and Undergraduate programs in accord with newly adopted Washington State requirements.

Requirements for a Major

Every student wishing to prepare for a teaching career in the public schools should declare that intention at the time of initial enrollment in the University, or as soon thereafter as the decision is reached to receive detailed information concerning the requirements. This may be obtained from the School of Education.

Majors in Elementary Education will be advised by the School of Education at registration time. All other students will be advised jointly by an advisor in the School of Education and an advisor from the major academic area. Information concerning teacher certification requirements may be obtained from the School of Education.

Each student is responsible for planning a University program to meet both the require-
sional courses. The major must be in subjects commonly taught in the public schools and must contain at least 8 units.

2. A minor area is recommended and should be in subjects commonly taught in the public schools and contain at least 5 units.

3. The Elementary School Certificate also requires subject matter competence in two areas, but the major will be in Education.

Requirements for the Elementary Certificate

The program leading to the Provisional Elementary Teaching Certificate requires completion of 4 units of non-professional courses to include:

1. 1 unit, English Composition
2. 1 unit from Communication and Theatre Arts 101, 220, 225, 239, 240, 272, 335, 341
3. Psychology 101
4. Mathematics 241

In addition, 5 units in each of two academic areas are required and may be selected from:

1. Language Arts
   - English
   - Communication and Theatre Arts
   - Foreign Language
2. Social Studies
   - Comparative Sociology
   - Economics
   - Geography
   - History
   - Political Science
   - Psychology
3. Mathematics and Science
   - Biology
   - Chemistry
   - Environmental Science
   - Geology
   - Mathematics
   - Political Science
   - Physics
4. Health and Physical Education
   - Health
   - Physical Education
   - Recreation
5. Fine and Applied Arts
   - Art
   - Music
   - Home Economics
6. Humanities
   - Philosophy
   - Religion
   - Humanities

The following professional Education courses are required:

1. Education 201, 202, 349, 350, 417
2. Education 401 (4 units)
3. A minimum of 2 units to be selected from:
   - Art 461
   - Music 377
   - Physical Education 365
   - Education 345, 347, 365, 366, 380

Requirements for the Secondary Certificate

Teaching at the secondary level requires completion of degree requirements in one of the following areas:

1. Art
2. Business Education
3. Communication and Theatre Arts
4. English
5. Foreign Language
   - French
   - German
   - Spanish
6. Home Economics
7. Mathematics
8. Music
9. Physical Education
10. Psychology
11. Science
   - Biology
   - Chemistry
   - Physics
   - Natural Science
12. Social Science
   - History
   - Political Science

Teaching Minors:

The following teaching minors are allowed for secondary teachers:

1. Art
2. Biology
3. Chemistry
4. English
5. French
6. German
7. Geology
8. History
9. Home Economics
10. Physical Education
11. Political Science
12. Sociology
13. Spanish
14. Speech Communication
15. Theatre

In addition, 3 units of non-professional courses are required and may be selected from:
1. 1 unit from Communication and Theatre Arts 101, 220, 225, 239, 240, 272, 335, 341
2. 1 unit, Introductory Psychology
3. History 265 (Required of Social Science, History or Political Science majors. May be taken in the fifth year.)

The following professional Education courses are required:
1. Education 201, 202, 359, 417
2. Education 402 (4 units)
3. Strongly Recommended: Education 437, 460, 463
4. Additional courses to be taken during the fifth year of college will be determined by the individual’s needs and background.

Requirements for Teaching at the Junior High School Level

Teaching at this level is authorized under both the Elementary and the Secondary Certificate. The non-professional and professional requirements for students interested in the junior high school level of teaching will be adapted from one of the preceding programs to meet the needs of the individual.

Transfer and Postgraduate Students

While these students must meet the basic requirements for admission to Teacher Education, due to their previous college work certain adaptations in the non-professional and professional requirements may be possible. Each student’s previous academic and professional work will be evaluated and a plan designed to meet each individual’s needs for certification under one of the preceding programs.

Teacher Placement Service

Assistance in securing a teaching position will be given by the University Placement Bureau. This service is open to all seniors and graduates of the School of Education and to other certified teachers who have taken at least 4 units of work in residence. Graduate students in Elementary or Secondary education will be contacted by Career Services prior to graduation. Students must complete all necessary forms needed for credential files.

Fifth Year of College Preparation

Under the regulations of the State Board of Education, teachers holding a Provisional Certificate have six years from the date of original issuance to complete the fifth year of college work. The following standards apply to the fifth year:

1. The fifth year must be completed within five years after the first year of teaching, and at least 2½ units of credit must be completed before the beginning of the fourth year of teaching. Upon satisfactory completion of the fifth year of college, and two years of successful teaching, the teacher will be recommended for the Standard Certificate.
2. Each teacher may choose the institution in which to complete the fifth year.
   - If the wish is to take the fifth year in an out-
of-state institution, prior approval should be secured from the School of Education which will then recommend the individual for the Standard Certificate upon successful completion of the work. 

-If the choice is to take the fifth year at UPS, the School of Education will recommend that person for the Standard Certificate upon completion of the work.

-If the choice is to take the fifth year at another higher institution in Washington, that institution will become responsible for recommending the teacher to the Standard Certificate and the teacher will meet the requirements of that institution.

3. There are four provisions governing the pattern of work in the fifth college year:

- The fifth year must include a minimum of 9 units, one-half of which must be upper division or graduate work. It shall include study in both academic and professional fields. Two-thirds of the work may be taken prior to or during the first year of teaching.
- No more than 2½ units of extension and/or correspondence study may be taken as part of the 9 units of the fifth year.
- The preservice institution may designate fifth year requirements to the extent of one-half of the program, subject to the approval of the recommending institution. (UPS will require its graduates to take 2 to 3 units of professional work as a part of the fifth year.)
- A minimum of one-half of the fifth year shall be taken in residence in the recommending institution or in an approved out-of-state institution. Each institution, however, has the privilege of establishing its own residence requirement which may be more than this minimum (UPS requires 6 units in residence.)
- Because some courses may be required by the undergraduate institution, the courses chosen should be selected through consultation with the college or university which will make the recommendation for the Standard Certificate.

The major objective in the fifth college year should be the professional growth of the teacher. The first year of teaching should indicate strengths and weaknesses which will guide in selecting studies that will increase teaching skill, add to general knowledge, and fill gaps in the teacher's preparation.

4. It is the responsibility of each teacher to initiate the necessary steps for the approval and completion of the fifth year of college work.

A teacher who has taken the undergraduate work at another institution in the state and who wishes to complete the fifth year at the University of Puget Sound should notify the School of Education of that intention, apply for admission to the University and have two transcripts of the credits sent to the Admissions Office. In addition, before acceptance, recommendations from the undergraduate college concerning plans and qualifications for the fifth year must be forwarded to the School of Education. A transferring student's cumulative grade point average must be at least 2.25, and the major subject average must be 2.50 or higher. Upon satisfactory completion of the fifth year (including 6 units in residence), the University of Puget Sound will recommend the candidate for the Standard Certificate.

A teacher who completes the fifth year at the University of Puget Sound may be eligible for the Bachelor of Education degree. With careful planning, an individual may qualify for the Master of Arts or the Master of Education degree.

Course Offerings

201 - Introduction to Teaching - Field experience, to allow students to ascertain commitment to the educational profession. Provides direct work experience with teachers in school setting. Must plan a three-hour block, either morning or afternoon, in a selected school district. Prerequisite to all other Education courses.

202 - Psychological Foundations of Education - Major theoretical concepts related to human development; learning, teaching-learning processes; development of effective teaching-learning strategies; application to immediate, future instructional tasks. Prerequisites, General Psychology. Education 201, cumulative grade point average of 2.25 or higher. Required for provisional certificates.

301 - Introduction to Urban Education - Fundamental aspects of "inner city" problems. Class lectures, discussions; readings in urban sociology and education. Films, field experiences, guest speakers, simulation techniques.

302 - Introduction to Early Childhood Education - To develop teaching strategies commensurate with child's developmental patterns, his place in contemporary social scene. Includes field work, observation in nursery school, kindergarten, primary grades.

303 - Introduction to Special Education - Orientation course. Programs of education for atypical children. Exploration in facets of special education possible; laboratory experience may be arranged during or following the course.

345 - Social Studies in the Elementary School - Teaching strategies; current research; practical aspects of teaching social studies. Laboratory experiences and micro-teaching. Prerequisites, Education 201, 202.

347 - Activities in the Elementary School - Introduces basic principles for teaching art, music, physical education in the elementary school. Instructors are specialists from the three departments. Strongly recommended for every elementary teacher.

349 - Reading and Language Arts in the Elementary School - Language arts as interrelated communication processes; analysis of program objectives, methods, materials; development of teaching-learning strategies in laboratory, school settings. Prerequisites, Education 201, 202.

350 - Mathematics in the Elementary School - Techniques of teaching elementary school mathematics; examination of texts, reports from book consultants; films; class presenta-
tions; individual tutoring of elementary students. Prerequisites, Education 201, 202, or permission of instructor. Mathematics 241 must be taken prior to or concurrently with this course.

359 — Teaching Strategies in the Secondary School — Curricular, organization patterns in secondary schools; emphasis on teaching techniques (i.e., lecture, seminar, inquiry, questioning strategies, and use of community resources). An additional unit in teaching subject matter is to be taught in each of the academic departments having teacher education candidates. Course intended for juniors.

365 — Science for Elementary Teachers — Background in biological, physical sciences recommended. Development of skills in using science program and materials into a learning experience for children. Teaching field experience for part of term included. Prerequisites, Education 201, 202.

366 — Sex Education in the Elementary School — Role of the school in family life/sex education; examination of methods, materials. Develops attitudes of openness, understanding, self-knowledge, awareness of hidden prejudices. Prerequisites, Education 201, 202 or approval of instructor.

380 — Nursery, Kindergarten Education — Designed to acquaint students with current theories, practices for the pre-school, primary-aged child. Emphasis on curriculum (including readiness), organization and scheduling. Prerequisite, Education 201.

401 — Elementary School Student Teaching — Credit, 4 units. Directed student teaching in student’s preferred grade of public elementary schools, daily for a full term; seminar in advanced methods included. School of Education endorsement required. Required for the Provisional Elementary Certificate.

402 — Secondary School Student Teaching — Credit, 4 units. Directed student teaching in student’s major and minor fields of concentration at the junior high and/or high school level for 4-6 class periods daily during a full term. Seminars will be arranged. Prerequisites, Education 201, 202, 359. School of Education and major department endorsement required.

403 — Undergraduate Practicum — Credit, maximum 2 units. Field experience. Application of special skills, techniques, theories. Permission of instructor and the Director of Undergraduate Studies in Education required.

404 — Undergraduate Internship — Credit arranged; maximum 4 units. Field experience. Independent responsibility for an educational program in student’s area of specialization. Permission of instructor and the Director of Undergraduate Studies in Education required.

408, 508 — Workshop in Education — Credit arranged. Provides opportunity to explore new curricular offerings on short-term basis.

410, 510 — Creative Drama — Creative movement, pantomime, improvisation, role playing, dramatization of literature. Emphasis on solving problems of acting out feelings in non-audience situation. Initiating drama in the classroom; side-coaching and incorporating drama into reading and writing. For elementary and middle school teachers. Prerequisite, Education 349 or 359 or permission of instructor.

417 — Philosophical and Social Foundations of Education — Provides perspective for coping with today’s conflicting views of the role of the school and teachers. Enrollment immediately before or immediately after student teaching recommended.

425 — Teaching in the Junior High School — Philosophy, aims of junior high school education; current developments.

437 — Principles and Practices of Guidance — Introductory course for teachers, counselors, administrators. Current practices, purposes, roles, functions of guidance and pupil personnel services in the public schools. Open to juniors, seniors, fifth year and beginning Guidance and Counseling candidates. Prerequisites, Psychology 101 and previous work in education or counseling.

441 — Educational Tests and Pupil Evaluation — Standardized testing; construction of teacher-made tests; simple statistics; student evaluation, marking, reporting.

460 — Audiovisual Aids in Teaching — Operation of audiovisual devices, materials to facilitate instruction and learning. Strongly recommended prior to student teaching.

463 — Teaching Secondary Reading in the Content Fields — Reading problems, programs, techniques of teaching reading for prospective, practicing secondary teachers; emphasis on developmental reading with a focus on reading in the content areas.

470 — Special Education Curriculum, Methods and Materials — Developing instructional methods, materials, curriculum for children with learning disabilities.

471 — Problems and Issues in the Diagnosis and Remediation of Learning Disabilities — History, current practices in diagnosis, remediation of learning disabilities. Etiology, commonly used assessment instruments, principles of diagnostic techniques for working with children with learning problems. Emphasis on learning disabilities related to academic achievement, language, perceptual disorders and on etiological, diagnostic-remedial, task analytic views of learning problems. Prerequisite, recommended admission to teacher education program.

475 — Supervision of Paraprofessionals and Volunteers — Study of the teacher, teacher aide, volunteer roles; management of classroom activities. Prerequisite, teaching experience and/or recommendations for student teaching.

480 — Minority Problems in Early Childhood Education — Problems of working with bilingual-bicultural children in day care, nursery school and primary grades. Emphasis on early stimulation and adjustments to the traditional curriculum. Prerequisite, Education 201.
481 — Compensatory Programs in Early Childhood Education — The origin, purpose and nature of individual model programs recommended for disadvantaged children at preschool and primary levels. Laboratory experience will be provided. Prerequisite, Education 201.

493, 494 — Seminar in Education — Credit arranged. Undergraduate seminars to provide opportunity for implementation of special topics by students and faculty.

495, 496 — Undergraduate Independent Study — Credit arranged. Independent study in specific areas; written proposals required in advance. Permission of the instructor and Director of Undergraduate Studies in Education required.

501 — Introduction to Educational Research — Basic methods employed in conducting research in education.

502 — Human Development and Learning — Theories of human development and learning: applications to instructional tasks; individualization of instruction to developmental needs, tasks, abilities.

503 — Practicum — Credit arranged; maximum, 2 units. Field experience to provide student with opportunities to apply special skills, techniques, theories. Permission of instructor and Director of Graduate Studies in Education required.

508 — Workshop in Education — Credit arranged. Developed by faculty and students to provide an opportunity to explore new curricular offering on a short-term basis.

514 — Statistical Methods in Education — Statistical procedures employed in dealing with educational data.

516 — Philosophy of Education — Nature, meaning of philosophy as related to education; attempt to formulate a sound educational philosophy for the United States. Required for the Master of Education degree.

517 — Comparative Education — Comparative analysis of national systems of education.

518 — Early Childhood: Trends and Issues — Designed to acquaint students with current trends and issues concerning pre-schools, kindergartens and primary grades. Provide overview of innovations, problem areas, trends. Prerequisites, Education 501, 514 or 544.

519 — Current Issues and Trends — Credit, ¼ unit. Important aspects of education today.

520 — Principles of Public School Curriculum Development — Credit, ½ unit. Curricula, curriculum planning; emphasis on techniques of organizing staff efforts to improve programs at elementary, secondary levels.

521 — Analysis of Teaching — Credit, ¼ unit. Current observation techniques; emphasis on clinical supervision cycle; development of trust relationships; communication skills.

522 — Foundations of Public School Curriculum — Credit, ½ unit. Survey of historical, sociological aspects affecting the foundations of curriculum in American public elementary and secondary schools.


525 — Changing Language Arts Curriculum in the Elementary School — Curriculum patterns, issues in the language arts; critique of methods and materials; development of effective programs, procedures.

526 — Outdoor Science for Elementary Teachers — Teaching techniques for promoting study of wildlife, conservation; emphasis on K-6.

527 — Survey of Science Education — Science teaching as it relates to total school curriculum; in-depth study of recently developed science programs; design of a science curriculum for grades K-12.

528 — Outdoor Education — Multidisciplinary approach to living and learning in the out-of-doors; skills necessary to outdoor living in school programs, recreation, personal enrichment.

530 — Educational Supervision — Credit, ¼ unit. To familiarize classroom teachers with student teaching programs. University teacher education program; observation techniques; analysis, evaluation of teaching performance. Classroom teaching experience recommended.

531 — Piaget: Educational Implications — Explores general implications of Piaget's theory for the educational setting, including early childhood programs for educationally handicapped, and implications of Piaget's theory in mathematics.

534 — Drug and Alcohol Education — Common drugs, their physical actions, the social and cultural setting in which drugs are used; teaching skills related to drugs, drug attitudes, the drug problem; learning to communicate effectively with family, others in normal and stressful situations; examination of how each person relates to his/her family and culture.

536 — Developmental Guidance — Credit, ½ unit. For counselors, teachers, administrators who assist people in vocational, educational, social development. Sources, uses of appropriate information related to developmental aspect of the guidance service. Prerequisite, Education 437.

537 — Organization and Administration of Guidance — Current problems in guidance as related to administration, legal and ethical, special guidance topics. Prerequisite, Education 437.

538 — Theories of Counseling — Counseling theories; development of an approach to counseling; initial work in the counseling process. Prerequisites, Education 437, Psychology 330.

539 — Group Process in Educational Guidance and Counseling — Group process, related activities, including group guidance, group counseling, developmental groups. Participation in group experiences. Prerequisites, Education 437, Psychology 101.

540 — Consultation and Behavior Modification — Study, practice of consulting role of the counselor; use of Behavior Modification in counseling, consulting. Prerequisite, Education 437, Psychology 220, or course(s) related to learning theory.
541 — Diagnosis of Behavior — Designed to promote competency in the techniques of diagnosis of symptomatic human behavior according to personality types, traits of personality, communication systems, and defense mechanisms. Prerequisite, Education 437.

542 — Guidance and Counseling: Practicum — Supervised practice in developing counseling techniques, utilizing video, audio and immediate supervision of counseling sessions. Prerequisites, Education 538, 539, 540.

543 — The Technology of Guidance — Technological aspects of guidance, including measurement and evaluation, related statistical concepts, programs; use of computer, other technological aids. Prerequisites, Education 437, 536, 541 or permission of instructor.

544 — Educational Measurement and Evaluation — Basic concepts of educational measurement, evaluation; construction of tests, other evaluative devices; assessment of educational progress.

545 — Career Development — For counselors, teachers, administrators who assist people in vocational and educational development. Sources, uses of appropriate information related to development aspect of the guidance service. Prerequisites, Education 437.

551 — Administration of School Libraries — Credit, 1/2 unit. Objectives organization, administration of school libraries; discussion of standards; study of routines, including circulation, care of materials.

552 — Children’s Literature — Credit, 1/2 unit. Development of children’s literature; reading, evaluation of books for elementary school children.

553 — Young People’s Literature — Credit, 1/2 unit. Recreational curriculum-related literature read by junior and senior high school students.

554 — Reference — Credit, 1/2 unit. Basic reference books; reference methods; use of card catalog, indexes, bibliographies, etc.

555 — Selection of Library Materials — Credit, 1/2 unit. Selection of materials of all kinds — books, magazines, pamphlets, pictures, films, records, etc. — to meet needs of the school curriculum.

556 — Classification and Cataloging — Basic classification, cataloging of books, other school library materials.

558 — Instructional Materials Centers — Planning, operation of instructional materials centers; acquisition, cataloging of materials; local production of learning resources.

561 — Reading, Diagnosis and Correction — Corrective reading theory; informal and standardized diagnostic materials; teaching procedures; materials for the mildly disabled reader. Concurrent registration in a practicum in Corrective Reading recommended.

562 — Diagnosis and Remediation of Severe Reading Disabilities — Remedial reading theory; diagnostic case study of severely disabled reader; analysis of suitable materials; specialized techniques of instruction. Registration after Education 561 and concurrent with a practicum in Remedial Reading recommended.

564 — Psychology of Reading — Credit 1/4 unit. Aspects of cognitive, attitudinal, psycho-motor, physiological development as they affect individual styles in learning, teaching of reading.


575 — Administrative Problems — Credit, 1/2 unit. Analysis of typical administrative problems and identification of alternative methods for organization. Problem solving will be developed through use of simulated situations and case studies.

576 — Educational Leadership — Credit 1/4 unit. Comparison of leadership styles to leader personality and to organizational situation. Leadership theory, group processes, and basic communication.

577 — School and Community Relations — Credit, 1/2 unit. Place of school in the community; use of buildings for community functions; participation of the school personnel in community activities; use of community resources to further school purposes.

578 — Public School Finance — Credit, 1/4 unit. Methods, problems of public school financing in the United States; comparative study of typical states as related to methods, problems of financing education in Washington. For administrators, classroom teachers, laymen.

579 — The Public Schools and Due Process — Credit, 1/4 unit. Student and teacher rights and responsibilities. Emphasizes differences between the Washington Administrative Code, State Board Regulations and Local School Board policy.

584 — Research in Early Childhood Education — Emphasis on research concerning the growth and development of the young child age two through eight. Prerequisites, Education 501, 514 or 544.

585 — Design and Administration of Early Childhood Education Programs — Historical, contemporary philosophies exploring what children need to know, want to know, are capable of knowing. Philosophies of physical, mental, emotional education, combinations of these as related to child’s age, personality; design of curricula from points of view of Montessori, Dewey, Piaget, Maslow, Nimnicht.

590 — Internship — Credit arranged; maximum 4 units. A field experience. Independent responsibility for an educational program in student’s area of specialization. Prerequisite, permission of instructor and Director of Graduate Studies in Education.

595, 596 — Independent Study — Credit and time to be arranged.

607 — Research — Credit arranged. Exploration of programs in areas not found in curricular offerings.

638 — Individual Counseling Practicum — Practice in developing counseling techniques, utilizing video, audio. Supervise counseling sessions. Prerequisites, Education 538 and 540.

639 — Group Counseling Practicum — Supervised practice in group leadership techniques. Prerequisites, Education 538, 539, 540.

642 — Internship: Guidance and Counseling — Credit arranged. A supervised field experience. Increasing
About the Department

The Department of English offers courses leading to a Bachelor of Arts degree and Master of Arts degree with opportunities to study English and American literature, literature and linguistics, literature and creative writing, or English and comparative literature. Areas of concentration may be arranged by consultation with the English faculty. A list of the courses, together with options, may be obtained from the English Department office.

Requirements for a Major

1. 10 units of English to be selected from a list provided by the Department
2. Foreign Language competency at the 202 level
Course Offerings

101 - Freshman Seminar in Writing - Fundamentals of English composition. May be studied in any of the following seminars.

Reading and Writing About Modern Literature
Writing on Scientific Subjects
Writing about History: The Biographical Approach
Philosophy in Literature
The Western Intellectual Tradition in Drama
The American Dream
Writing About Literature and Ideas
Developing a Personal Writing Style
The Search for Meaning and Value
Understanding and Evaluating Literature
Expository Writing
Writing that Research Paper
Writing for the Pre-Professional Major
Writing for Business
Writing About the Human Animal

131 - Western World Literature - Greek and Roman literature authors.

132 - Western World Literature - Renaissance to modern European authors.

201 - English Composition - Further practice in expository writing; concentration upon sentence and paragraph structure, grammar and syntax.

202 - Creative Writing - Fiction writing: short stories and novels.

203 - Aesthetic Man: His Contemporary Values - Certain developments in modern art, especially painting, literature, music film.

209 - Introduction to Newswriting - Basic fundamentals of responsible journalism; writing the news story.

210 - Radicals and Revolutionaries - Study of continuing world revolution.

212 - Philosophy in Literature - Focus on two dominant trends in philosophical literature: idealism and materialism; two systems of thought traced through Ancient, Medieval, Modern Age; writers such as Plato, Dante, Erasmus, Swift, Lucretius, Voltaire, Marx, Sartre.

221 - American Literature - Major American authors, literary movements from colonial period to present.

225 - Politics and Science in Post-World War II Novels - Recent English, American, European novels.

226 - Women in Literature - Literature written by major world figures who are also women.

230 - Popular Literature - Study of popular literary forms: the picaresque novel; the novel of the old west; spy fiction; psychological case studies in literature; study of the best seller. A different selection offered each term.


251 - English Literature - Major English authors and literary movements from old English to the 20th century.

301 - English Composition - Designed specifically to help pre-professional student prepare for the demands made in the graduate schools of law, medicine, business or liberal arts. Junior standing required.

302 - Creative Writing - Poetry writing. Approval of instructor may be required.

303 - History of the English Language and Advanced Grammar - Evolution of the English language from Old English to present-day British, American English. Descriptive, prescriptive, other grammars in conjunction with chronological review.

304 - Introduction to Linguistics - Theoretical, practical aspects of historical, descriptive, transformational, comparative linguistics; survey of various topics in semantic theory.

341, 541 - Contemporary Poetry and Drama - Twentieth century poetry through works of American, English poets such as Frost, Eliot, Auden, American, British, Continental, Third World plays.

342, 542 - Contemporary Fiction - Selected American, British, Continental writers.

360, 560 - Major Authors - Selected major writers in English, American, World literature. A different selection offered each term.

385, 585 - The English Lyric - Shorter forms of poetry written in English; emphasis on poetry as a literary genre.

386, 387, 388 - The English Drama - English drama ranging from Medieval period to 20th century; includes such writers as Marlowe, Jonson, Wilde, Shaw, O'Casey.

388, 389, 389 - The English Novel - British novels from 18th century to early 20th century, includes such writers as Fielding, the Brontes, Hardy, Conrad.

390 - Teaching Methods in the Secondary School

395, 396 - Independent Research

402, 502 - Creative Writing - Advanced seminar. Approval of instructor required.

409, 509 - Seminar in Language - Linguistic approaches to the study of language, meaning; inner-relationships between linguistics and such disciplines as Philosophy, Psychology, Anthropology; application of linguistic theory to language teaching, learning.

411, 511 - Problems of Literary Study - Character of English as a discipline; approaches to literature examined through research papers using Collins Library holdings, scholarly aids.


415, 515 - Literary Criticism II - Effect of Romantic idealism on modern literary theory, critical practice, as seen in writings of Coleridge, Shelley, Arnold, Richards, Brooks, Frye, others. Various recent approaches to the literary text, such as existentialism, myth criticism, phenomenology, formalism, structuralism.

421, 521 - American Literature: Puritanism - Puritan ideology, its literary expression in old and new England.
| 422, 522 | American Literature: Revolution to Civil War | Development of a national literature as seen in the significant writers of North and South, from Independence through “American Renaissance” to the Civil War and Reconstruction. |
| 423 | American Literature: National to International | Readings from the Civil War to World War I; emphasis on Mark Twain, Henry James. |
| 424 | American Literature: After the Great War | Individual, social, literary aesthetic from World War I, including Hemingway, Faulkner, Fitzgerald. |
| 448 | Studies in Medieval Literature | Great heroic, romantic, allegorical literature of Middle Ages, excluding Chaucer, in the British Isles, Europe; emphasis on the Arthurian legend. |
| 449 | Early English Literature and Chaucer | Various genres of Old English literature in translation; Chaucer’s Canterbury Tales and Troilus and Criseyde. |
| 450 | Literature of the English Renaissance | Major authors, excluding Shakespeare. |
| 451 | Shakespeare | Selected plays, poetry. |
| 453 | Milton and His Contemporaries | Major poems of Milton; works by other writers of the 17th century; including Jonson, Donne, Herbert, Marvell. |
| 456 | The Age of Dryden, Pope, Swift, and Johnson | Major writers of the English Neoclassical period (1660-1789). |
| 457 | The English Romantics | Poetry of Wordsworth, Coleridge, Byron, Shelley, Keats, others. |
| 458 | The English Victorians | Readings in poetry, prose, and discussion of the social conditions which gave rise to it; Tennyson, Browning, Arnold, the pre-Raphaelites. Slides, tapes, records of background material, films of famous Victorian novels. |
| 459 | The Later Victorians and Edwardians | From 1875 to World War I; including Hardy, Wilde, Conrad. |
| 470 | Contemporary British Literature | From World War I to the present. |

| 491, 492, 591, 592 | Reading and Conference |
| 493, 494, 593, 594 | Advanced Studies |
| 495, 496, 595, 596 | Independent Research |
| 697, 698 | Thesis |

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Environmental Science

About the Program
A Bachelor of Science degree is offered in Environmental Science with an emphasis in Biology, Physics or Chemistry. The program is administered within the individual departments.

This program is designed to give the student a broad background in the spectrum of science, with sufficient specific education to allow him/her to function in a particular discipline. Present-day problems require broad-based solutions. An education based on this Program should give an adequate background to attack these problems. The Program is integrated with two courses at the senior level (Environmental Science 450 and 460).

Requirements for a Major
Advising and degree requirements are handled by the specific department in which the degree is to be granted. In addition to the courses necessary to satisfy the degree requirements of the specific departments, the following courses should be included:

1. Chemistry 114, 214, 301, 302, 401 (250, 251 may be substituted for 301, 302)
2. Biology 105, 106, 246, 358
3. Mathematics 121, 122
4. Physics 201 and 202 or 211 and 212
5. Geology 101
6. Economics 241
7. Urban Studies 109 or Political Science 307
8. Environmental Science 450 and 460
9. Religion 382

Course Descriptions

105 – Earth and Environmental Science – Interdisciplinary course acquaints non-science major with earth as a closed system in relation to man; his socio-economic system; pollution. Field trips; outside speakers; group laboratory experiences.

450 – Environmental Science – Study of the environment using tools of disciplines of Science. Senior course designed to tie together all disciplinary courses of Environmental Science Program.

460 – Field Study – Laboratory, field study of environmental problems; weekly group meeting. Specific programs arranged with departmental advisors. Prerequisite, Environmental Science 450.

Foreign Languages and Literature

Professor: Jacqueline Martin (Chairman), B.A., University of Washington, 1944; M.A., Boston University, 1952; Ph.D., University of Oregon, 1966

Associate Professor: Francis Cousens, B.A., California State College at Los Angeles, 1956; M.A., San Fernando State College, 1963; Ph.D., University of Southern California, 1968

Esperanza Gurza, B.A., University of Puget Sound, 1961; M.A., University of Oregon, 1963; Ph.D., University of California at Riverside, 1974
About the Department

The faculty in Foreign Languages believes that a sympathetic understanding of at least one foreign culture through its language is an essential part of a liberal arts education.

The Department offers courses in several foreign languages that provide, by a variety of methods, instruction in communication skills, cultural awareness and historic perspective. On the upper level, courses are offered in advanced studies in Language, Culture and Literature, taught in the target language as well as bilingually.

New Option: Besides a B.A. degree in French, German or Spanish, a student with knowledge of more than one language can earn a B.A. and an M.A. degree in Comparative Literature.

Language House Program

The Foreign Language Faculty supports the learning concept of a residential atmosphere and encourages students to participate in the special living-language programs.

Further information may be obtained from the Director of the Language House Program. The programs are profiled under Special Academic Programs, page 41.

Requirements for a Major

B.A. Degree/French, Spanish

1. Completion of a minimum of 8 units above the 202 level, including 331, 485
2. Recommended: residence in a French- or Spanish-speaking country

B.A. Degree/German

1. Completion of a minimum of 8 units above the 202 level, including 331, 354
2. Recommended: residence in a German-speaking country

Requirements for a Minor

French, Spanish or German

Completion of a minimum of 5 units

1. Above the 102 level including 251, 331 or their equivalents.

Supporting Courses Suggested

1. English 304
2. A second Foreign Language
3. English 411
4. English, American, comparative, other Literature courses
5. World and European History

6. Philosophy — ancient, medieval, modern
8. 1-2 units, Art History
9. To supplement work in class, students are encouraged to use the language laboratory facilities or practice independently with material available at the library’s audio desk.

Course Offerings

Foreign Language

101, 102 — Elementary Foreign Language — Any unlisted Foreign Language (such as Latin, Greek, Hebrew) may be taken under these numbers.

201, 202 — Intermediate Foreign Language — For unlisted languages.

French

101, 102 — Elementary French — Conversational approach to French; reading and writing practice; introduction to grammatical and cultural patterns.

201, 202 — Intermediate French — Stress on conversational skill and review of grammar; writing based on readings of 20th century authors. Prerequisite, French 102 or equivalent.

250 — Advanced French — Emphasis beyond general syntax and conversation. Deals with problems in language, translation, general linguistics, advanced grammar and contemporary culture.
84  Foreign Languages and Literature

251 - Conversational Approach to French Civilization and Culture - Discussions based upon background readings in History, Art, Literature; political thought of France across the centuries.

252 - Black Authors of French Expression - Background reading in overseas French to broaden knowledge of French culture elsewhere. Discussions, papers in French.

351 - Introduction to Literary Studies - Elements of style through various literary forms by French and French African writers; practice in creative writing, interpretation of literature. Prerequisite, French 202 or equivalent.

361 - The Human Condition As Seen in the French Theatre I - Great plays from Medieval times to the 18th century; emphasis on classical period. Offered alternate years.

362 - The Human Condition As Seen in the French Theatre II - Great plays in the 19th century from Romantics to "Theatre-Libre" of Antoine. Offered alternate years.

363 - Love and the Sexes in the French Novel - Social, psychological, philosophical approach to representative novels from 17th to 19th centuries. Literary movements and their manifestations within the works. Offered alternate years.

364 - Highlights of French Poetry - Major poets from troubadours to moderns. Offered alternate years.

481, 581 - Contemporary and Avant-Garde Theatre - Plays by Cocteau, Giraudoux, Montherlant, Sartre, Camus, Anouilh, Beckett, Ionesco, etc.

483, 583 - The Search for an Essence: The Literature of Existentialism - Plight of modern man as seen through novels of Gide, Bernanos, Camus, Malraux, Sartre, Beckett, etc.; emphasis on the existential novel.

485 - Senior Seminar - Designed to synthesize, in chronological perspective, the student's knowledge of French literature.

491, 492, 591, 592 - Reading and Conference - Credit arranged. Approval of instructor required.

493, 494, 593, 594 - Advanced Studies - Credit arranged. To be selected from:
1. Medieval and Renaissance French Literature
2. French Literature and Thought of the 18th Century
3. French Literature Since 1945

495, 496, 595, 596 - Independent Study - Credit arranged. Approval of instructor required.

German

101, 102 - Elementary German - Phonetics, fundamentals of German grammar; basic vocabulary; elementary composition and conversation; reading of graded texts of cultural interest. Understanding, speaking, reading, writing.

111, 112 - Elementary German: "GUTEN TAG" Conversation - Credit, ½ unit each. Conversational approach to basic communication skills; film series, other audio-visual material used.

113, 114 - Elementary German: "GUTEN TAG" Reading and Structure - Credit, ½ unit each. Fundamentals of structure, reading, writing.

201, 202 - Intermediate German - Works by modern German writers, cultural readings; review of grammar; practice in oral and written German. Prerequisite, German 102 or 112 and 114, or equivalent.

251 - Conversation and Culture - Readings and discussions of cultural developments in German-speaking countries.

252 - Composition and Conversation - Vocabulary building; extensive practice in practical application of the language.

331 - Introduction to Literary Studies - Literary theory, bibliography, research; problems of literary studies; interpretation of literary works from various periods, genres. Prerequisite, German 202 or equivalent.

354 - Advanced Grammar and Stylistics - German idioms and structure; idiosyncrasies of German grammar; acquisition of the basic principles of good style through writing.
4. History of Ideas: Luther, Kant, Hegel, Schopenhauer, Marx, Nietzsche, Freud
5. Contemporary Germany: The Political, Social and Economic Developments in the Federal Republic and the German Democratic Republic

495, 496, 595, 596 — Independent Study — Credit arranged.

Italian

101, 102 — Elementary Italian — Also offered in intensive course during Winterim. Conversational approach to Italian.

Japanese

101, 102 — Introduction to Japanese Language and Culture

Russian

101, 102 — Elementary Russian — Grammar; oral and written practice; reading of graded texts.
201, 202 — Intermediate Russian — Reading of suitable texts; review of grammar; oral, written composition. Prerequisite, Russian 102 or satisfactory scores in placement tests.

Spanish

101, 102 — Elementary Spanish — Audio-lingual approach to understanding, speaking, reading, writing.
201, 202 — Intermediate Spanish — Readings from Spanish, Spanish-American authors; review of grammar, oral, written composition. Prerequisite, Spanish 102 or equivalent.
251 — Conversation and Culture of Spain — Conversational approach to civilization and culture.
252 — Composition and Culture of Spanish-America — Grammar review; oral, written composition, using as subject matter the civilization and culture of Spanish-America.
331 — Introduction to Literary Studies — Elements of style through various literary forms by Spanish, Latin-American authors; creative writing; interpretation of literature. Prerequisite, Spanish 202 or equivalent.
361 — Contemporary Thought in Latin America — Content may vary according to need: Latin American thought through outstanding writers of our day; concentration on poetry, essay, novel, theatre; or highlights of literature of a selected Latin-American country. Offered alternate years.
362 — Contemporary Thought in Spain — Content may vary according to need; concentration on generation of 1988, literature of the period previous to the Civil War, or post-Civil War period to present time. Offered alternate years.
363 — From Romanticism to Krausism — Content of this course may vary: concentration on literature of 19th century Spain; or emphasis on one of its independent movements — Romanticism, Realism, Regionalism, etc. Offered alternate years.
364 — Spanish-American Literature — Content may vary according to need. Literature of Latin America in colonial period and early period of independence; in-depth study of period of a selected Latin-American country or Modernista movement. Offered alternate years.
482, 582 — Man, Traveler on Earth (The Origins of Spanish Literature) — Studies of Medieval and Renaissance man through the literature of Spain, from the beginning up to the Golden Age. Although the emphasis is on literary expressions, students will be encouraged to pursue their own interests in other aspects of Spanish Medieval life. Offered alternate years.

484, 584 — The Age of Cervantes — At the discretion of the instructor, may concentrate upon Cervantes and his works; study literature of the Golden Age; or stress Baroque period. Offered alternate years.
485 — Senior Seminar — Designed to synthesize, in chronological perspective, the student's knowledge of the fields of Spanish and Hispanic American literature.
491, 492, 591, 592 — Reading and Conference — Credit arranged. Approval of instructor required.
494, 594 — Advanced Studies — Credit arranged. Approval of instructor required.
495, 496, 595, 596 — Independent Study — Credit arranged. Independent research in specific areas. Approval of instructor required.
Geology

Professor: Norman R. Anderson (Chairman), B.S., University of Puget Sound, 1946; M.S., University of Washington, 1954; Ph.D., University of Utah, 1965
Associate Professor: J. Steward Lowther, B.S., M.S., McGill University, 1949, 1950; Ph.D., University of Michigan, 1957
Assistant Professor: Albert A. Eggers, B.S., Oregon State University, 1966; M.A., Ph.D., Dartmouth College, 1968, 1971

About the Department

The Geology Department has modern, well-equipped facilities designed to support a program which integrates classroom, laboratory and field studies and also takes advantage of the local and regional geologic setting. Among special interests of the Geology faculty are volcanic rocks (Cascades and Columbia River Plateau), sedimentary processes (Puget Sound) and Pleistocene geology (Puget Lowland).

Other areas of faculty concern are Paleobotany and Environmental Geology. Geology majors have recently undertaken winterim expeditions to study volcanoes and other geological features of Central America.

The Geology Department is continually expanding its map, mineral, rock and fossil collections. In addition, the Collins Memorial Library has extensive holdings of both modern and classical geologic literature which have been selected to support and sustain a quality undergraduate Geology program.

Equipment available for instruction and research includes petrographic and binocular microscopes, calculators, spectrometer, magnetic separator and thin section machinery. Additional equipment is shared with other departments, including an X-ray diffractometer and spectrometer (Chemistry) and gravimeter (Physics). Geology majors also have access to the University computer facilities.

Students graduating in Geology enter directly into professional positions or continue their studies at a graduate level. UPS Geology graduates are currently employed in industry, governmental agencies and educational institutions, both in the United States and abroad.

Requirements for a Major

Geology is the application of Biology, Chemistry, Mathematics and Physics to the study of the earth. A Geology major must understand the principles and techniques of these disciplines as well as the basic skills and concepts of Geology.

A Geology major consists of the following sequence of related courses:

1. 10 Geology units to include: 101, 102, 201, 202, 301, 302, 401, 402, 495 (independent research project) and a summer Geology field camp, normally taken between the junior and senior years
2. 10 Mathematics, Chemistry and Physics units, to include:
   Mathematics through 122 (221, 232, or 301 are optional but recommended)
   Physics 114, 214 or 215
   Physics 201-202 or 211-212
   3 additional units in Mathematics, Chemistry, Physics or Biology beyond the introductory year level
3. Completion of a Language requirement which can be met in one of the following ways:
   Completing a 202 level language course in French, German or Russian.
   Passing an examination in translation of French, German, Russian or Spanish geologic literature into English
   Completing Computer Science 161, Mathematics 271, plus 1 additional unit in Mathematics, Chemistry, Physics or Biology beyond the introductory year level and not used to fulfill requirement (2) above

Course Offerings

101 – Physical Geology — Survey of physical processes acting on, within the earth.
102 – Historical Geology — Historical development of earth and its inhabitants; methods employed in studying earth history. Prerequisite, Geology 101, or instructor’s permission.
201 – Mineralogy — Prerequisite, Geology 101, or instructor’s permission. General Chemistry recommended.
202 – Petrology and Field Methods — Prerequisite, Geology 201 or instructor’s permission. Saturday field trips required.
204 – The Geological Environment of Man — Geological basis for technological man’s existence and potential for survival; emphasis on mineral resources — metallic and industrial; organic, inorganic energy sources; surface and underground water; geological factors controlling construction of dams, highways, other major structures. Influence of geology on policy decisions of public, private institutions. Prerequisite, two college level courses in Science, one of which must be in Geology, or instructor’s permission.
History

Professor:  
Wolfred Bauer (Chairman), B.A., Ph.D., University of Washington, 1951, 1964

Associate Professor:  
C. Brewster Coulter, B.A., M.A., Columbia University, 1938, 1940; M.A., Ph.D., Princeton University, 1942, 1945
Walter E. Lowrie, B.A., University of Puget Sound, 1958; M.A., University of Washington, 1960; Ph.D., Syracuse University, 1975
David F. Smith, B.A., Bristol University, 1963; M.A., Washington University, 1965; Ph.D., University of Toronto, 1972

Assistant Professor:  
David A. Brubaker, B.A., University of Puget Sound, 1965; M.A., University of Toledo, 1969; Ph.D. Candidate, University of Toledo
Theodore Taranovski, B.A., University of California at Los Angeles, 1963; M.A., Harvard University, 1965; Ph.D. Candidate, Harvard University

About the Department

The Department of History adheres to the belief that the study of History is an integral and essential component of a college education, for History provides an indispensable background for all other forms of knowledge.

Students of the Humanities need History to understand the development of literature, art, music and philosophy. Social Science majors will gain much understanding of social change by examining the history of past societies. Persons engaged in study of the Physical Sciences will better understand that all scientific doctrines are conceptual models designed to explain the nature of the world in terms of current patterns of social organization, ethical value systems and formal thought.

Historical study develops and sharpens the mind by training students to think, to evaluate, to communicate and ultimately, to judge. It provides students with a fundamental understanding of the world in which they live, of the diverse forces which have shaped the past and determined the present and, therefore, encourages them to know themselves and to appreciate societies which are different.

In providing high-quality training for students majoring in History, the Department’s goal is to ensure that students — majors and non-majors alike — will continue to have the opportunity to study with faculty of excellent quality.

The faculty offers a broad curriculum and, at the same time, is capable of exposing students to specialized fields. In this way, the History Department provides its students with sound under-
History

graduate training and helps to prepare them for graduate study in History and many other professional programs, or for rewarding careers in business, education, socially oriented vocations and government service.

In short, the Department’s academic requirements and instructional methods are designed to enable students to acquire factual and theoretical material and historical conceptions. More important, however, it is the Department’s goal to develop in our students an attitude toward learning and intellectual discourse applicable to the problems and demands of any career which they pursue in later life.

Requirements for a Major

1. Completion of a minimum of 11 units to include:
   Minimum of 5 units in field of concentration
   Minimum of 3 units in one or both of other fields of concentration
   Completion of at least one of the following (normally during the junior year):
   History 301, 302

2. Selection of a field of concentration from among:
   European History
   American History
   Non-Western History

3. At least 5 of the 11 units required for a major must be taken at the 300 and 400 levels, and at least 2 of the 5 units must be taken in the field of concentration.

4. Any deviation from these requirements must be approved by the History faculty meeting as a whole and must be in writing.

Course Offerings

101, 102 — Survey of Western Civilization —
   Selected topics analyzing man’s development during 6,000 years; emphasis on his continual quest for order in and meaning to his life.

144 — East Asian Traditions in Literary Perspective —
   Introduction to Chinese and Japanese history through literature in translation and selected films. Readings will include poetry, short stories and novels.

145 — The West in China and Japan —
   Post-hole introduction to East Asia through the eyes of Western travelers to China, Japan. Sources include writings of Marco Polo and early Jesuit missionaries, but most readings involve 19th and 20th centuries. Group discussion, papers based on historical analysis.

231 — Medieval and Early Modern Britain —
   Development of English social, economic and political institutions from medieval times to the revolution of 1688.

232 — Modern Britain —
   Development of British political, social, economic institutions from 18th to mid-20th century; impact of the industrial revolution; formation of the welfare state; rise and fall of British imperialism.

242 — Civilization of Ancient India —
   Introduction to the geography and geopolitics of India; pre-Aryans and their culture; social, cultural, political institutions of the Aryans; historical significance of the rise of Buddhism, Jainism, Hinduism.

245 — The Middle Kingdom: China Through the Ages —
   Historical introduction to Chinese civilization through early Ch’in (manchu). Emphasis on intellectual, social foundations of the Chinese state and dynamics of the Confucian system, as well as non-Confucian elements in the Chinese past. Readings include selections from Chinese literature and documents in translation.

247 — The Forging of the Japanese Tradition —
   Introduction to Japan from prehistory to late Tokugawa, focusing on evolution of the Japanese state, major institutional adjustments over time, distinctive features of Japanese culture. Readings in literary and documentary sources, as well as historical studies.

251 — History of the United States —
   Survey from colonial founding to recent past; focus on development of American society; political implications of that development.

265 — History of the Pacific Slope —
   Discovery of the Pacific coastal region; historical development including gold rush, pioneers, railroads, scramble for land; development of irrigation-agriculture, Pacific Northwest lumber and labor, oil industry of southern California.

301, 501 — Research Seminar in Historical Method —
   Practicum in methods and techniques of historical research and writing; designed to introduce students to the challenge and stimulation of writing history by independent research in primary source materials for advanced research paper.

302, 502 — Historians Confront History —
   Changing ways of reconstructing the past: biases, assumptions, and conceptions that historians have used in interpreting, reinterpreting past patterns, events.

305, 505 — Rise of European Liberalism —
   Development of liberal thought with readings of political theorists, philosophers, men of letters from Hobbes to Keynes; inter-relationships between evolving definitions of liberalism and the political, social, economic factors of society.

306, 506 — Revolutions and Counter-Revolutions —
   Comparative analysis of English, French, Russian revolutions from 17th to 20th century; different aims, preconditions in societies which produce quickened rate of change; Victorian England as example of a society able to counter revolutionary ideas.

307, 507 — The Rise of European Fascism —
   History of Fascism as a European-wide political, intellectual movement which heralded itself as a 20th century alternative to liberalism and socialism.

310, 510 — The Struggle for Dominance: Diplomacy in a Global Age —
   Analysis of international relations during 19th and 20th centuries, integrating diplomatic history and socio-economic, ideological factors which condition the formulation and execution of foreign policy; transformation of an international order based on balance of power among European states into a global system dominated by super-powers.

313, 513 — History of Russia to 1861 —
   Political, socio-economic evolution of Russia since the 9th century; equal emphasis on medieval and modern
314, 514 — History of Russia and the Soviet Union
Since 1861 — Russian imperial state and society; revolutionary movements; causes of 1905 and 1917 revolutions, Soviet Union and the modernization of Russia.

321, 521 — The Middle Ages — Gradual fusion of Classical, Christian, Germanic elements into a distinctive civilization; impact of social and economic change in development and decline of medieval institutions, value systems.

322, 522 — Europe in the Age of Renaissance and Reformation — Political, social, religious developments instrumental in the transition from medieval to modern Europe. Emphasis on the rise of Humanism, the Reformation and the subsequent crisis in early modern Europe.

323, 523 — Nineteenth-Century Europe — Varieties and similarities in the European experience during the century which witnessed the maturation of many of the basic systems inherent in 20th century society; interactions of liberalism, nationalism, industrialism, imperialism, socialism.

324, 524 — Twentieth-Century Europe — Crisis of European civilization; World War I and new balance of power interacting with social, ideological forces contributing to 20th century turbulence through World War II; resurgence of European economy, cultural vitality during past two decades.

333, 533 — Medieval and Early Modern France — Foundations of the French monarchy; cultural heritage of medieval and Renaissance France; development of Bourbon absolutism; 17th and 18th century artistic, intellectual attainments; disintegration of Ancien Régime.

334, 534 — Modern France — Growth of French national consciousness; Revolutionary and Napoleonic eras; search for political stability in 19th and 20th centuries; economic, cultural, intellectual developments.

341, 541 — History of the Middle East — History and civilization of present-day Arabia, Egypt, Israel, Jordan, Iraq, Syria, Turkey, the Balkans under Ottoman rule; from 600 to mid-20th century.

344, 544 — History of India — Mughol and British empires; modern India and era of nationalism.

346, 546 — The Awakening of China, 1800 to the Present — Chinese history from before Opium War through Cultural Revolution, emphasizing conceptual change stimulated by internal developments in the Ching empire and China's encounter with the West. Readings in documentary and interpretive sources.

348, 548 — Japan's Modern Century, 1850-1970 — Japan before the Meiji Restoration to the present; emphasis on indigenous predisposition to "modernization" and emergence of Japan's national consciousness. Readings include relevant fictional literature, monographic and biographical accounts.

351, 551 — Colonial Period of American History — Development of American culture from Portuguese discoveries to achievement of independence.

352, 552 — The Rise of American Democracy — Economic, social forces resulting from rise of machine industry, mass migration to America and West, Second Great Awakening and Abolitionist Crusade — all within political framework of rise and fall of the Democratic Party.

353, 553 — Late Nineteenth-Century America — Development of an industrial society in the United States; its impact upon thought, politics.
354, 554 — The United States in the Twentieth Century — Development of American social institutions as reflected in politics and ideas.

367, 567 — The United States Since 1945 — Changing societal features; intellectual trends; political behavior since World War II.

371 — American Social History in the Industrializing Age — Group consciousness and social organization, 1800 to 1910, focusing on efforts at all levels of society to cope with radical changes in community structure and the economy.

373 — History of Woman's Rights and Feminism in America — Socio-political examination of the Movement. Begins with study of women's societal prior to the suffrage movement in the 19th century to the enactment of a women's suffrage amendment to the Constitution in 1920.

374 — Social History of the American Woman — The American woman from Colonial times to the 20th century; women's work, status, achievements in the past two centuries; changes in family patterns, child rearing, education for women. Forces which most affected women at different times in the past, particularly immigration, industrialization, urbanization.

380, 580 — Introduction to American Folklore — Regional folksongs; contributions of ethnic groups; primitive art collections in nearby depositories; techniques in oral history; folklore research.

412, 512 — An Industrial Society; Change and Continuity in Nineteenth-Century England — Impetus behind various social reforms including public health, industrial legislation, police, management of the poor resulting from growth of industrialized society; popular social movements accompanying these changes in Victorian England.

416, 516 — Russia and the West: Search for Cultural Identity — Cultural interaction between Russia and the West reflected in ideas of Russian statesmen, intellectuals, writers, artists; emphasis on 18th-20th centuries.

432, 532 — Studies in European Social and Intellectual History — Selected topics in inter-relationships of intellectual currents, social change, economic growth in the development of modern European civilization.

450, 550 — The Social Gospel and American Politics — Interactions of a social theology and the political milieu within which it exists; modification of theology, public policies during 19th, early 20th centuries.

459, 559 — The Challenge of the City — Interdisciplinary history of the growth, development of urban centers; urbanism; urbanization process from colonial origins to the late 19th century industrial city.

460, 560 — The Emergence of Metropolitan America — Interdisciplinary history of the growth, development of urban centers; urbanism; urbanization process in the United States from late 19th century to the present.

462, 562 — History of United States Foreign Policy — Development from the 1890's to recent past; competing views of the national interest and their effect on policy.

463, 563 — How We Go To War — Processes by which the United States has become involved in war; U.S. wars in terms of national interest, domestic and foreign pressure, perception, diplomatic processes, exercise of war-making powers.

466, 566 — The New Deal — Collapse of the Great Depression and virtual rebirth of the United States during the administration of Franklin D. Roosevelt.

491, 492, 591, 592 — Independent Study — Credit, 1-4 unit each. Approval of instructor required.

498 — Senior Thesis in American History — Designed for students in the interdisciplinary American Studies major. Approval of instructor required.

697, 698 — Master's Thesis

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**Home Economics**

**Associate Professor:** Claudine Kratzberg (Chairman), B.S., Wheaton College, 1955; M.H.E., Oregon State University, 1963

**Assistant Professor:** Amy Sinclair, B.S., Ohio University, 1974; M.S. Candidate, Southern Illinois University, 1975

**Lecturer:** Ann Williams, B.A., University of Puget Sound, 1970; M.A. Candidate, University of Washington

Clara Wall, B.A., Washington State University, 1954
About the Department

Home Economics is an interdisciplinary study that brings together many of the Liberal Arts disciplines, theories and teachings. The purpose of the Department is to improve family living by utilizing the resources available to individuals and as members of the family group, community, city, region, nation and world.

Departmental courses are excellent elective courses for other majors. Some suggested electives for persons interested in any of the following areas are:

Social Work, Urban Studies and others planning to work with people — Home Economics 103, 107, 121, 203, 204, 302, 362, 364, 429
Elementary Education — Home Economics 203, 204, 302, 429
Marketing — Home Economics 103, 107, 203, 204
Occupational Therapy — Home Economics 103, 107, 203, 204, 302, 353, 354, 362, 364
Pre-Med. and Nurses — Home Economics 302
Theatre Arts — Home Economics 103, 107, 333, 327, 371
Liberal Arts Majors — Any of the Home Economics courses
Physical Education — Home Economics 302

The small class size in the Department allows students an opportunity to get to know the professor and receive individual help as needed. Community involvement is a vital part of the departmental program. At present, teaching majors have an opportunity to teach others before they go into the formal student teaching situation. It is possible for students to do internships through the Department or to work with Cooperative Education in a work-study type program.

Recent graduates have gone on to graduate school, worked in retail merchandising, educational programs, extension service, rehabilitation, social work and nutritional programs. Many opportunities are open to Home Economists should they choose to work part- or full-time.

Requirements for a Major

All Areas of Concentration/B.A. or B.S. Degree

1. Completion of a minimum of 11 units in Home Economics to include: 103, 107, 121, 203, 204, 302, 353, 354, 362, 364, 429
2. To be recommended as a professional Home Economist or for a graduate appointment, 1 additional unit of upper-level work in Home Economics
3. Biology or Chemistry should be elected to fulfill 1 of the Natural Science requirements for graduation (Any exceptions must be approved in writing by the Chairman of the Home Economics Department.)
4. 2 years, Foreign Language (French suggested) or a Methodology requirement of 4 units (Consult the departmental advisor on the Methodology courses approved by the Division of Behavioral and Social Sciences for Home Economics majors.)

Home Economics Education Majors/B.A. Degree

1. In addition to the above requirements:
   Home Economics 359
   Education 201, 202, 402, 417; other requirements as set up by the School of Education
2. All-day student teaching (402) for 4 units of credit
3. Methodology requirement, which is met by the Education courses
4. Conference with Home Economics Department Teacher Educator

Retail Merchandising Majors/B.A. Degree

1. In addition to the above requirements for all majors:
   Home Economics 333
   Business Administration 110, 305, 340, plus 1 elective in Business Administration
2. Methodology requirement, which is met by the 4 Business Administration courses
3. An internship available for qualified persons

Home Economics/B.S. Degree

1. Major in Home Economics as described in number one above

2. Science courses to include:
   Biology 101, 221, 222, 246
   Chemistry 114, 214, 250, 251
3. Methodology requirement, which is met by the Science courses

Requirements for a Minor

Home Economics minors will be planned and approved in writing by the department faculty prior to the junior year.

Course Offerings

103 — Textiles and the Consumer — Natural and manufactured fibers; processes of fabric construction; physical characteristics of fibers and fabrics; economics of the textile industry; use and care of textile products.

107 — Clothing — Selection, construction, management problems applied to individual garment construction project utilizing theory, a variety of techniques.

121 — Marriage and Family Adjustment — See Sociology 121.


### Course Offerings

**203 — Food Experimentation and Preparation**
Chemical and physical characteristics of foods, buying, storage, nutritive value, and principals of food preparation applied to experiments and meal service.

**204 — Advanced Foods**
Study of meal management, food demonstration and advanced food experimentation. Some study of foreign foods. Prerequisite, Home Economics 203 or permission of instructor.

**302, 502 — Family Nutrition**
International, national nutrition problems; nutrition of the individual throughout the life cycle.

**327, 527 — Pattern Design and Advanced Construction**
Pattern design; use of fabric to portray design; couture fashion and draping techniques.

**333, 533 — Costume and Culture**
Chronological study of history, the effect of cultural, technological changes in Western civilization on costume.

**353, 553 — Related Art and Home Furnishings**
Art principles, their use in the community and home; application of principles to the home, its furnishings. Laboratory scheduled for field trips.

**354, 554 — Housing and Home Planning**
Home planning to meet the family's needs in location, cost, size, possible interests; survey of subject, including relation of the house to the community, occupant, design of interior, background, etc. Laboratory scheduled for field trips. Prerequisite, Home Economics 353.

**359 — Special Methods of Teaching Secondary Home Economics**
Principles, methods, materials for junior high and secondary Home and Family Life teachers. Includes two hours per week community mini-teaching experience.

**362, 562 — Management of the Urban Home**
Use of family resources, time, energy, money, mental and spiritual; decision-making in attaining desired values, goals, standards for the family and the individual; equipment in the home.

**364 — Personal and Family Finance**
See Business Administration 364.

**371, 571 — Sociocultural Aspects of Clothing**
Interrelationship of clothing, culture, human behavior.

**391, 392 — Directed Study**
Credit arranged.

**429 — Human Development**
Development, behavior, socialization from birth to death; theories of development and basic research relating to these theories. Two hours per week in the nursery school.

**491, 492, 691, 692 — Directed Study**
Credit arranged.

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### Humanities

**About the Division**
Course offerings in the Humanities Division are essentially those organized under headings of Art, English, Language, Philosophy, Religion and Communications and Theatre Arts. A few interdepartmental offerings, however, are listed under the general heading.

**Course Offerings**

**101 — Intellectual Foundations of the Western World**
Survey of intellectual developments in Western civilization. Focuses on integration of science, humanities in history. How mankind creates certain models of the universe and the effects on the social and intellectual life.

**200 — Readings in Humanities**
From a list of 30 books representative of five time periods in literature a student selects 15 (three from each sequence) and reads them independently of any class meetings. Examination and faculty committee evaluation of comprehension, expression of continuing and changing ideas in those readings.

**214 — Arts: Historical Perspectives**
History of ideas and their expression in literature, art, music, architecture, philosophy, and religion from the Golden Age of Greece to the Renaissance; interdisciplinary approach to the Humanities.

**215 — Arts: Modern Perspectives**
History of ideas and their expression in literature, art, music, architecture, philosophy, religion from the Renaissance to the 20th century; interdisciplinary approach to the Humanities.

**216 — Arts: Contemporary Issues**
Essays concerning the impact of sociologic, scientific, intuitive thought of the 20th century; examination of selected arts from literature, music, dramatic and visual arts, architecture.
Mathematics

Professor:  
Thomas A. Davis, B.A., Denison University, 1956; M.S., University of Michigan, 1957; Ph.D., Cambridge University, 1963
John T. Lantz (Chairman), B.S., University of Puget Sound, 1946; M.A., University of Washington, 1955
Edward G. Goman, B.S., M.S., Oregon State College, 1943, 1947

Associate Professor:  
Wilbur T. Sims, B.S., M.S., Montana State College, 1952, 1956
Robert I. Snell, B.S., Northern Michigan University, 1959; M.S., University of Michigan, 1960; Ph.D., University of Colorado, 1968

Assistant Professor:  
Robert B. Lind, B.S., Wisconsin State University, 1962; M.S., University of Wisconsin, 1964; Ph.D., University of Wisconsin, 1972
Ronald L. Van Enkevort, B.S., University of Washington, 1962; M.S., Oregon State University, 1966; Ph.D., Oregon State University, 1972

About the Department

“A mathematician, like a painter or a poet, is a maker of patterns. If his patterns are more permanent than theirs, it is because they are made with ideas…” G. H. Hardy

The vastly increased importance of Mathematics in our time makes it imperative that a Liberal Arts graduate know something of the nature and the role of Mathematics. The Mathematics Department offers beginning courses examining the nature of Mathematics for the general student body, and specific service courses for students in various disciplines. In addition, advanced undergraduate courses are offered which lead to a major for students planning careers utilizing Mathematics in science, business, industry or teaching, and for students planning graduate study in the fields of Mathematics, Statistics or Computer Science.

A person majoring in Mathematics is strongly advised to study in depth some supporting area such as Business, Economics or one of the Natural Sciences. He/she is also advised to become familiar with some computer language and statistical techniques.

Requirements for a Major

1. Completion of the equivalent of Mathematics 121, 122, 221, 232
2. Completion of an additional 5 units in Mathematics, 300 level or above, to include 1 of the 2 sequences — 333, 334, or 401, 402
3. No Foreign Language is required, but reading competence in French, German or Russian is recommended.

Requirements for a Minor

Completion of a minimum of 5 Mathematics courses:
1. Excluding 101, 151, 241
2. Maintain a cumulative grade point average of 2.0 on a 4.0 scale in the 5 courses

Course Offerings

101 — Intermediate Algebra — Fundamental principles of algebra; emphasis on manipulative skills.
111 — College Algebra and Trigonometry — Algebraic, trigonometric, exponential and logarithmic functions.
121, 122 — Analytic Geometry and Calculus I, II — Calculus of functions of one variable, analytic geometry of the plane.
151 — Basic Concepts of Mathematics — Partial fulfillment of the general science requirement. Terminal course to acquaint liberal arts student with basic ideas of mathematics.
155 — Introduction to Computer Science — See Computer Science 155.
221 — Multivariate Calculus — Solid analytic geometry; calculus of functions of more than one variable. Prerequisite, Mathematics 122.
232 — Linear Algebra — Matrices; vector spaces; linear transformations. Prerequisite, Mathematics 121.
241 — Basic Concepts of Mathematics for Elementary Teachers — Provides mathematical background needed to teach mathematics at elementary level.
257 — Finite Mathematics for Business and the Social Sciences — Ideas, techniques of calculus with
333, 334 — Abstract Algebra — Sets, mappings, groups, homomorphism theorems. Sylow theorems, the fundamental group during the first term. Second term includes rings, ideals, fields, field extensions. Prerequisite, Mathematics 232 or permission of instructor.

363 — Complex Variables — Cauchy Theorems; Taylor and Laurent series; residues; conformal mapping. Prerequisite, Mathematics 232 or permission of instructor.

366 — Topics in Applied Mathematics — Ordinary and partial differential equations; Laplace transforms; Fourier series; Bessel functions; finite differences. Prerequisite, Mathematics 221; Mathematics 232, 301 recommended.

491, 402 — Introduction to Real Analysis — Real number systems; Euclidean spaces; sequences; continuity; uniform continuity; mean value theorems; Riemann integral; sequences of functions; uniform convergence; differentials; implicit functions; functional dependence; transformations of multiple integrals; arc length; surface area; differential forms. Prerequisite, Mathematics 221; Mathematics 232 or 333 recommended.

433, 434 — Probability and Mathematical Statistics — Probability spaces, random variables and expectations, discrete and continuous distributions, generating functions, independence and dependence, binomial, normal and Poisson laws, sampling distributions, laws of large numbers, central limit theorem. Principles of statistical decision theory; point and interval estimation; regression analysis; analysis of variance; other selected topics. Theory, application of the above topics studied. Prerequisites, Mathematics 122 for 433 and 232 for 434, although latter two may be taken concurrently.

451 — Advanced Topics — The topic will be chosen each time to meet interests of students and instructor. Possible topics include topology, population dynamics, number theory, model building, vector analysis. Prerequisites, two upper division courses in Mathematics.

491, 492 — Directed Study — Prerequisite, approval of supervising professor.
Music

Professor: David N. Kaiserman, B.S., M.S., Juilliard School of Music, 1959, 1960; D.M.A. Candidate, University of Iowa
Margaret Myles, Chicago Music Conservatory, 1946; LaForge Studio, 1942, 1950
Leroy Ostransky, B.A., University of Puget Sound, 1948; M.A., New York University, 1951; Ph.D., University of Iowa, 1957
J. Bruce Rodgers (Director), B.M., M.M., Eastman School of Music, 1942, 1947; Ph.D., University of California at Los Angeles, 1954
Edward Seferian, B.S., M.S., Juilliard School of Music, 1957, 1958

Associate Professor: Lawrence E. Ebert, B.M., M.M., Cleveland Institute of Music, 1960, 1962; Ph.D., Michigan State University, 1967
Ilona Herlinger, B.A., Michigan State University, 1955; M.M., University of Michigan, 1956
Daniel L. Lynch, B.M., M.M., Northwestern University, 1951, 1957
Robert C. Musser, B.S., Lebanon Valley College, 1960; M.M., University of Michigan, 1966
Charles A. Pendleton, B.S., Southeast Missouri State, 1951; M.A., San Francisco State, 1959; D.M.A. Candidate, University of Oregon

Lecturer: Paul L. Margelli, B.A., Southern Illinois University, 1950; M.M., Northwestern University, 1952

Supplementary Faculty: Robert Bonnevie (French Horn)
Gertrude Bergseth (Harp)
Calvin Crist (Guitar)
Mark Eubanks (Bassoon)
Robert Gronenthal (Guitar)
Kathy Ramm (Percussion)
Douglas B. Rice, Jr. (Guitar)
Joseph Spano (Accordion)
About the School

The University of Puget Sound’s School of Music, which is a member of the National Association of Schools of Music, offers courses leading to the Bachelor of Music degree, the Bachelor of Arts degree with a major in Music and the Master of Music degree.

The School has developed a regional, national and international reputation as a result of the quality of its faculty, superior achievements of its students and expertise of its music organizations, which include:

Adelphian Concert Choir — Approximately 40 mixed voices; admittance by audition only. The Adelphians annually make a 16-day tour throughout the western United States; every third year, they travel overseas for a concert tour. The next overseas tour is scheduled for 1976.

University Madrigal Singers — Selected from the Adelphian Concert Choir. 15 mixed voices specializing primarily in the performance of vocal chamber music.

UPS - Tacoma Choral Society — A large, mixed chorus drawing its membership from University students and residents of the community performing large choral works, usually with orchestra.

Tacoma Symphony Orchestra — Supported by the University of Puget Sound. Membership, by audition, consists of University students and residents of the community. Presents world-renowned soloists throughout its concert season.

Symphonic Band — Prepares and performs music of many styles for large and small wind ensembles. Makes public appearances on and off the campus throughout the year.

University Chamber Orchestra — Membership consists of University students only. Makes public appearances throughout the year.

Jazz Ensemble — A stage band performing contemporary literature.

The emphasis of the School of Music is upon performance. Sustaining this concept is the School's faculty, which remains committed to individual and group performances as a means of enhancing the teaching quality of the institution and the cultural climate of the campus and community. The faculty are not only excellent performers, but many are composers and scholars nationally noted for their contributions to the field of Music.

Students majoring in Music are not only expected to be technically proficient in the art, but are required to expose themselves to broad training in the liberal Arts and Sciences, which is the core of the University of Puget Sound's curriculum.

Small vocal and instrumental ensembles and concerts and recitals by faculty, visiting artists and students are presented on a regular basis during the academic year by the School of Music. All students majoring in Music must attend a majority of the concerts and recitals sponsored by the School.

(A grade of D in a required Music course will not be counted toward a major in Music.)

Requirements for a Major

1. Completion of a minimum of 36 units for the Bachelor of Music and B.A. degrees
2. For Bachelor of Music candidates majoring in Applied Music, a minimum of 1/2 of a formal evening recital or 3 weekly noon recital appearances in principal performing medium in the junior year AND a full recital demonstrating a high level of musicianship in performance in the principal performing medium in the senior year
3. For candidates for an undergraduate degree in Pedagogy, at least 2 weekly noon recitals in the principal performing medium in the junior year and a joint (½) recital in the senior year
4. Where a secondary performing medium is required, 1 public appearance either in a solo performance or in an ensemble during one term of residence
5. For candidates for the Bachelor of Music degree in Music Education, at least 1 performance in the principal performing medium in all, OR a portion of a noon recital in the junior and senior years

The following curricula are offered to fulfill the minimum Music requirements for the Bachelor of Music degree:

Bachelor of Music/Major in Piano

1. 8 units, Piano, to include:
   2 units in the freshman and sophomore years (½ unit each term)
   6 units in the junior and senior years (1½ units each term)
2. ½-hour lessons per week; 3 or more hours of practice daily
3. 7 units, Theory, to include:
   2 units, Music 101, 102, 105, 106 — First Year Theory
   2 units, Music 201, 202, 205, 206 — Second Year Theory
4. 1 unit, Music 561 — Form and Texture
5. 1 unit, Music 563 — Orchestration
6. 1 unit, Music 501 (under Special Studies) — Counterpoint
7. 3 units, Music 503, 504; 532 or 533 — Music Literature
8. 1 unit, Music 507 or 509 — Conducting

Bachelor of Music/Major in Piano Pedagogy

1. 7 units, Piano, to include:
   2 units in the freshman and sophomore years (½ unit each term)
2 units in the junior year (1 unit each term)
3 units in the senior year (1½ units each term)
2. ½-hour lessons per week; 3 or more hours of practice daily
3. 7 units, Theory, to include:
   2 units, Music 101, 102, 105, 106 — First Year Theory
   2 units, Music 201, 202, 205, 206 — Second Year Theory
4. 1 unit, Music 561 — Form and Texture
5. 1 unit, Music 563 — Orchestration
6. 1 unit, Music 501 (under Special Studies) — Counterpoint
7. 3 units, Music 503, 504; 532 or 533 — Music Literature
8. 1 unit, Music 507 or 509 — Conducting
5. 1 unit, Music 549, 550 — Performance Practice and Literature
6. 1 unit Music 355, 356 — Piano Pedagogy

**Bachelor of Music/Major in Organ**
1. 8 units, Organ, to include:
   2 units in the freshman and sophomore years (½ unit each term)
   6 units in the junior and senior years (1½ units each term)
2. ½-hour lessons per week; 3 or more hours of practice daily
3. 7 units, Theory, to include:
   2 units, Music 101, 102; 105, 106 — First Year Theory
   2 units, Music 201, 202; 205, 206 — Second Year Theory
1 unit, Music 561 — Form and Texture
1 unit, Music 563 — Orchestration
1 unit, Music 501 (under Special Studies) — Counterpoint
3. 3 units, Music 503, 504; 532 or 533 — Music Literature
4. 1 unit, Music 507 — Choral Conducting
5. 1 unit, Music 551, 552 — Performance Practice and Literature

Students will not be accepted as organ majors without adequate piano background. Such piano proficiency is to be determined by the organ instructor. When piano proficiency has been established, the student will be accepted as an organ major.

**Bachelor of Music/Major in Voice**
1. 8 units, Voice, to include:
   2 units in the freshman and sophomore years (½ unit each term)
   6 units in the junior and senior years (1½ units each term)
2. ½-hour lessons per week; 2 or more hours of practice daily
2. 1 unit, Piano, to include:
   no more than ¼ unit each term
3. ½-hour lesson per week; 1 or more hours of practice daily
   (Requirement may be waived by special examination if the student shows sufficient proficiency by passing a functional facility at the piano as determined by the piano department. If waived, student must take 1 unit in Music as an elective.)
3. 5 units, Theory, to include:
   2 units, Music 101, 102; 105, 106 — First Year Theory
   2 units, Music 201, 202; 205, 206 — Second Year Theory
1 unit, Music 561 — Form and Texture
4. 3 units, Music 503, 504; 532 or 533 — Music Literature
5. 1 unit, Music 507 — Choral Conducting
6. 2 units, Music Ensemble (Large)

Students electing voice as their principal performing medium are required to participate in a major vocal performance group (Adelphian Concert Choir, Choral Society) each term in residence. They may elect to perform in additional ensembles if they desire and can qualify. No more than 2 units will count toward graduation requirements.

7. 1 unit, Music 553, 554 — Performance Practice and Literature
8. Completion of a minimum of one year in each of two Foreign Languages

**Bachelor of Music—Major in Vocal Pedagogy**
1. 7 units, Voice, to include:
   2 units in the freshman and sophomore years (½ unit each term)
   2 units in the junior year (1 unit each term)
   3 units in the senior year (1½ units each term)
2. ½-hour lessons per week; 2 or more hours of practice daily
2. 1 unit, Piano, to include:
   No more than ¼ unit each term
3. ½-hour lesson per week; 1 or more hours of practice daily
   (Requirement may be waived by special examination if the student shows sufficient proficiency by passing a functional facility at the piano as determined by the piano department. If waived, student must take 1 unit in Music as an elective.)
3. 5 units, Theory, to include:
   2 units, Music 101, 102; 105, 106 — First Year Theory
   2 units, Music 201, 202; 205, 206 — Second Year Theory
1 unit, Music 561 — Form and Texture
4. 3 units, Music 503, 504; 532 or 533 — Music Literature
5. 1 unit, Music 507 — Choral Conducting
6. 2 units, Ensemble (Large)

Students electing voice as their principal performing medium are required to participate in a major vocal performance group (Adelphian Concert Choir, Choral Society) each term in residence. They may elect to perform in additional ensembles if they desire and can qualify. No more than 2 units will count toward graduation requirements.
7. 1 unit, Music 553, 554 – Performance Practice and Literature
8. 1 unit, Music 351, 352 – Vocal Pedagogy
9. Completion of a minimum of one year in each of two Foreign Languages

**Bachelor of Music/Major in Violin or Cello**

1. 8 units, Violin or Cello, to include:
   - 2 units in the freshman and sophomore years (½ unit each term)
   - *6 units in the freshman and sophomore years (½ unit each term)
2. ½-hour lessons per week; 3 or more hours of practice daily
3. 1 unit, Piano, to include:
   - No more than ½ unit per term
   - ½-hour lesson per week; 1 or more hours of practice daily
   (Requirement may be waived by special examination if student shows sufficient proficiency by passing a functional facility at the piano as determined by the piano department. If waived, student must take 1 unit of Music as an elective.)

All violin and cello majors must pass a piano proficiency test before graduation, but only 1 unit will count toward graduation. Other courses, if needed, must be taken, without credit, until proficiency has been attained to the satisfaction of the piano department.

3. 6 units, Theory, to include:
   - 2 units, Music 101, 102; 105, 106 – First Year Theory
   - 2 units, Music 201, 202; 205, 206 – Second Year Theory
   - 1 unit, Music 561 – Form and Texture
   - 1 unit, Music 563 – Orchestration
4. 3 units, Music 503, 504; 532 or 533 – Music Literature
5. 1 unit, Music 509 – Instrumental Conducting
6. 2 units, Music Ensemble (Large)
   Students electing a stringed instrument as their principal performing medium are required to participate in the Tacoma Symphony Orchestra and/or the University Chamber Orchestra (selection into Tacoma Symphony only by audition) each term of residence. They may elect to perform in additional ensembles if they desire and can qualify. No more than 2 units will count toward graduation.

**Bachelor of Music/Major in Wind Instrument or Percussion**

1. 8 units, Applied Music (Principal Performing Medium), to include:
   - 2 units in the freshman and sophomore years (½ unit each term)
   - *6 units in the junior and senior years (½ unit each term)
2. ½-hour lessons per week; 3 or more hours of practice daily
3. 6 units, Theory, to include:
   - 2 units, Music 101, 102; 105, 106 – First Year Theory
   - 2 units, Music 201, 202; 205, 206 – Second Year Theory
4. 1 unit, Music 561 – Form and Texture
5. 1 unit, Music 563 – Orchestration
6. 3 units, Music 503, 504; 532 or 533 – Music Literature
7. 1 unit, Piano
   (Requirement may be waived by special examination if student shows sufficient proficiency by passing a functional facility at the piano as determined by the piano department. If waived, student must take 1 unit of Music as an elective.)
8. 1 unit, Music 509 – Instrumental Conducting
9. 1 unit, Music Ensemble (Small) (Percussion Majors only)
   Students selecting a percussion instrument as their principal, performing medium will take part in small ensembles with no more than ½ unit each term.
10. 2 units, Music Ensemble (Large)

**Bachelor of Music/Major in Music Education**

**Vocal Emphasis (Secondary, Junior High and Elementary Levels)**
1. 2 units, Applied Music (Principal Performing Medium), to include:
   - ½-hour lesson each week; 1 or more hours of practice daily (½ unit each term)
   (Principal performing medium may be voice, piano or organ.)
2. 1 unit, Applied Music (Secondary Performing Medium), to include:
1. ½-hour lesson per week; 1 or more hours of practice daily (¼ unit each term)
(Secondary performing medium must be piano if principal performing medium is voice, and voice if principal performing medium is piano and/or organ. A student with vocal emphasis must demonstrate prior to graduation sufficient proficiency by passing a functional facility at the piano as determined by the Piano Department. Requirement may be waived by special examination if a student shows sufficient proficiency. If waived, student must take 1 unit in music as an elective.)
3. 5 units, Theory, to include:
2 units, Music 101, 102; 105, 106 — First Year Theory
2 units, Music 201, 202; 205, 206 — Second Year Theory
1 unit, Music 563 — Orchestration (not required of Elementary teachers)
4. 2 units, Music 503, 504 — Music Literature
5. 1 unit, Music 507 — Choral Conducting
6. ½ unit, Music 553 — Performance Practice and Literature
7. ½ unit, Music 380, 381 (Minor Instruments Class) — Instrumental Methods
8. 1 unit, Music 359 or 378 — Music Education
(Students with an interest in Elementary level take Music 378. Students with an interest in Junior High and Senior High level take Music 359.)
9. 2 units, Music Ensemble
(Students electing voice as their principal performing medium are required to participate in a major vocal performance group, e.g., Adelphian Concert Choir, Choral Society, each term in residence. They may elect to perform in additional ensembles if they desire and can qualify. No more than 2 units will count toward graduation requirements.)
10. ¼ unit, Music 501 — Special Studies (Elementary only)
Instrumental Emphasis (Secondary, Junior High and Elementary Levels)
1. 2 units, Applied Music (Principal Performing Medium), to include:
2. ½-hour lesson per week; 1 or more hours of practice daily (¼ unit each term)
3. 1 unit or ¾ unit, Music 380, 381, 382, 383, 384 — Instrumental Methods
String majors take 380, 381, 384
Wind majors take 381, 382, 383
Percussion majors take 380, 381, 382, 383
(¼ unit each course)
4. 1 unit, Piano, to include:
1. ½-hour lesson per week; 1 or more hours of practice daily (¼ unit each term)
(A student with instrumental emphasis must demonstrate prior to graduation sufficient proficiency by passing a functional facility at the piano as determined by the Piano Department.)
4. 5 units, Theory, to include:
2 units, Music 101, 102, 105, 106 — First Year Theory
2 units, Music 201, 202, 205, 206 — Second Year Theory
1 unit, Music 563 — Orchestration (not required of Elementary teachers)
OR
1 unit, Music 564 — Band Arranging (not required of Elementary teachers)
5. 2 units, Music 503, 504 — Music Literature
100 Music

6. 1 unit, Music 509 - Instrumental Conducting
7. 1 unit, Music 359 or 378 - Music Education
   (Students with an interest in Elementary level take Music 378. Students with interest in Junior High and Senior High level take Music 359.)
8. 2 units, Music Ensemble
   Students electing a wind or percussion instrument as their principal performing medium are required to participate in the UPS Symphonic Band each term of residence. They may elect to perform in additional ensembles if they desire and can qualify. Students electing a string instrument as their principal performing medium are required to participate in the Tacoma Symphony and/or the University Chamber Orchestra (selection into Tacoma Symphony only by audition) each term of residence. They may elect to perform in additional ensembles if they desire and can qualify.

For a complete listing of professional and non-professional requirements in the various areas of Education, see School of Education section of this Catalog, pages 72-75.

Note that Music Education majors automatically have a 5-unit block in the area of Fine and Applied Arts. It should also be noted that many courses serve a dual purpose; that is, satisfy requirements for the areas of Professional Education. Non-Professional Education and the general University requirements. Candidates are requested to check with their advisor periodically.

Bachelor of Arts/Major in Music
1. 2 units, Applied Music, to include:
   1. ¼-hour lesson per week; 1 or more hours of practice daily (½ unit each term)
2. 2 units, Theory, to include:
   Music 101, 102; 105, 106 - First Year Theory
3. 4 units, Music 103, 503, 504 and 532 or 533 - Music Literature
4. 2 units, Music electives
5. A minimum of 1 appearance in a noon recital in both the junior and senior years

*For the term in which the senior recital is given, the student will receive 1 unit for lessons and will register for Music 422 (Senior Recital) for ½ unit of credit.

Course Offerings
Note: Courses numbered in the 500's may be taken for graduate or undergraduate credit with the approval of the advisor.

Theory
Note: First Year Theory is a one unit course consisting of courses 101 (½ unit) and 105 (½ unit) in the Fall term and 102 (½ unit) and 106 (½ unit) in the Spring term. Students are required to register for the full course, one unit each term, as follows:

101, 102 - First Year Theory (Aural) - Credit, ½ unit each. Aural perception through sight-singing, rhythmic, melodic and harmonic dictation.

104 - Music Theory for Non-Music Majors - Study of scales, intervals, chords, harmonization of melodies and development of keyboard skills.

105, 106 - First Year Theory (Notational) - Credit, ¼ unit each. Fundamentals of musicianship through written harmonic common practice of composers of 18th, 19th centuries; harmonic progressions, tonality and modality, modulation, secondary dominants.

Note: Second Year Theory is a one unit course consisting of courses 201 (¼ unit) and 205 (½ unit) in the Fall term and 202 (½ unit) and 206 (½ unit) in the Spring term. Students are required to register for the full course, one unit each term, as follows:

201, 202 - Second Year Theory (Aural) - Credit, ½ unit each. Four-part harmonic dictation including seventh chords, inversions, modulation, altered and augmented-sixth chords; advanced melodic, rhythmic dictation; sight singing.

205, 206 - Second Year Theory (Notational) - Credit, ¼ unit each. Continuation of the fundamental approach of courses 105, 106. Analysis of Bach Chorales; study of seventh, ninth chords, various types of altered chords. Second term devoted to study, writing of counterpoint based on techniques of 18th, 19th centuries. Original compositions required.

316 - Composition - Creative expression in the larger forms through writing for various instrumental media, solo and ensemble. Prerequisites, Music 205, 206.

401 - Advanced Composition - Continuation of Course 316. Prerequisite, Music 316.

561 - Analysis of Form and Texture in Music - Offered alternate years. Analytical technique involving the smaller forms of musical composition; variation, rondo, sonata-allegro forms; concerto and fugue. Prerequisites, Music 205, 206.

563 - Orchestration - Offered alternate years. Instrumentation; scoring for the classical, romantic and modern orchestra, original compositions. Prerequisites, Music 205, 206.

564 - Band Arranging - Offered alternate years. Principles of arranging, scoring for wind, percussion ensembles; emphasis on problems of arranging for groups of limited ability. Prerequisites, Music 205, 206.

611 - Twentieth Century Composing Techniques - Principle styles of contemporary music as exemplified in works of Stravinsky, Bartok, Schoenberg, Schumann, Riegger, Webern, others; composing techniques such as bitonality, bi-modality, atonality, 12-tone, other serial techniques.

613 - Stylistic Analysis

615 - Graduate Composition - Credit, 2 units.

616 - Historical Survey of Theory

History and Literature

103 - Introduction to Music Literature - Non-technical study. Development of music, stressing elements of musical understanding; representative compositions; emphasis on their musical, historical importance.

115 - Anatomy of Jazz - Survey covering development of jazz; its sociological impact on American society; principal styles of jazz, theatre music through practice of representative jazzmen - King Oliver, Armstrong, Parker, Mingus.

118 - The Musical Theatre — History of the operetta and light musical comedy in America and abroad (primarily Europe). Includes works of J. Strauss, Lehár, Kalman, Offenbach, Herbert, Rosner, Gershwin, Porter, Rodgers and Hammerstein, etc.

119 - Creative Mind — Explores the three-fold nature of the mind: conscious, subconscious and super-conscious. Methods by which the laws of the mind might be used in the building of a creative and meaningful life. Course uses the media of painting, writing, and music.

503, 504 - History of Music in Western Civilization — Credit, 1 unit each. Chronological survey of music from period of plainsong to present; special emphasis on stylistic, formal developments, important movements in history of music; intimate study of representative works through class discussion, performance; extensive discography. Approval of instructor required.

532 - Survey of Renaissance and Baroque Music — Offered alternate years. Survey of music from time of Jacopo da Bologna and Machaut to Monteverdi, then to J. S. Bach, showing development of musical texture, forms, compositional techniques; development of mass, motet, madrigal, fuge, suite, opera, oratorio, concerto, cantata, etc. Prerequisites, Music 503, 504.

533 - Survey of Classic, Romantic and Contemporary Music — Offered alternate years. Survey covering period of pre-classical composer, Porpora, writings of Mozart and Haydn, early influences of romantic movement; lives, works of Beethoven, Berlioz, Wagner, Verdi, their contemporaries; styles, trends in contemporary music from Debussy to recent times. Prerequisites, Music 103 or 503, 504.

541 - History of Opera — From early Florentine operas of Peri, his contemporaries, through early opera in various countries during Baroque period; 18th century opera; Romantic operas of Rossini, Verdi, Wagner; opera after 1900.

542 - History of Music in America — From Ainsworth Psalter of the early Pilgrims through first public concerts in Boston, Mass., Bethlehem, Pa., to music written by American composers since 1900; foreign influences, early American musical organizations.

Church Music
517 - Introduction to Church Music and Hymnology — Musical heritage of great liturgies of the church; important contemporary trends in major denominations; development of hymnody through various religious movements of history; survey of hymns, hymnals, use of hymnals, concordances.

614 - Graduate Seminar in Church Music

Conducting, Choral, Instrumental, Ensemble and Pedagogy Classes

535, 536 - Seminar in Piano Pedagogy — Credit, ½ unit each. Offered alternate years. Basic concepts of piano techniques, musicianship; their demonstration in the teaching studio. Selection of teaching materials including review of methods, studies, repertoire of high quality drawn from outstanding composers. Emphasis on creating teaching situations, student demonstration.

422 - Senior Recital — Credit, ½ unit.

507 - Conducting (Choral) — Choral conducting techniques; elements of choral direction and interpretation; score analysis. Student conductors will direct Laboratory Chorus under faculty supervision.

509 - Conducting (Instrumental) — Elements of the conducting craft as it relates to instrumental conducting, including basic baton techniques, interpretation, score reading, harmonic and formal analysis, knowledge of the instruments, rehearsal techniques.

549, 550 - Performance Practice and Literature for the Piano — Credit, ½ unit each. Offered alternate years. Piano majors take 1 unit; non-major pianists take ¼ unit. Piano literature from Baroque period to present; solo works for one or more pianos, works for piano and orchestra; styles, performance practices of different historical periods. Pianist’s role in accompanying and chamber music. Lectures, listening, supervised laboratory, performance.

551, 552 - Performance Practice and Literature for the Organ — Credit, ½ unit each. Offered alternate years. Organ majors take 1 unit; non-major organists take ¼ unit. Organ music from its earliest beginnings to contemporary literature; development of organs in various countries; service playing, organ playing, accompanying, performance practices. Prerequisite, at least two years of organ study and/or permission of instructor.

553, 554 - Performance Practice and Literature for the Voice — Credit, ½ unit each. 554 offered alternate years. Voice majors (except Music
Education majors) take 1 unit; non-major vocalists and Music Education majors (vocal emphasis) take ½ unit. Repertory of voice ranges; literature for solo voice with emphasis on style, accepted performance practice. Student demonstrates in repertoire correct style, projection of music and texts. Classes in Italian, French, German, English diction.

555, 556 — Performance Practice and Literature for Wind Instruments — Credit, ½ unit each.

Offered alternate years. Wind instrument majors take 1 unit; non-major wind instrumentalists may take ½ unit, history, development of instrument, literature available for performance.

557, 558 — Small Ensemble — Credit, ¼ unit each.

Symphonic Band — Credit, ¼ unit each. B169, 170; B269, 270; B369, 370; B469, 470; B569, 570. First, second, third, fourth and fifth years of Symphonic Band.

Jazz Ensemble — Credit, ¼ unit each. J169, 170; J269, 270; J369, 370; J469, 470; J569, 570. First, second, third, fourth and fifth years of Jazz Ensemble.

Tacoma Symphony Orchestra — Credit, ¼ unit each. O169, 170; O269, 270; O369, 370; O469, 470; O569, 570. First, second, third, fourth and fifth years of Tacoma Symphony.

University Chamber Orchestra — Credit, ¼ unit each. P169, 170; P269, 270; P369, 370; P469, 470; P569, 570. First, second, third, fourth and fifth years of Chamber Orchestra.

UPS-Tacoma Choral Society — Credit, ¼ unit each. C169, 170; C269, 270; C369, 370; C469, 470; C569, 570. First, second, third, fourth and fifth years of Choral Society.

University Madrigal Singers — Credit, ¼ unit each. Approval of instructor required. M169, 170; M269, 270; M369, 370; M469, 470; M569, 570. First, second, third, fourth and fifth years of University Madrigal Singers.

Adelphian Concert Choir — Credit, ¼ unit each. Admission by audition only. 171, 172; 271, 272; 371, 372; 471, 472; 571, 572. First, second, third, fourth and fifth years of Adelphian Concert Choir.

Music Education

359 — Junior High and Senior High School Teaching Techniques — Vocal, instrumental techniques for junior/senior high school choral and instrumental programs. Class divided by area of interest (vocal or instrumental emphasis). Literature, materials; teaching strategies.

377 — Elementary School Music Methods — Fundamentals of music as presented in elementary school; methods of presenting singing, rhythm, listening experiences to children; materials used in public schools. For elementary classroom teachers.

378 — Elementary and Junior High School Music Methods — For Music Education majors. Methods of presenting musical experiences to elementary pupils; junior high school general music class
materials, techniques from the point of view of music specialist.

380, 381, 382, 383, 384 — Instrumental Methods — Credit, 1/4 unit each. Minor instruments classes:
380 — Survey of the wind, percussion instruments
381 — String instruments
382 — Advanced study, brass, percussion instruments
383 — Advanced study, woodwind instruments
384 — Advanced study, string instruments

577 — Marching Band Techniques — Basic and precision drill concepts; step-by-step instructional technique and procedure for developing a band into a precision-marching musical organization. Planning band pageants, including resources for themes, procedures, day-by-day format, equipment, facilities, charting, script and announcer.

677 — Graduate Seminar in Music Education

General Graduate Courses

501, 502 — Special Studies — Credit, 1 or 2 units each. Individual study, under faculty supervision, in areas in which student shows exceptional aptitude, interest. Counterpoint; historical and comparative musicology; acoustics. Permission of the Director of the School of Music required.

609 — Research and Bibliography — Methods, techniques of musico logical research; applied work-projects in compiling, evaluating bibliographies of biographies, Festschriften, bibliographies, histories of music, music anthologies, historical editions, publishers’ catalogues, thematic catalogues, dictionaries and encyclopedias, other bibliographic tools.

610 — Graduate Seminar

622 — Graduate Recital

697, 698 — Thesis

Applied Music Fees

Private Lessons

Private lessons are to be arranged with the instructor. Credit is granted according to the number of lessons per week and the number of practice hours per day.

Fees for private lessons are computed on the following basis for voice, and all instruments, per term:

<table>
<thead>
<tr>
<th>Length of Lesson</th>
<th>Credit</th>
<th>Charge</th>
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</thead>
<tbody>
<tr>
<td>1/4 unit</td>
<td></td>
<td>$40</td>
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<tr>
<td>1/2 unit</td>
<td></td>
<td>$60</td>
</tr>
<tr>
<td>Over 1/2 unit</td>
<td></td>
<td>$80</td>
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</tbody>
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This fee is in addition to tuition. All students who enroll in Applied Music courses will receive full academic credit.

One-fourth, 1/4 or 1 1/4 units are offered according to the number of lessons per week, level of performance and the number of practice hours each day. In general:

1. 1/4 unit — 1, 1/4-hour lesson per week; 1 or more hours or practice daily
2. 1/2 unit — 2, 1/4-hour lessons per week; 2 or more hours of practice daily (Music majors only)
3. 1 1/4 units — 2, 1/4-hour lessons per week; 3 or more hours of practice daily (Applied Music majors only during the junior and senior years)

Credit is assigned according to student status as follows:

1. 1 private 1/4-hour lesson per week receives 1/4 unit credit for
Non-majors in Music taking Applied Music Bachelor of Arts in Music

2. 1 private 1/4-hour lesson per week receives 1/4 unit credit for
Theory-Composition majors

3. 2 private 1/4-hour lessons per week receive 1 1/2 units credit for
Applied Music majors (principal performing medium; junior and senior years)

4. 2 private 1/4-hour lessons per week receive 1 1/2 units credit for
Applied Pedagogy majors (principal performing medium; freshman and sophomore years)

5. 2 private 1/4-hour lessons per week receive 1 unit credit for

Applied Pedagogy majors (principal performing medium; junior year)

7. 2 private 1/4-hour lessons per week receive 1 1/2 units credit for

Applied Pedagogy majors (principal performing medium; senior year)

Class Lessons

Class lessons also are available for those who wish to elect this form of performance instruction. A class, generally, will have a minimum of 5 students and a maximum of 10.

Two 1-hour class lessons per week receive 1/4 unit credit. Fee for class lessons for voice, and all instruments, per term, is $10. This fee is in addition to tuition. All students who enroll in Applied Music courses will receive full academic credit.

Use the following system of numbers in registration in consultation with the Director of the School of Music:

1. Organ: 189, 190; 289, 290, 389, 390; 489, 490; 589, 590, for first, second, third, fourth or fifth year.
2. Piano: 191, 192; 291, 292; 391, 392; 491, 492; 591, 592, for first, second, third, fourth or fifth year (Class Piano is offered for students who lack sufficient background to warrant private lessons. Students in Class Piano may take private lessons upon satisfactory completion of a proficiency test and permission from the head of the piano department.)
3. String Instruments: 193, 194; 293, 294; 393, 394; 493, 494; 593, 594, for first, second, third, fourth or fifth year.
5. Wind Instruments: 187, 188; 287, 288; 387, 388; 487, 488; 587, 588, for first, second, third, fourth or fifth year.

Lessons which fall on official University holidays cannot be made up. No make-up lessons for absences unless absence is due to illness.
About the School

Occupational Therapy is the art and science of directing man's participation in selected tasks to restore, reinforce and enhance performance, facilitate learning of those skills and functions essential for adaptation and productivity, diminish or correct pathology and to promote and maintain health. Reference to occupation in the title is in the context of man's goal-directed use of time, energy, interest and attention. Its fundamental concern is the development and maintenance of the capacity throughout the life span, to perform with satisfaction to self and others those tasks and roles essential to productive living and to the mastery of self and the environment.

Since the primary focus of Occupational Therapy is the development of adaptive skills and performance capacity, its concern is with factors which serve as barriers or impediments to the individual's ability to function, as well as those factors which promote, influence or enhance performance.

Occupational Therapy provides service to those individuals whose abilities to cope with tasks of living are threatened or impaired by developmental deficits, the aging process, poverty and cultural differences, physical injury or illness, or psychologic and social disability.

Occupational Therapy serves a wide population in a variety of settings such as hospitals and clinics, rehabilitation facilities, long-term care facilities, extended care facilities, sheltered workshops, schools and camps, private homes, housing projects and community agencies and centers. Occupational therapists both receive from and make referrals to the appropriate health, educational or medical specialists.

The curriculum is designed to prepare the individual to meet the clinical, teaching, and/or administrative responsibilities usually assigned to the occupational therapist. It has been established and accredited in accordance with the standards set by the American Occupational Therapy Association and the American Medical Association. Enrollment is limited but is open to both men and women.
The School offers four programs in Occupational Therapy: the undergraduate program leading to a Bachelor of Science degree and the Certificate of Proficiency in Occupational Therapy; the post degree, advanced-standing program leading to the same Certificate of Proficiency; the graduate program for the person with a baccalaureate degree in a field other than Occupational Therapy leading to a Master of Science degree and the Certificate of Proficiency; and the graduate program for the person with a baccalaureate degree in Occupational Therapy leading to a Master of Science degree. It is also possible to earn a second baccalaureate degree from the University of Puget Sound upon completion of the academic requirements of the advanced standing program if a person so elects.

Requirements for a Major

High school graduates must meet the general University requirements and usually enter in the Fall term. The following subjects are recommended for entrance to the undergraduate program at the freshman level:
1. 2-4 units, Mathematics
2. 2-5 units, Language
3. 1-3 units, Biology, Chemistry, Physics
4. 3-4 units, English

Transfer students should make application before or during their sophomore year and should have completed the following course work:
1. Biology, Anatomy, Physiology (including laboratories)
2. As many of the University graduation requirements as possible before transfer

Community college students are encouraged to seek admission into the Occupational Therapy Program. Faculty of the School will work with these students early in their college career to help them plan an acceptable course of study. A transfer candidate will be asked to submit to the Director of the School of Occupational Therapy, through the Office of Admissions, character references and a two-three page essay outlining career aims, assessment of potential for the profession and factors which influenced his/her desire to enter the field.

Academic record, motivation, interest, attitude, and good physical and emotional health will be considered when selecting students.

Whenever possible, a personal interview will be arranged with a member of the Occupational Therapy faculty. If a visit to the campus cannot be arranged, applicants can be provided names of professionals who can conduct an interview at a convenient location.

Applicants for admission with transfer credit must apply by March 15 for attendance in Fall term; applications for the Winterim and Spring terms must be received prior to October 15. Enrollment in the School of Occupational Therapy is limited because of space limitations. Applications are considered only at these times.

In addition to the basic University and departmental professional requirements, the undergraduate student in Occupational Therapy must satisfactorily meet the following requirements:

1. Biology 221, 222
2. Psychology 240
3. Maintain a grade of C or better in all courses required for the Occupational Therapy major, including the required supporting courses given in other departments
4. Maintain a cumulative grade point average of 2.5 on a 4.0 scale. A student will be dropped from the curriculum if he/she receives a D, F or WF for the second time in a required course. A student will not be allowed to repeat more than two of the required courses. All prerequisite courses must be completed with a grade of C or better.
5. Upon completion of all Occupational Therapy academic requirements, a Bachelor of Science degree is granted and the student then completes six months of Field Experience in a hospital or health care agency, where guided experience in client contact is given in the areas of general medicine and surgery, pediatrics, physical disabilities, community health and psychiatry.

Upon successful completion of the academic and Field Experience phases, the student is awarded the Certificate of Proficiency by the School of Occupational Therapy. Successful completion of the entire program makes the student eligible to write the national examination for certification given twice each year by the American Occupational Therapy Association. A passing grade in this examination entitles the individual to official registration as an occupational therapist.

Occupational Therapy students are required to pay an additional $150 professional fee required for the Field Work Experience program. The professional fee for field work experience for the baccalaureate and Advanced Standing (Certificate) student is $150, which will be assessed and become due and payable on the date of registration for the third term prior to the planned completion of requirements for the baccalaureate degree, Advanced Standing and basic master's course in Occupational Therapy. This fee must be paid in full prior to the start of any clinical work and normally may be made by any one of the following methods.

1. In full when assessed, or
2. In three equal payments each of the final three terms in residence, or
3. In full during the final term in residence. The fee for Master of Science students is fifty ($50) assessed and payable on the date of registration for the final term prior to receiving the M.S. (OT) degree.

Post-Degree Program

Post-degree students must be in correspondence with the Director of Occupational Therapy to determine their admissibility to the program. Academic record, motivation, interest, attitude and good physical and emotional health will be considered when selecting students. Admission may be for any term; application for admission, $10 application fee, official transcript from each school previously attended, letters of recommendation and the personal essay should be sent to the Office of Admissions. These materials must be received by March 15 for Fall and by October 15, for Spring term.

Most candidates will need a Summer Session, three terms and a Winterim to complete all professional requirements. Six months field experience follows the academic phase. This experience, under the supervision of a qualified therapist, is necessary before the student can be approved to write the national certification examination given twice each
106 Occupational Therapy

Occupational Therapy is a professional program that prepares individuals for the practice of occupational therapy. Prerequisites and core courses are required for admission. The program is accredited by the American Occupational Therapy Association. A passing grade entitles the individual to official registration as an occupational therapist.

Requirements for Advanced Standing

1. 9 units, Social and Behavioral Sciences, including Abnormal Psychology
2. 6-8 units, Biological Sciences, including both an Anatomy and a Physiology course, each with laboratory
3. Baccalaureate degree from an accredited institution.

Course Offerings

Undergraduate and Post-Degree Program

The Occupational Therapy major consists of twelve required units including Occupational Therapy 202, 210, 322, 323, 330, 331, 340, 341, 450, 460 and 461. Pre-therapy and/or occupational therapy courses completed elsewhere will not substitute for any of these required courses.

Occupational Therapy 202, 210, 322, 323, 330, 331, 340 and 341 are open to all students of the University provided prerequisites have been met, but because of the limited space, preference must be given to majors. Other Occupational Therapy courses listed are professional courses open to non-majors only by special permission of the course instructor and the Director of the School of Occupational Therapy.

202 - Basic Concepts of Occupational Therapy
- Introduction to various roles of the occupational therapist; issues and trends in the health care delivery system; occupational performance and performance components; basic skills in evaluation and classification of human performance into activities of self-care, work and play/leisure. Practicum in the community.

210 - Human Performance and Its Control System
- Credit, 2 units. Analysis of human performance from the perspective of the reception-integration-response role of the neuromusculoskeletal systems; a functional approach to the study of the anatomy and physiology of the nervous system; mechanical principles of human motion; attachment, innervation and action of skeletal muscles; description and analysis of selected human activity; measurement of range of motion and muscle strength. Laboratory experiences in analysis of human performance. Prerequisites, Biology 221, 222.

322 - Human Performance in Infancy and Childhood
- Development of occupational performance in the infant and young child; analysis of motor, sensory-integrative, cognitive, psychological and social-cultural components of occupational performances. Prerequisites, Occupational Therapy 210 and 202 or concurrent.

323 - Human Performance in Adolescence and Adulthood
- Development of man's occupational performances and performance components from adolescence through adulthood; socio-economic and cultural influences; experiential approach to one's own values concerning occupational performance of others. Prerequisites, students must have met University Social Studies requirement; Occupational Therapy 202 or concurrent.

330, 331 - Meaning of Activity
- Exploration of meaning of work, play and self-care activities in the development and maintenance of health; acquisition of manual, creative, adaptive, and instructional skills through selected media; examination of action-oriented experiences for decision making, risk taking, coping, problem solving and goal setting. Prerequisites, Occupational Therapy 202; and 210 or concurrent.

340, 341 - Causes of Performance Dysfunction
- Understanding the impact of health and illness on human performance; congenital and developmental defects and deficits; disease process; physical, emotional and environmental stress and trauma toward understanding impact on performance components; factors affecting health care delivery. Prerequisites, Occupational Therapy 202, 210; 322, 323 prerequisite or concurrent. Prerequisite, Psychology 240 for Occupational Therapy 341 only.

350 - Field Experience in Occupational Therapy
- Field Experience in local occupational therapy department. Summary log plus research paper or project is required.

381, 382 - Special Problems
- Credit, ¼ unit each. Open only to upper division students. Problem or project focus. Approval of instructor required.

450 - Foundations for the Practice of Occupational Therapy
- Development of knowledge and skill in the occupational therapy process; emphasis on evaluation and remediation; specific roles and functions of the practitioner in occupational therapy. Practicum in local agencies. Prerequisites, Occupational Therapy 322, 323, 330 or 331; 340 or 341 or concurrent.

460 - Seminar I
- Development of inquiry skills for basic research relevant to health care delivery; development and implementation of treatment programs for selected clients; theoretical and conceptual aspects of administration, consultation, and community health care planning. Prerequisite or concurrent, 330 or 331; 340 or 341; 450.

461 - Seminar II
- Development of self-efficacy skills; consultation, administration, supervision, and health care planning; responsibility for program implementation with selected clients. Prerequisite, Occupational Therapy 460.

491, 492 - Reading and Conference
- Credit, ¼ unit each. Both terms required. Open only to upper division students. Permission of instructor and director of school required.

497, 498 - Thesis
- Credit, ¼ unit each. Both terms required. Open only to seniors and advanced standing students. Approval of director of school required. May be one consideration for departmental and graduation awards.

500 - Occupational Therapy Field Experience
- Non-credit. Required. Six months Field Experience in a hospital or other agency where guided experience in client contact is given in areas of general medicine and surgery, pediatrics, physical disabilities, community health, psychiatry. Prerequisite, baccalaureate degree and satisfactory completion of the Occupational Therapy major plus certification by Director of the School of Occupational Therapy.
Graduate*

The School of Occupational Therapy offers a Master of Science degree program for (1) the person with a baccalaureate degree in Occupational Therapy and (2) the person with a baccalaureate degree in a field other than Occupational Therapy.

The program for the person with a baccalaureate degree in Occupational Therapy is designed to prepare the occupational therapist to develop, apply, and test theoretical-practical formulations about the function-dysfunction continuum of occupational performance within the specialized context of the exceptional child. The major thrust will be the development of a higher level of sensitivity of critical discernment and creative problem-solving abilities. The candidate for this program must be a registered occupational therapist (O.T.R.) who holds a Bachelor's degree from an accredited institution. The program consists of:

1. Required graduate units including Occupational Therapy 521, 552, 593, 662 or 663, 670, 697 or 698, Education 540 or Psychology 540
2. 2 graduate level elective units

The program for the person with a baccalaureate degree in a field other than Occupational Therapy is designed to prepare the potential occupational therapist to develop, apply and test theoretical-practical formulations about the function-dysfunction continuum of occupational performance within the context of sensitivity, critical discernment and creative problem-solving.

Candidates for this program must hold a baccalaureate degree from an accredited institution and must have 9 units in the Social and Behavioral Sciences including abnormal Psychology, and 6-8 units in the Biological Sciences including both an anatomy and a physiology course, each with a laboratory.

The program consists of:

1. 6 required undergraduate units, to include: Occupational Therapy 210 (2 units), 330, 331, 340, 341
2. 6 required graduate units including Occupational Therapy 503, 520, 552, 561, 593, and 697 or 698
3. 5 elective graduate level units, 3 of which must be in Occupational Therapy

Upon completion of all Occupational Therapy academic requirements, a Master of Science degree is granted and the student then completes six months of Field Experience in a hospital or health care agency where guided experience in client contact is given in the areas of general medicine and surgery, pediatrics, physical disabilities, community health and psychiatry.

Upon successful completion of the academic and Field Experience phases, the student is awarded the Certificate of Proficiency by the School of Occupational Therapy. Successful completion of the entire program makes the student eligible to write the national examination given twice each year by the American Occupational Therapy Association. A passing grade in this examination entitles the individual to official certification as an occupational therapist.

Candidates for the Master of Science degrees in Occupational Therapy must meet the general admission requirements for graduate students at the University of Puget Sound, and must apply through the Office of Admissions and the Graduate School.

*see Graduate Catalog for total program requirements

Course Offerings

Graduate


512 — Neurobehavioral Concepts — Neurobehavioral concepts as they relate to, impinge upon and facilitate occupational therapy intervention within the context of the function-dysfunction continuum of occupational performance; review of neuroanatomy and neurophysiology; study of persons in whom occupational performance function-dysfunction may be related to nervous system function-dysfunction. Prerequisite, Occupational Therapy 210 or equivalent.

520 — Human Performance Through the Life-Span — Theoretical-practical formulations about the development of man's occupational performance and performance components from infancy through adulthood; experimental approach to one's own values concerning the occupational performances of others. Prerequisites, Occupational Therapy 210, 503.

521 — Theories of Development — Comparison of selected theoretical formulations related to man's physical, psychological, social and cognitive development.
552 - Theories and Concepts in the Practice of Occupational Therapy - Development of skill in the application of theoretical-practical formulations about occupational therapy intervention within the context of the function-dysfunction continuum of occupational performance; theoretical and conceptual aspects of administration, consultation, and health care planning; emphasis on problem identification. Practicum in local agencies. Prerequisite, Occupational Therapy 503; 520 or concurrent; 330 or 331 or concurrent; 340 or 341 or equivalent.

561 - Occupational Therapy Treatment Programming and Implementation - Field experience to apply and test theoretical-practical formulations about the function-dysfunction continuum of occupational performance; development of skills in consultation, administration and health care planning. Prerequisite, Occupational Therapy 552.

593 - Introduction to Research - Development of inquiry skills; emphasis on problems to prove and problems to find; research design, methodology and interpretation of data.

662, 663 - Practicum in Occupational Therapy for the Exceptional Child - Credit, 1 unit each. Field experience to apply and test theoretical practical formulations about the function-dysfunction continuum of occupational performance within the context of the exceptional child; focus on giving assistance to child, parent, teacher to minimize occupational performance dysfunction.

664 - Allied Health Teaching Practicum - Field experience with independent responsibility for planning and implementing an instructional unit within student's area of specialization.

670 - Theories of Occupational Therapy for the Exceptional Child - Development of theoretical-practical formulations about the function-dysfunction continuum of occupational therapy within the context of the exceptional child.

697, 698 - Thesis - Credit, 1 unit each. Scholarly research within the context of the student's area of specialization culminating in an article for submission for publication in an appropriate journal.

Advisory Committee for the School of Occupational Therapy

Frank N. Peterson
Director, Graduate School
Wilbur H. Basinger, Ph.D.
Professor of Communication and Theatre Arts
James Billingsley, M.D., Clinical Professor
W. Ben Blackett, M.D., Clinical Professor
Wouter J. Bosch, M.D.
Kurt Brawand, M.D., Clinical Professor
Lawrence N. Brigham, M.D., Clinical Professor
William Conte, M.D., Clinical Professor
George P. Delyanis, M.D.
Lawrence Engelsen, Ph.D.
Franklin Pierce School District
Terrence Fromong, Ph.D.
Professor of Psychology
Thomas A. Davis, Ph.D.
Dean of the University
Fred Harris, Ph.D., Clinical Professor
James F. Hazlewood, M.D., Clinical Professor
Edward J. Herbert, Ph.D.
Associate Professor of Biology
Galen H. Hoover, M.D., Clinical Professor
Karl E. Humiston, M.D., Clinical Professor
Thomas J. Irish, M.D., Clinical Professor
Michael J. Jarvis, M.D., Clinical Professor
Robert Johnson, M.D., Clinical Professor
James D. Lambing, M.D., Clinical Professor
Marcel Maldon, M.D., Clinical Professor
Richard H. Overman, M.D., Ph.D.
Professor of Religion
Arthur Ozolin, M.D.
Dumont S. Staatz, M.D., Clinical Professor
H. C. Thuline, M.D., Clinical Professor
Ada Van Dooren, M.D.

Occupational Therapy Affiliates

The following local clinical centers as well as others nation-wide provide field experience for occupational therapy students:

Bellevue School District #405
Bellevue, Washington
Christine Anderson, OTR
Dr. T. H. Buckner's Rehabilitation Center
Department of Labor and Industry, Seattle, Washington
Rosemary Funk, OTR
Comprehensive Mental Health Center
Tacoma, Washington
Bradley Taft, OTR, Consultant
Children's Orthopedic Hospital
Seattle, Washington
Joanne Bryan, OTR
Dammash State Hospital
Wilsonville, Oregon
Dorothy Richards, OTR
Eastern State Hospital
Medical Lake, Washington
Alice Kennedy, OTR
Good Samaritan Hospital and Rehabilitation Institute of Oregon
Portland, Oregon
Jean Cooley, OTR
Harborview Medical Center
Seattle, Washington
Margaret Paul, OTR
Harborview Community Mental Health Center
Seattle, Washington
Maxine Lillie, OTR
Halladay Center, Portland Public Schools
Portland, Oregon
Judy Rowe, OTR
Lowell School
Seattle, Washington
Teru Kiyohara, OTR
Mary Bridge Childrens Health Center
Tacoma, Washington
Darlene Hampson, OTR
Northwest Hospital
Seattle, Washington
Charlene Kaiser, OTR
Oregon State Hospital
Salem, Oregon
Craig Schreiter, OTR
Occupational Therapy/Philosophy

Providence Hospital, Rehab Medicine
Seattle, Washington
Patsy Whitright, OTR
Puyallup Community Psychiatric Clinic
Puyallup, Washington
Linda Lee, OTR
Truman School-Exceptional Wing
Tacoma, Washington
Sonja Koehler, OTR
University of Oregon Medical School
Hospital, Child Development and Rehabilitation Center
Portland, Oregon
Brenda Moore, OTR

University of Washington Hospital
Psychiatry Unit, Seattle, Washington
Head, Occupational Therapy Department
Veterans Administration Hospital
American Lake, Washington
Adoree Day, OTR
Veterans Administration Hospital
Portland, Oregon
Marian Reavley, OTR
Veterans Administration Hospital
Day Care Center
Seattle, Washington
Liz Kanny, OTR

Veterans Administration Hospital
Rehabilitation Unit
Seattle, Washington
Vicki Becker, OTR
Western State Hospital
Ft. Steilacoom, Washington
Davey Crockett, OTR

Philosophy

Professor: John B. Magee (Chairman), B.A., University of Washington, 1938; M.A., M.Div., Boston University, 1940, 1941; M.A., Ph.D., Harvard University, 1947, 1950

Assistant Professor: Robert W. Kunze, B.S., Rutgers University, 1959; M.A., Ph.D., Yale University, 1961, 1963; M.A., Ph.D., Pennsylvania State University, 1968, 1974


About the Department

The Department emphasizes Philosophy as a mode of personal orientation with a focus upon values and meaning. It sees Philosophy as a possible door to genuinely liberating education by cultivating in the student the ability to analyze concepts and arguments critically, to see logical relationships among diverse areas of human experience and to interpret philosophic literature accurately.

The staff, highly qualified in a range of philosophical methods and perspectives, is not committed to any one way of doing Philosophy but employs diverse methods according to the needs of students and the problems at hand.

Students planning to do graduate work in Philosophy will be well-prepared for advanced study.

Requirements for a Major

1. At least one year of French or German; preferably, competence through second-year of college language study.
2. 9 units, Philosophy, to include: 215, 216, 273, 315; any 5 other courses. It is recommended that the student take the History courses in sequence, if possible.

Course Offerings

Courses 104A through 104D are beginning courses for those desiring an acquaintance with the nature and place of Philosophy in human thought. The courses differ from one another as noted in the titles.

104A — Introduction to Philosophy Through a Comparison of Eastern and Western Modes of Thought

104B — Introduction to Philosophy: The Search for Self
Philosophy/Physical Education

104C — Introduction to Philosophy: The Good Life and the Good Society
104D — Introduction to Philosophy: On Being Human
215 — Ancient and Medieval Philosophy — Emphasis on pre-Socrates, Plato, Aristotle, St. Augustine, St. Thomas.
216 — Modern Philosophy from Descartes to Marx — A survey. Attention to Descartes, Leibniz, Berkeley, Hume, Kant, Hegel.
273 — Formal Logic — An introduction. Topics include informal fallacies, definition, Aristotelian and elementary symbolic logic.
314 — American Philosophy Since the Civil War — Chief thinkers and movements in American Philosophy since the middle of the 19th century. Traditional thinkers to be examined include Royce, Peirce, James, Dewey, Santayana, Whitehead. Contemporary radical thinkers, such as Marcuse, Cleaver, Millet, Firestone, Lame Deer, also discussed.
315 — Contemporary Philosophy — Recent development; detailed examination of some currently discussed philosophical problems.
383 — Ethics — Case study approach to some fundamental personal and social problems using classical and modern ethical theories and contemporary meta-ethical analysis; case studies of personal and social problems.
384 — Existentialism — Major concepts relevant to the question: “What does it mean to exist as a human being?” Chief authors: Kierkegaard, Heidegger, Sartre, Jaspers, Marcel, Buber.
391, 392 — Philosophical Studies — Significant movements and works of major thinkers, ancient or modern; selected philosophical studies.
413, 414 — Political and Social Thought — See Political Science 413, 414.
432 — Philosophy of the Physical and Social Sciences — Works of Kuhn, Lily, Laing, Ornstein, some phenomenologists; analysis of scientific paradigms; direction of new scientific revolutions; the relation of human value to scientific method.
443 — Aesthetics: The Philosophy of Art — Critical examination of problems that arise in effort to understand the creation, appreciation of art. A variety of philosophic perspectives, classical and contemporary.
463 — Philosophical Systems of India and China — Major Oriental philosophical schools and their systems; emphasis on orthodox Indian schools, the development of Confucian thought. Prior familiarity with Asian culture will enhance study of Asian philosophy texts.
482 — Philosophy of Religion — Aspects of religious faith provoking philosophical questions such as meaning of religious language, existence of God, problem of evil; appraisal of nonscientific ways of certifying beliefs.
491, 492 — Reading and Conference — Advanced students only with approval of instructor. Individual investigation of selected topics, with written reports, conferences.

Physical Education

Professor: Alice C. Bond, B.S., University of Iowa, 1931; A.M., Columbia University, 1932
Associate Professor: Donald A. Duncan (Chairman), B.A., Washington State University, 1951; M.S., University of Washington, 1969
Donald C. Zech, B.S., University of Notre Dame, 1954; M.S., Washington State University, 1955
Assistant Professor: Joseph Peyton, Jr., B.A., M.A., University of Puget Sound, 1967, 1971
Ronald Simonson, B.S., Portland State University, 1966; M.S., University of Oregon, 1967
Paul J. Wallroff, B.A., M.S., University of Washington, 1958, 1965
Lecturer: James D. Schuldt, B.A., University of Puget Sound, 1968
Instructor: Nancy Jane Bare, B.A., University of Washington, 1939
About the Department

The Department offers a Bachelor's degree in Physical Education on the secondary level for men and women.

Activity courses in Physical Education are designed to help the student develop an appreciation of the values of physical and recreational activities and to help him/her acquire skills which will motivate him/her to keep active in order to live a healthy, happy life.

Activity courses may be taken Pass-Fail or for a letter grade.

Requirements for a Major

Completion of the following courses:

1. Biology 201, 221, 222
2. Physical Education 105, 121, 123, 133, 210, 331 (Men Only), 332, 333, 334 (Men Only) 365, 371, 372, 375, 461, 422
3. In addition, Physical Education 349 is required of women majors
4. Swimming proficiency equivalent to the Red Cross Intermediate Level
5. Majors planning to complete requirements for teaching certification must include the following: Communication and Theatre Arts 101

Course Offerings

105 - Personal Health and First Aid
121 - Theory and Methods of Teaching Tumbling and Gymnastics
123 - Methods of Teaching Team Sports
126 - Methods of Teaching Individual and Dual Sports
210 - Human Performance and its Control System - Credit, 2 units. See Occupational Therapy 210. Prerequisites, Biology 221, 222.

Activity Courses for Men

Activity Courses for Women

Designated to encourage each woman's understand of her physical potential, the maintenance and intelligent use of her physical faculties and an opportunity to develop skills which will contribute to living a well-balanced life.
<table>
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<th>Number</th>
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<td>Weight Training and Conditioning for Women</td>
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<td>51</td>
<td>Body Mechanics and Conditioning</td>
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<td>53</td>
<td>Field Hockey and Volleyball (Beginning)</td>
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<td>54</td>
<td>Field Hockey (Intermediate)</td>
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<td>56</td>
<td>Volleyball and Softball</td>
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<td>57</td>
<td>Volleyball, Women's Varsity — Credit, 1/2 activity unit</td>
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<td>Basketball, Women's Varsity — Credit, 1/2 activity unit</td>
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<td>Tennis, Women's Varsity — Credit, 1/2 activity unit</td>
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<td>66</td>
<td>Archery (Beginning)</td>
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<td>Folk Dance</td>
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<td>Contemporary Dance</td>
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<td>Contemporary Dance (Intermediate)</td>
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<td>Gymnastics (Intermediate)</td>
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<td>72</td>
<td>Swimming (Beginning) — Credit, 1/4 unit</td>
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<td>73</td>
<td>Swimming (Intermediate)</td>
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<td>74</td>
<td>Swimming (Advanced)</td>
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<td>75</td>
<td>Lifeguarding — Credit, 1/4 unit. Leads to Advanced Red Cross Lifesaving certificate.</td>
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<tr>
<td>76</td>
<td>Synchronized Swimming</td>
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<td>Alpine Hiking and Backpacking</td>
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<td>Basic Climbing</td>
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<td>Advanced Climbing — Approval of instructor required.</td>
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<td>80</td>
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<td>Bowling (Beginning)</td>
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<td>Bowling (Advanced)</td>
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<td>83</td>
<td>Golf (Beginning)</td>
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<td>84</td>
<td>Golf (Intermediate)</td>
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<td>85</td>
<td>Golf (Advanced)</td>
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<td>86</td>
<td>Riding (Beginning)</td>
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<td>87</td>
<td>Riding (Intermediate)</td>
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<td>88</td>
<td>Ice Skating (Beginning)</td>
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<tr>
<td>89</td>
<td>Ice Skating (Advanced)</td>
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</tbody>
</table>

### Physical Science

**Professor:** Bert Brown, B.S., Washington State University, 1949; M.S., California Institute of Technology, 1953; Ph.D., Oregon State University, 1963

**Martin Nelson,** B.S., University of Puget Sound, 1937; M.S., University of Hawaii, 1939; Ph.D., Ohio State University, 1942

**Associate Professor:** Keith Berry, B.A., Colorado State College, 1960; Ph.D., Iowa State University, 1966

**J. Steward Lowther,** B.S., M.S., McGill University, 1948, 1950; Ph.D., University of Michigan, 1957
About the Program
Courses in the Physical Sciences are offered by members of the Physics, Chemistry and Geology Departments to give students a broad choice of subject matter. These courses are offered primarily for non-science majors and satisfy the general University requirements.

Course Offerings
101 — Atmospheric Science — Physical processes related to weather, climate. High school algebra recommended.

102 — Astronomy — Methods of study of the heavens from ancient times to the present. High school algebra recommended.

103 — Physical Science — Historical development of man’s concepts, theories concerning nature of physical universe and its processes; motion, gravitation, radiation, energy transformations, stellar evolution.

104 — Chemical Science — Basic laws pertaining to all matter; crystals, solutions, radioactivity, gases, composition of substances. Concepts derived from a historical and philosophical perspective.

108 — Physical Oceanography — Physical, chemical, geological characteristics of the oceans and adjacent seas; the dynamics of ocean processes and their relationship to man’s environment.

Physics
Professor: Bert E. Brown (Chairman), B.S., Washington State University, 1949; M.S., California Institute of Technology, 1953; Ph.D., Oregon State University, 1963
Zdenko F. Danes, B.S., Ph.D., Charles University, Prague, 1947, 1949
Martin Nelson, B.S., University of Puget Sound, 1937; M.S., University of Hawaii, 1939; Ph.D., Ohio State University, 1942

Associate Professor: Frederick Slee, B.S., M.S., Ph.D., University of Washington, 1959, 1960, 1966
Research Professor: William Campbell (USGS Ice Dynamics), B.S., University of Alaska, 1955; M.S., University of Washington, 1958; Ph.D., University of Washington, 1964
Research Associate: Myrl Beck (Western Washington State College Exchange Professor), B.S., M.S., Stanford University, 1955, 1961; Ph.D., University of California at Riverside, 1969

About the Department
This program is designed to prepare students for graduate work in Physics and related fields such as Astronomy, Engineering, Geophysics, Oceanography, Meteorology and Space Science. Some variation in the requirements may be permitted in special cases such as in preparation for secondary teaching and in careers for technical fields and environmental sciences. Laboratory work is scheduled in the majority of the courses, and independent research projects are encouraged. A considerable amount of sophisticated laboratory equipment is made available for student use in either course-related laboratory work or independent investigations. Excellent photographic facilities, machine shop and electronic equipment enhance the program within the Department.

Requirements for a Major
The Bachelor of Science degree with a major in Physics may be granted upon completion of:
1. General University requirements
2. 11 units, Physics
3. 6 units, Mathematics
4. 2 units, Chemistry
Course Offerings

171, 172—Introductory Geophysics—Earth’s place in the universe; gravity; magnetism; earthquakes; constitution of earth’s interior; age of the earth; origin of oceans, continents, mountains. For non-Geology majors.

201, 202—General College Physics—Credit, 1½ units each. Noncalculus course satisfying general University science requirement. Prerequisites, high school algebra, geometry, trigonometry, or permission of instructor.

211, 212—General University Physics—Credit, 1½ units each. Physical principles, their applications with the use of differential and integral calculus. Prerequisite, Mathematics 121 (may be taken concurrently).

306, 506—Analytical Mechanics—Prerequisites, Physics 211 and Mathematics 122, or permission of instructor.

322, 522—Circuits and Electronics—Prerequisite, Physics 202 or 212, or permission of instructor.

351, 551, 352, 552—Electromagnetism—Prerequisites, Physics 212 and Mathematics 221, or permission of instructor.

371, 571, 372, 572—Geophysics—Same topics as Physics 171, 172, but from mathematical point of view. For majors in mathematics and science, mainly geology and physics. Prerequisites, Physics 201, 202 and Mathematics 122, or permission of instructor.

401, 501—Statistical Mechanics and Thermodynamics—Prerequisites, Physics 306 and Mathematics 221, or permission of instructor.

407, 507—Theoretical Physics—Prerequisites, Physics 306, 352, and 2 units of upper-level Mathematics, or permission of instructor.

411, 511, 412, 512—Atomic and Nuclear Physics—Development of quantum theory of matter. Prerequisites, Physics 306 and 352, or permission of instructor.

491, 492—Independent Study and Conference

493, 494—Seminar and Directed Study

495, 496—Independent Research

Political Science

Professor: Paul H. Heppe, B.A., M.A., Ph.D., University of Wisconsin, 1939, 1948, 1956
Philip M. Phibbs, B.A., Washington State University, 1953; M.A., Ph.D., University of Chicago, 1954, 1957

Associate Professor: Craig G. Gunter (Acting Chairman), B.A., University of Illinois, 1943; M.S., M.S., University of Wisconsin, 1948, 1957; Ed.D., Washington State University, 1964

Assistant Professor: Jai-Hyup Kim, B.A., Yonsei University, Korea, 1968; M.A., Indiana University, 1970; Ph.D. Candidate, Indiana University
William G. Hobson, B.A., M.A., Baylor University, 1964, 1970; Ph.D. Candidate, Washington State University
James Larry Regens, B.S., M.A., University of Arizona, 1969, 1973

About the Department

The Department of Political Science aims to provide students with professional training for teaching, government service and for law and graduate school, with a general background of knowledge about government and politics which should be understood by every well-educated citizen. Courses which the department offers are divided into the following areas:

1. American Government, Politics and Public Law
2. Comparative Politics
3. International Relations
4. Political Theory
5. Methodology and Political Analysis

Political Science majors may concentrate their work in American Government, Comparative Government, International Relations or Political Theory.
Requirements for a Major

Completion of a minimum of 12 units of course work in the Political Science Department, including Winterim courses, to include:

1. A minimum of 2 introductory courses from Political Science 110, 111, 112
2. At least one 300 or 400 level course from each of the major areas of Political Science
3. Either Political Science 201 or 375 (375 for students interested in graduate or professional studies)
4. A maximum of 2 units in independent reading or research in Political Science may be counted as part of the major requirements.
5. Any deviation from these requirements must be approved by the Department of Political Science, and must be in writing.

The Pre-Law Program requires the same selection of courses (as above) but demands 9 units in Political Science plus 6 units of study in courses outside of the department (according to a listing of courses approved by the department).

Course Offerings

American Government, Politics and Public Law


201 — Dimensions of Politics — Examination of the discipline of Political Science; its history, organization, conceptual approaches, and current issues.

205 — Law and Society — See Business Administration 205.

303, 503 — Public Opinion, Pressure Groups and Public Policy — Nature, techniques, roles of public opinion, the media, polling, pressure groups in politics.

306, 506 — Public Administration — Theories of organization and decision-making process.

Emphasis on impact that bureaucratic structure has on individual administrators. Consideration of policy-making process.


308, 508 — Political Parties — History, development of American political parties; party organization; nominating and convention procedures; campaign techniques; group political behavior.

309, 509 — American Constitutional Law — Principal Supreme Court decisions in terms of legal or constitutional issues; judicial doctrines and role of Supreme Court as a policy determinant; civil liberty cases.

310, 510 — Politics and the Legal Process — Impact of criminal, civil, regulatory, administrative, legal processes on political institutions, behavior.

403, 503 — The Legislative Process — A pro-seminar in the history, structure, origins of legislative institutions, especially of the U.S. Congress; role of legislators, objectives of legislation, impact of pressure groups; reforms and proposed reforms.

404, 504 — The American Presidency — History, conceptions, powers, limitations of the Presidency; formal, informal evolution of presidential power, influence.


Comparative Politics

110 — Introduction to Comparative Politics — Conceptual approach to study of politics; inter-
relation of socio-economic and cultural characteristics, types of authority, law and political behavior. Case studies of selected nations.

340, 540 — Western European Political Systems — Comparative analysis of governmental and political forces and systems of France, West Germany, Italy, “Low Countries,” et al.

341, 541 — Government and Politics of Canada — Historical, political, economic and social factors contributing to the development of contemporary Canada; main political and economic problems.

342, 542 — Comparative Communist Systems: USSR and China — Comparative analysis of the two major communist systems: The Soviet Union and Communist China. Emphasis on contemporary events and systems; development of systems and analysis of differences and similarities. Implications of political choices in the political process.

344, 544 — Governments and Politics of the Middle East — Structure, functions of governments and politics of the contemporary Middle East; significant economic, social, ideological forces influencing political development; major types of governmental, political institutions and political behavior; area’s regional problems and international relations.

345, 545 — Politics of the Third World — Problems of “development,” conceptual and theoretical approaches of developmental problems; alternative strategies of under-development and dependency; administrative infrastructure, economic planning, parties, the military, foreign aids.

347, 547 — Governments and Politics of China, Japan, and Korea — Political culture, systems, and major aspects of social change in China, Japan, and Korea. Emphasis on contemporary problems; continuity and change, political culture, and “revolutionary” movements; problems of communism and bureaucracy.

348, 548 — Great Britain and the Commonwealth — Comparative analysis of political forces and government systems of Great Britain and selected Commonwealth nations, including Australia and New Zealand, former Commonwealth countries, Ireland and South Africa.

International Relations

112 — Introduction to International Relations — Basic factors which influence relations among nation-states; theories and questions of war and peace; determinants of international systems and the contemporary struggle for power, security, wealth, prestige.


330, 530 — Advanced International Politics — Theoretical approaches to study of international relations; classical and new theories of international politics, their methodologies.

331, 531 — International Law — Law of nations which is binding among states and international persons in their mutual relations; topics such as international agreements, nationality, states and recognition, jurisdiction, force and war.

332, 532 — American Foreign Policy — Political, ideological, institutional, technological, strategic factors shaping United States foreign policy; contemporary policy problems, alternative policy strategies.

333, 533 — International Organization — Theory and practice of international organization; its development, methods and functions; its interaction with contemporary international politics. Emphasis on United Nations and its agencies, selected regional organizations.

Political Theory

313 — Contemporary Ideologies — Comparative study of important ideological values, concepts, institutions; socialism, communism, fascism, capitalism, conservatism, liberalism.

413, 513 — Political and Social Thought: Classical, Medieval and Early Modern — Basic principles, problems of political thought; selected writings of theorists from Plato through the Counter-Reformation.

414, 514 — Political and Social Thought: Modern European — Basic principles, problems of political thought with analysis of selected writings from Hobbes to 20th century. Universality of the great political theories, their relevance to understanding of contemporary political systems.

415, 515 — Development of Marxist Thought — Examination of Marxist Theory; the original writings of Marx and Engels to contemporary developments in various Marxist systems of governance.

416, 516 — The Conservative Tradition in American Thought — Development of American conservative thought, colonial period to the present; exploration of the origins and distinctive qualities of American conservatism, including writings of Madison, Hamilton, Webster, Calhoun, etc., to Kirk, Kendall, Vierneick, Diamond, et al.

Methodology and Political Analysis

375, 575 — Methods of Political Analysis — Development, analysis of present state of analytical theory in the discipline; discussion of contemporary issues, future trends, including methods of data collection, analysis.

Independent Research

491, 492, 591, 592 — Readings and Internships in Political Science — Credit, ¼-1 unit. Majors only. Reading of selected books to broaden knowledge, understanding of general field or specific areas within Political Science, and of the specific problems of government. May also be utilized for internships in municipal and state government. Approval of instructor required.

493, 494, 593, 594 — Seminar or Legislative Internship — Seminars in Political Science will be utilized as demands justify for purposes of individual projects, group study projects, field work, workshop and seminar courses. Approval of instructor required.

495, 496, 595, 596 — Independent Research in Political Science — Credit, ¼ - 1 unit. Approval of instructor required.

499 — Off-Campus Study — Credit, ¼ unit. For Political Science majors participating in Cooperative Education Program.
Psychology

Professor: Richard B. Hartley (Chairman), B.S., Lewis and Clark College, 1950; M.A., Ph.D., University of Denver, 1952, 1954

Associate Professor: Ernest S. Graham, B.A., Western Washington State College, 1960; M.S., Ph.D., Washington State University, 1962, 1964
Theodore R. Sterling, B.A., Washburn University, 1951; M.A., University of Kansas City, 1955; Ph.D., University of Denver, 1958

Assistant Professor: Barry S. Anton, B.A., University of Vermont, 1969; M.S., Ph.D., Colorado State University, 1972, 1973
Donald Pannen, B.A., University of Texas, 1967; Ph.D., University of Minnesota, 1975

About the Department
The goals of the Department are two-fold: to provide the educational background to enable the student to view the world from a psychological perspective and to prepare the student who intends to pursue higher studies in Psychology and related disciplines.

The Department offers work leading to either a Bachelor of Arts or the Bachelor of Science degree. Those students who elect Option 1 (below) will be conferred the B.A. degree; those who choose Options 2 or 3 will receive the B.S. degree. The degree to be conferred under Option 4 will be determined by the nature of the substituted sequence.

Psychology 101 is the basic course and is prerequisite to all other courses in the department except 110 and 200.

Requirements for a Major
1. Core Program — Successful completion of Introductory Psychology, Learning and Motivation, Cognition and Perception and the two-semester sequence of Experimental Psychology and Data Analysis or Mathematics 271 and Psychology 320

2. Electives — Satisfactory completion of 4 (or more) other units within the Department to be chosen in conference with the advisor

3. Research Tool Requirements
   Option 1: Foreign Language competency as evidenced by three years of a single language in high school, or completion of two years of a single language at the college level, or satisfactory scores on a Foreign Language competency examination administered by the Foreign Language Department
   Option 2: Successful completion of a Mathematics sequence consisting of Mathematics 111, 121, 122, 271, and Computer Science 161
   Option 3: Successful completion of a Natural Sciences tool consisting of Biology 101, 202, 221, 222 and either Chemistry 114 or Physics 201 and 202
   Option 4: In unusual circumstances the student may submit a written petition to substitute another five-course sequence, subject to the approval of the departmental faculty. This petition must demonstrate that the substitute sequence will better serve the student’s long-range educational objectives.

Requirements for a Minor
Completion of a minimum of 6 units to include:
1. Psychology 101, 320 or 321
2. Two units from Psychology 220, 221, 322, 341, 381, 440
3. Two units from Psychology 200, 240, 330, 331, 381, 431, 432
4. Winterim courses do not apply toward the Minor; all courses must be taken for grade. Each Minor program proposal must be approved by the Psychology faculty.

Course Offerings
101 — Introductory Psychology — Systematic topics in Psychology from a scientific and historical point of view.
110 — Psychology of Interpersonal Behavior — To assist beginning student in developing a psychological perspective from which to view interpersonal behavior; principles of verbal, non-verbal communication theory, systems analysis. Freshmen only.
200 — Human Sexuality — Psychological approach to this universal human experience. Reproductive systems from conception through maturity; sexual arousal and response; pregnancy and parturition to the climacteric and late life; mammalian, cultural heritages; cross-cultural, sub-cultural variations.

220 — Learning and Motivation — Major data of learning; inter-relationships with various concepts of motivation; laboratory testing of experimental variables.

221 — Cognition and Perception — Sensory processes, perception as an adaptive mechanism and cognitive aspects of the perceptual process.

240 — Abnormal Psychology — Behavior pathology; causation, diagnosis, treatment.

320 — Experimental Psychology — Organization of the class is based on the assumption that experimental psychology is not so much a content area as a methodological approach, applicable to a variety of problems. Prerequisite, Mathematics 271.

321, 322 — Experimental Psychology and Data Analysis — Philosophy of science; general procedures of experimentation; data gathering and techniques of data analysis; experimental design and research methodology. Laboratory and individual research required.

330 — Theories of Personality — Primary theoretical systems; Freudian, neo-Freudian, contemporary learning systems.

331 — History and Systems of Psychology — Origins of Psychology that have led to current positions; development of ideas on the behavior of man.

341 — Physiological Psychology — Psycho-physiological variables; the effect of neurological, chemical, etc., aspects on functioning of the organism.

361 — Social Psychology — Group behavior; relationship of the individual to other individuals; to groups and to the social system in which he/she lives.

431 — Psychology of Childhood and Adolescence — Development of the person from infancy through adolescent years; emphasis on intellectual, emotional, social factors.

432 — Psychology of Adulthood and Aging — Continuing developmental processes present throughout the majority of life sequences; emphasis on intellectual, emotional, social processes.

440, 540 — Behavior Modification — Application of principles of learning to human behavior; particular focus on children in academic setting. Prerequisite, Psychology 220.

441, 541 — Theory of Psychological Testing — Offered alternate years. Concepts underlying various types of tests; emphasis on intelligence and personality; appropriate statistical concepts. Prerequisite, 6 Psychology courses or graduate standing.

450, 550 — Fieldwork in Psychology — Credit arranged. Individually arranged experience in various agencies of the community involved in social problems. Emphasis on involvement in programs dealing with significant areas.

493 — Senior Seminar — Discussion and reading. Recent developments in research, theory techniques, etc.; integration of previous course material, exploration of new areas.

495, 496 — Independent Study — Credit arranged. In-depth exploration of areas of particular interest, value. Admission requires staff approval.
Religion

Richard H. Overman (Chairman), B.A., M.D., Stanford University, 1950, 1954; M.Th., School of Theology, Claremont, 1961; Ph.D., Claremont Graduate School, 1966
John W. Phillips, B.A., Baker University, 1942; S.T.B., Ph.D., Boston University, 1945, 1948; D.D., Baker University, 1967

Associate Professor:  Pierce Johnson, B.A., Harvard University, 1946; M.Div., Union Theological Seminary, 1957; Ph.D., University of New Mexico, 1952
Darrell L. Reeck, B.A., Seattle Pacific College, 1960; B.D., Garrett-Evangelical Theological Seminary, 1965; Ph.D., Boston University, 1970

Lecturer:  William L. Edelen, B.S., Oklahoma State University, 1957; M.A., McCormick Theological Seminary, 1960

About the Department

The faculty in Religion believes a sympathetic understanding of human religious faiths and traditions is both a desirable end in itself and a practical necessity today on "spaceship Earth."

The faculty also believes that becoming a self-conscious member of the emerging world culture requires some understanding of relationships between the Judaeo-Christian tradition and Western society. Together with students we seek to help the University fulfill its aims in three related ways:
1. By striving to understand more fully the meaning of Christian faith and its vision of the future;
2. By identifying important ways Western society is rooted in the Judaeo-Christian tradition;
3. By providing an atmosphere for careful study of the major non-Western religious traditions which also have shaped human existence on our planet and contend for our loyalty today.

The curriculum in Religion is developed into six areas:

Area 1: Introductory Courses
101-109

Area 2: The Judaeo-Christian Tradition
201, 202, 242, 251, 252, 265, 352, 363, 382

Area 3: Other Religious Traditions
262, 263, 264, 266

Area 4: Perspectives on the Study of Religion
364, 482, Philosophy 463, Comparative Sociology 203, 364, 482

Area 5: The Church and Christian Education
302, 304

Area 6: Advanced and Tutorial Courses
395, 396, 491, 492, 493, 494, 495, 496

Requirements for a Major

1. Reading fluency in a language at the 202 level (German, French, Japanese, Greek, Hebrew, Latin especially recommended)
2. 1 unit from Area 1
3. 1 unit from 201 or 202
4. 1 unit from 242, 251, or 252
5. 1 unit from Area 3
6. 1 unit from Area 4
7. 5 electives from among Areas 2-6

A grade of D in any course in Religion disqualifies that course from counting toward a Major or Minor.

A modified major, or a program for students desiring to major in another field in addition to Religion, may be arranged in consultation with the faculty.
Requirements for a Minor

Completion of a minimum of five units to include:
1. 1 unit from Area 1
2. 201 or 202; 242, 251, or 252;
3. 1 unit from Area 3
4. 1 unit from Area 4

Course Offerings

Courses 101-109 introduce the student to the study of Religion as a human phenomenon. The courses in this group resemble each other in dealing with a common body of facts and ideas which the faculty believes are basic to pursuing the goal of sympathetic understanding described above; the courses differ in focusing on various themes, as noted in course titles.

Note: A course at the 100 level is prerequisite to enrollment in all courses numbered 200 and above.

101 — Religion and Modern Man: The Problem of Identity

102 — Religion and Modern Man: American Religious Experience and a Divided National Soul

103 — Religion and Modern Man: Contemporary Visual Arts and Literature

104 — Religion and Modern Man: World Faiths for Man Today (Judaism, Christianity, Hinduism, Buddhism)

105 — Religion and Modern Man: Social Factors in Religion

106 — Religion and Modern Man: What is Christian Faith?

107 — Religion and Modern Man: Biblical Themes


109 — Religion and Modern Man: Religious Life Styles — Hinduism, Buddhism, Judaism, Christianity; training in their practice of yoga, zen, karate, styles of meditation.

201 — History and Literature of the Old Testament — History, literature of the people of Israel as found in the Old Testament from Abraham to the Roman conquest of Palestine in 63 B.C.

202 — History and Literature of the New Testament — Growth of the New Testament; date, authorship, place of writing, and purpose of each book. Attention to the early Church and to the influence of Paul’s life and letters.

203 — Religion in Society — See Comparative Sociology 203.

242 — Ethics in the Christian Tradition — Ethics of selected prominent past and present Christian thinkers; application of Christian ethics to some contemporary social problems. Offered alternate years.

251, 252 — The History of Christian Thought — How Christians have thought about God, Jesus, the Church, man, and nature. Readings and lectures about such figures as Augustine and Calvin interpret their importance for their own age and for today. (251, Ancient and Medieval Christian Thought; 252, Reformation and Modern Christian Thought. Courses may be taken independent of each other.)

262 — Primitive Religion — Modes, functions of religious thought and action in a variety of societies considered primitive; anthropological modes of analysis. Offered alternate years.

263 — Hinduism — Historical and philosophical study of religious developments reflected in Vedic and Upanishadic literature; Indus Valley civilization, Jainism, the rise of “popular Hinduism” associated with epic and Puranic literature; Tantrism, and some modern movements. Offered alternate years.

264 — The Buddhist Tradition in India, China, and Japan — Historical survey of Buddhist thought and social structures in India, Southeast Asia, China and Japan. Emphasis on primary source literature of the Mahayana tradition. Offered alternate years.

265 — Judaism — Development of post-Biblical Judaism: history, culture, religion, literature. Emphasis on the modern period. (Sponsored by the Jewish Chatauqua Society.)

266 — Islam — Backgrounds, origins, and historical development of Islam in Arabia and the broader Muslim world. Offered alternate years.

302 — The Contemporary Church — Significant churches, religious movements of our time; their heritage, organization, style, present crisis, and future hopes. Some visiting lecturers plus visits to churches, retreat centers and communes in the area. Offered alternate years.

304 — Principles and Methods of Christian Education — Christian education. Its historic development and present direction; emphasis on gaining a usable competence in a variety of styles ranging from
content-centered Biblical courses to experience-centered approaches of the human potential movement. Offered alternate years.

352 — Current Theological Trends — The ideas of people whose thinking influences the future of Christian thought. Topics include “the death of God,” Christianity and Marxism, secularization, the Church and the ecological crisis, Roman Catholic-Protestant dialogue, process theology, and ‘liberation’ theology. Offered alternate years.

363 — Worship and Mysticism — History of Christian worship; changing expressions of mystical experience, with readings in classics of devotional literature. Practical instruction, participation in worship and various styles of mystical experience. Offered alternate years.

364 — Psychology of Religion — The experience of religion through academic study, scientific investigation with biofeedback equipment, personal experimentation. Includes traditional Christian forms, newer movements now winning a following in both East and West. Offered alternate years.

382 — Ethics in a Technological Era — Ways persons can work in the emerging global society to shape a more just and peaceful world order. Key issues include worldwide economic welfare, social justice, global ecological balance, prevention of war. Institutions considered include the U.N., international corporations, ecumenical religious institutions. Offered alternate years. (See Business and Public Administration 382)

395, 396 — Independent Study in Religion, Junior Level — Approval of instructor required.

482 — Philosophy of Religion — (See Philosophy 482)

491, 492 — Reading and Conference — Student and teacher meet regularly in a tutorial setting to discuss a list of readings. Approval of instructor required.

493, 494 — Advanced Studies in Religion — A different topic, usually selected about a year in advance, is treated each semester in seminar fashion.

495, 496 — Independent Study in Religion, Senior Level — Research for a thesis under supervision of a teacher. Approval of instructor required.
Comparative Sociology

Professor: Frank Peterson, B.A., University of Puget Sound, 1950; Th.M., Th.D., Hiff School of Theology, 1953, 1960
John Phillips, B.A., Baker University, 1942; S.T.B., Ph.D. Boston University, 1945, 1948; D.D., Baker University, 1967
Associate Professor: Charles A. Ibsen, (Chairman), B.A., University of Colorado, 1964; M.S., Ph.D., Colorado State University, 1965, 1968
Phoebe Miller, B.A., University of Illinois, 1943; Ph.D., Northwestern University, 1954
Balwant Nevaskar, B.A., Wilson College, 1946; B.D., Northwest Theological Seminary, 1956; M.A., University of Minnesota, 1959; Ph.D., University of Poona, 1967
Assistant Professor: Annabel Cook, B.A., University of Washington, 1968; M.A., Ph.D., Washington State University, 1971, 1975
Lecturer: Burton Joyce, B.A., University of Puget Sound, 1965; M.A., University of California, Berkeley, 1968
Richard Schiegl, B.S., M.S., Colorado State University, 1965, 1966; Ph.D. Candidate, University of Missouri 1975

About the Department
Through an integrated curriculum the basic orientation of subject matter, research, and analysis for both Sociology and Social Anthropology is provided by the department. The curriculum is designed around four student centered experiences: that the student acquire perspective; that the student be exposed to the existing body of knowledge and theory; that the student develop abilities of analysis and communication. The department offers not only a wide range of subject areas consistent with a general liberal arts experience, but also specialization suitable for advanced study in Sociology, Anthropology, social work or other related graduate and professional programs. In addition, students who do not plan graduate work have the opportunity to develop knowledge and skills desirable for many different occupational contexts.

Each program is developed to best meet the personal and professional goals of the student, working on an individual basis with a faculty advisor.

Requirements for a Major
Completion of a minimum of ten units to include:
1. 1 unit at the 100 level
2. 4 units at the 200 level
3. 2 units at the 300 level
4. 3 units at the 400 level
Normally, a student majoring or minorin in Comparative Sociology may not register Pass/Fail for a course used to meet the minimum major or minor requirements. Competence in reading and speaking a second language is strongly encouraged, but not required by the department.

Requirements for a Minor
Completion of a minimum of six units to include:
1. 1 unit at the 100 level
2. 3 units at the 200 level
3. 1 unit at the 300 level
4. 1 unit at the 400 level

Course Offerings
101 — The Mosaic of Society — Comparative study of societies; examination of past and present culture and social life.
102 — The Individual in Society — The comparative study of relationships of the individual to social groups and of personality development in various cultures.
103 — Social Problems — Selected problems of modern, complex societies with emphasis on the U.S.
121 — Marriage and Family Adjustment — Self-understanding; the marriage relationship; adjustments required in the various phases of family life.
201 — The Social Context of Education — Examination of formal and informal structures of socialization in societies. Emphasis on formal educational structures.
202 — Family in Society — The family in society; consideration of marriage, childrearing, kinship, the relationship of family to other social institutions.

203 — Religion in Society — Different cultural foundations and social structures of belief systems, as religion is manifested in social life.

204 — Social Stratification — Analysis of social differentiation and its consequences for members of societies.

205 — Industry in Social Life — Consideration of the work setting as a social organization in industrial, non-industrial societies.

206 — Deviant Behavior in Society — Definition of and reaction to deviant behavior in societies.

207 — Medical Beliefs and Practices — Organization and practice of medicine in societies.

208 — Social Communities and Practices — Characteristics of the functioning of communities in rural-urban societies as an integral part of human experiences.

209 — Social Demography and Ecology — Population processes throughout the social world; relationship of social man to his natural environment.

210 — Sex Roles in Societies — Analysis of sex as an ascribed and/or achieved social status in societies.

211 — Social Interaction Networks — Structures and processes of group life in societies; emphasis on small groups.

212 — Age and Social Life — Age as a social status in societies; continuing socialization experience; changes in achieved and ascribed social position; the age-grading process.

213 — Sport in Socio-cultural Process — History of the study of sport; psychology of sport; sport as a political institution and a social control mechanism; the American sports, racism and sexism in sport.

214 — Criminology — The extent and types of criminal behavior in selected societies. Theories regarding causes of crime in social life and penal practices throughout the world.

215 — Ethnic and Minority Group Relations — A comparative analysis of ethnic, racial, religious, political, and class groups and their relationships to dominant social groups.

216 — Cultural Change — Major theoretical viewpoints, descriptions with regard to factors involved in social and cultural change. Consideration of theories through use of case studies, data from archeology and ethnology.

217 — Cultural Cosmologies — Cultural regions with reference to conceptions, perceptions of reality, folklore, myths, and messianic and nativistic movements. Tribes, nations, states, and problems of relationship and integration.


301 — Theory and Methods of Research Design — Qualitative and quantitative research design, including surveys, participant observations, quasi-experimental and experimental designs. Prerequisite, 1 unit Sociology at the 100 or 200 level.

302 — Social Analysis and Data Interpretation — Qualitative and quantitative techniques of analysis and interpretation of data. Prerequisite, 1 unit Sociology at the 100 or 200 level.

410 — Comparative Analysis I — Prerequisite, 1 unit Sociology at 300 level or permission of instructor.

420 — Comparative Analysis II — Prerequisite, 1 unit Sociology at 300 level or permission of instructor.

430 — Comparative Analysis III — Prerequisite, 1 unit Sociology at 300 level or permission of instructor.

440 — Comparative Analysis IV — Prerequisite, 1 unit Sociology at 300 level or permission of instructor.

491, 492 — Reading and Conference — Prerequisite, permission of instructor.

493, 494 — Senior Seminar — Intensive study of selected topics. Prerequisite, permission of instructor.

495, 496 — Independent Study — Individual research projects. Prerequisite, permission of instructor.

497, 498 — Internship — Intern appointment with an organization or agency. Prerequisite, permission of instructor.

*This course cannot be used to fulfill requirements for a major or minor in Comparative Sociology.
Urban Studies

David A. Brubaker, B.A., University of Puget Sound, 1965; M.A., University of Toledo, 1969; Ph.D. Candidate, University of Toledo
Emile H. Combe, B.A., Seattle University, 1965; M.A., University of Florida, 1967; Ph.D. Candidate, University of Washington
Robert C. Ford, B.S., University of Maryland (Eastern Shore), 1963; M.A., University of Puget Sound, 1972; Ph.D., Union Graduate School, 1975
Tim Hansen, B.A., Whitman College, 1956; M.A., University of Washington, 1960; Ph.D., University of Oregon, 1965
Franklyn L. Hruza (Chairman), B.S., California State Polytechnic University, 1958; Ph.D., University of Washington, 1972

About the Program
In 1968, amidst a period of urban crisis and turmoil, the University of Puget Sound utilized the opportunity provided by its urban and academic setting to establish a program leading to a Bachelor of Arts degree in Urban Studies. Interdisciplinary in its approach, the purpose of the program is to provide students with an awareness and understanding of the urbanization process, the complexity of urban life and the forces of change present in an urban setting.

With an educational philosophy that entails experiencing, exploring and experimenting, the Department of Urban Studies utilizes the metropolitan Puget Sound region as its focus and laboratory. Throughout all phases of the program, students are encouraged to work within various community action and service programs to gain additional knowledge and exposure to urban life and to enhance their learning experience. These programs include health, housing, education, employment, human development, law and justice, planning and ecology.

All students majoring in Urban Studies receive a general urban background through the department's core courses. Students then select an area of concentration in any one of the following four categories:

1. Human Resources Development
2. Community Service Systems
3. Urban Environmental Planning
4. Self-initiated Studies

In addition to special courses in the Department of Urban Studies, selected courses from other University departments and schools are added to the curriculum to complement the overall program of study.

During the senior year the Urban Studies major completes an internship experience. This involves a one-year placement with a public or private agency, combined with a weekly seminar and other course work on campus. The internship provided Urban Studies students with an integrated work and study experience while still a part of the University community.

Requirements for a Major
A student majoring in Urban Studies will complete a minimum of 13 units of work, to include the following:

1. 6 core units:
   Urban Studies 107, 109
   1 unit from Urban Studies 197, 198, 199, 222,
   Public Administration 300, Urban Studies 333

2. 2 units, Urban Studies 497
3. A minimum of 5 units in a study area of concentration selected by the student (including minimum of three upper division courses)

Course Offerings
107 — Urban Semester: Experiencing the Community — Social, economic, physical, political realities of cities through a series of practicum experiences.
109 — Introduction to Urban Problems — Interdisciplinary. Focuses on relationship between urban institutional structures; problems of city living; political, social emphasis.
197 — American Minority Groups: White and Black — White and black ethnic groups; myths and realities for white and black experiences in America; personal and experiential classroom methods.
198 — American Minority Groups: Asian, Chicano, Native American Experience — Major ethnic minority groups; myths and realities of Asian-American, Chicano, Native-American. White Ethnic experiences in America; personal and experiential classroom methods.
199 — American Minority Groups — Major ethnic minority groups; myths and realities of white and non-white experience.
222 — Shaping the Urban Environment — Conditions, problems shaping the planning, development of the urban environment; emphasis from perspective, role of the planner in dealing with increasingly complex problems of urban areas.

225 — Job Development in the Urban Marketplace — Surveys important aspects of job development in the business sector; explores techniques of employee training and counseling. Actual fieldwork experiences familiarize students with models of training programs and support services for job trainees.

230 — Field Studies in Community Power and Influence — Dynamics of power and influence wielded in actual community politics; applies empirical perspective, employing an analytical framework in understanding current community issues.

301 — Legal Aspects of Social Change — Examination of the American Civil Rights Movement from 1954 to the present; examines the efficacy of civil rights legislation and its enforcement in education, housing, employment, public accommodations.

305 — Seminar in Urban Education — Education and ghetto lifestyles; ethnic minority groups; power, politics and poor people; relevant curriculum; teachers in the community.

306 — Introduction to Humanistic Education — Integrating intellectual, emotional, experimental learning; teaching skills and techniques; classroom applications.

307 — Education and Human Relations — Education and psychology; communications skills; group process techniques; analyzing pupil behavior; classroom applications.

308 — Politics and Economics of Urban Education — Advanced; federal aid to education; political economy of education; systems approach in politics; school boards; community power structures.

309 — Urban Education: Program Planning, Development, Funding — Advanced; surveying community education needs; education planning process; grant proposals; funding process.

311 — Social Systems, Minority Groups and Change — Advanced; general systems theory in relation to ethnic minority groups, community organization and social change.

315 — African and Afro-American Culture — Heritage and contributions of blacks in America; survey from African pre-history to contemporary black experience.

320 — Chicano Studies: La Raza in American Society — History and culture of Spanish-speaking people of western United States; includes Mexican, Mexican-Indian, Mexican-American, Chicano, Latino.

325 — Japanese American Studies — History and culture; role of Japanese Americans in assimilation and cultural pluralism.

330 — Native American Studies — Values and culture of American Indians in the western United States; includes tribal history, tradition, treaties, contemporary social and legal problems.

335 — Black Experience: Family and Community — Black community; extended family; comparative black lifestyles; sex roles; matriarchy myths and realities.

340 — Chinese American Studies — History and culture; past and present viewpoint of Chinese Americans on assimilation and pluralism.

345 — Hawaii: Pacific Island Cultures — Heritage, tradition and culture; role of European and American intervention in Hawaiian culture; Asians in Hawaii.

350 — American White Ethnic Studies — Lifestyles, problems, contributions of American immigrants from Europe; includes pre-immigration expectations and post-immigration realities.

356 — Effective Roles in Community Development/Service Systems — Alternative roles played by actors in service systems (housing, health, youth services, minority services) in the community; examination of those roles in action in ongoing processes of community development. Prerequisite, one of the following: Urban Studies 107, 109, 222, or permission of instructor.

375 — Studies in Comparative Urbanization — An interdisciplinary examination of urbanization in developing and developed nations; emphasis on urban theory and comparative research methods.

381 — Housing in America; Problems and Perspectives — Housing and redevelopment problems, theories, standards, and practice. Development of public policies, finance, social factors, priorities. Prerequisites, Urban Studies 109, 222.
Women Studies

Assistant Professor:  E. Ann Neel (Coordinator), B.A., University of California, Riverside, 1959; M.A., Ph.D. Candidate, University of California, Berkeley, 1965

About the Program

The Women Studies Program is designed to work toward the full inclusion of women in the University’s curriculum and in the mainstream of academic life, and to offset traditionally-presented stereotyped views of women by offering intellectual perspectives which clarify women’s contributions to the culture and their creative potential. In addition, the Program seeks to provide the personalized education so vital to women if they are to fully develop their intellectual and creative abilities.

Courses offered through the Women Studies Program attempt to bring forth the frequently neglected positive perspectives on women and to aid women in understanding the social and cultural processes which so often have convinced them they have few talents worth developing. The courses also present the history and culture of women, highlighting their significant contributions of the past and, by implication, their ability to make such contributions in the future.

Requirements for a Minor

Completion of a minimum of 5 units to include:

1. Women Studies 111 or equivalent.

Course Offerings

111 — Women in American Society — Women’s identity crisis in the present decade; cultural, historical, literary images of women’s roles in contrast to contemporary images in women’s search for identity, equality, recognition.


226 — Women in Literature — See English 226.

321 — Women: Economics and Identity — Women and economics from viewpoint of literary artists, lay economists. Questions such as: “What does the need for money do to one’s sense of self?” “Can women act as if they are free from economic demands?” “What possibilities could there be for alternative economic structures within the American economic system?”

373 — History of Women’s Rights and Feminism in America — See History 373.


384 — Sexism in American Schools — Exposure to implications of sex-role stereotyping in American education, K-12. Examination of available data; development of insights into experiences as educators and parents; practical alternatives and skills useful for changing attitudes about sex-roles.

394 — Seminar: Special Studies in Women — Selected topics through field research, seminar. Advanced study for those interested in focusing on women as an adjunct to their regular academic program.
The Register
Officers of the Corporation

The University of Puget Sound is supported by income from endowment and tuition, as well as by gifts from individuals and educational foundations. At present, the University's endowment totals approximately $7 million; its plant is valued at $41 million.

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B.A., Washington State University, 1953; M.A., Ph.D., University of Chicago, 1954, 1957

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B.A., Hampton Institute, 1970; M.A., University of Puget Sound, 1974

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B.A., Nebraska Wesleyan University, 1930; M.A., B.D., Ph.D., Drew University, 1931, 1934, 1940; LL.D., Nebraska Wesleyan University, 1947; L.H.D., American University, 1960; P.S.D., University of the Pacific, 1967; D.H. Willamette University, 1967; L.H.D., Alaska Methodist University, 1974

Secretary to the Chancellor ............................. Maureen Bibler

Office of the Dean of the University

Dean of the University ....................................... Thomas A. Davis
B.A., Denison University, 1956; M.S., University of Michigan, 1957; Ph.D., Cambridge University, 1963

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Administrative Coordinator ............................... Melissa Peterson

Assistant Dean of the University ......................... Frank Peterson
B.A., University of Puget Sound, 1950; Th.M., Th.D., Cliff School of Theology, 1953, 1960

Secretary to the Assistant Dean ......................... Mildred Ness
B.A., University of Washington, 1938

Assistant Dean of the University ......................... Darrell Lauren Reeck
B.A., Seattle Pacific College, 1960; B.D., Garratt Evangelical Theological Seminary, 1965; Ph.D., Boston University, 1970

Secretary to Assistant Dean ............................ Lois Carlson

Director of Seattle Campus ............................... Joseph L. Perry
B.S., University of Alabama, 1949; M.A., University of Iowa, 1964
Library
Library Director ........................................... Desmond Taylor
B.A., Emory and Henry College, 1953; M.S., University of Illinois, 1960

Technical Services Librarian .......................... Raimund E. Matthis
B.A., University of Puget Sound, 1957; M.L.S., University of Washington, 1960

Reference Librarian .................................... Bradley F. Millard

Public Services Librarian ............................. Daniel Bischel
B.A., University of Oregon, 1962; M.L.S., Rutgers University, 1967

Reference Librarian Assistant ..................... Kay M. McKinney
B.A., Nazareth College, 1965; M.L.S., Western Michigan University, 1967

Bookkeeper/Order Clerk ......................... Myrtle Carlson

Secretary/Coordinator ........................... Rebecca B. Duncan

A/V Coordinator .................................. Mildred Fawcett

Technical Services Clerk ........................... Elin Gratton
B.A., University of Puget Sound, 1969

Chief Book Binder ................................ John Jensen
B.A., University of Puget Sound, 1964

Inter-Library Loan Clerk ...................... Denise Koger

Documents Clerk .............................. Berdine Kulla

Cataloging Clerk .............................. Nancy Lunsmann
B.A., University of Puget Sound, 1968

Bibliographic Clerk .......................... Ann Nugent
B.A., University of Puget Sound, 1973

Technical Services Clerk .................... Patricia Patjens

Technical Services Clerk ................... Marian E. Race

Head Circulation Clerk ..................... Margaret Rice
B.A., University of Montana, 1931

Technical Services Clerk ................... Clarice Rogers

Circulation Desk Clerk ..................... Pearl Smith

Chief Catalog Clerk .......................... Lillian Tanaka

Office of the Administrative Vice President

Administrative Vice President .................... Richard Dale Smith
B.A., University of Puget Sound, 1936; Ped.D., University of the Pacific, 1961

Executive Assistant to the Vice President ........... Jack A. McGee
B.S., Central Missouri State University, 1956; M.A., University of Missouri, 1957

Secretary to the Vice President .................. Ila Jane Mills

Admissions

Dean of Admissions ................................ Edward P. Bowman
B.A., University of Puget Sound, 1957

Associate Director of Admissions ................ George H. Mills
B.S., M.S., University of Puget Sound, 1968, 1972; Ph.D. Candidate, University of Washington, 1975

Transfer Records .................................. Cheryl Barnett
B.M., University of Puget Sound, 1973

Foreign Student Advisor/Admissions Counselor ... Dorothy J. Morris
B.A., University of Puget Sound, 1967; M.Ed., Ohio University, 1970

Admissions Counselor ............................ David M. Campbell
B.A., University of Puget Sound, 1975

Admissions Counselor ......................... Kathleen M. Kegel
B.A., Catholic University of America, 1967; M.A., University of Denver, 1970

Admissions Counselor ............................ Anne Ward
B.A., University of Puget Sound, 1973

Evaluator .................................. Patricia Albo
B.A., College of Mt. St. Vincent, 1971

Admissions Secretary ............................ Mary Comfort

Freshman Records .............................. Doris Johnson
B.S., University of Minnesota, 1957

Receptionist .................................. Charlene Engle

Alumni Affairs

Director of Alumni/Alumnae Relations .............. Jean Cooper
B.A., University of Michigan, 1943

Secretary .................................. Anita Baisinger
B.A., University of Puget Sound, 1942

Records Secretary .......................... Shari Wilkerson

Arches Editor .................................. Dorothy Springer
B.A., University of Puget Sound, 1952

Computer Services

Director of Computer Services ..................... W. Paul Alwine
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Degree/Institution</th>
<th>Years</th>
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<tr>
<td>Operations Manager</td>
<td>Gordon Graham</td>
<td>B.A., University of Puget Sound, 1974</td>
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<td>Computer Operator</td>
<td>Constance Smallwood</td>
<td>B.A., University of Puget Sound, 1970</td>
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<td>Keypunch Operator</td>
<td>Arlene Stephens</td>
<td>B.A., University of Puget Sound, 1971</td>
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<td>Programmer</td>
<td>Craig McClanahan</td>
<td>B.A., University of Puget Sound, 1974</td>
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<td>Secretary</td>
<td>Bonnie Wren</td>
<td>B.A., University of Puget Sound, 1974</td>
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<td>Financial Aid</td>
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<tr>
<td>Assistant Director of Financial Aid</td>
<td>Clara Mae Dibble</td>
<td>B.A., University of Puget Sound, 1968</td>
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<td>Financial Aid Assistant</td>
<td>Cereta Fredrickson</td>
<td>B.A., University of Puget Sound, 1968</td>
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<td>Financial Aid Assistant</td>
<td>Jean Spargo</td>
<td>B.A., University of Puget Sound, 1968</td>
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<td>Secretary</td>
<td>Mary Ann Haviland</td>
<td>B.A., University of Puget Sound, 1974</td>
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<td>Intercollegiate Athletics and Fieldhouse</td>
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<td>Director of Athletics</td>
<td>Douglas McArthur</td>
<td>B.A., University of Puget Sound, 1971</td>
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<td>Assistant</td>
<td>Richard J. Walsh, Jr.</td>
<td>B.A., University of Puget Sound, 1971</td>
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<td>Athletic Trainer</td>
<td>James D. Schuldt</td>
<td>B.A., University of Puget Sound, 1968</td>
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<td>Concession Manager</td>
<td>Gretchen Millie</td>
<td>B.A., University of Puget Sound, 1968</td>
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<td>Equipment Manager</td>
<td>Howard Gillen</td>
<td>B.A., University of Puget Sound, 1968</td>
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<tr>
<td>Staff Assistant</td>
<td>Joseph Stortini</td>
<td>B.A., University of Puget Sound, 1954; M.Ed., Oregon State University, 1965</td>
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<tr>
<td>Staff Assistant</td>
<td>Michael Acres</td>
<td>B.A., Seattle University, 1968</td>
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<td>Secretary</td>
<td>Carol Paulsen</td>
<td>B.A., University of Puget Sound, 1971</td>
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<tr>
<td>Placement Services</td>
<td>Robert W. Denomy</td>
<td>B.S., University of Illinois, 1959; M.B.A., University of Puget Sound, 1971</td>
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<td>Registration and Records</td>
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<td>Registrar</td>
<td>Olivia M. Arnason</td>
<td>B.A., University of Puget Sound, 1971</td>
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<td>Administrative Assistant</td>
<td>Kay Trent</td>
<td>B.A., University of Puget Sound, 1971</td>
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<td>Secretary to Registrar/Veteran's Coordinator</td>
<td>Betty Aasen</td>
<td>B.A., University of Puget Sound, 1974</td>
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<tr>
<td>Registration Coordinator</td>
<td>Betty Shoecraft</td>
<td>B.A., University of Puget Sound, 1974</td>
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<td>Receptionist</td>
<td>Deborah K. Armstrong</td>
<td>B.A., University of Illinois, 1974</td>
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<td>Recorder</td>
<td>Anna M. Korslund</td>
<td>B.A., University of Puget Sound, 1968</td>
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<td>Off Campus Recorder</td>
<td>Barbara J. Higa</td>
<td>B.A., University of Puget Sound, 1974</td>
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<tr>
<td>Graduation Coordinator</td>
<td>Susan G. McClain</td>
<td>B.A., University of Puget Sound, 1974</td>
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<tr>
<td>Swimming Pool</td>
<td>Donald Duncan</td>
<td>B.A., Washington State College, 1951; M.S., University of Washington, 1969</td>
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<td>Office of the Financial Vice President</td>
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<tr>
<td>Financial Vice President</td>
<td>Lloyd Stuckey</td>
<td>B.A., University of the Pacific, 1965</td>
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<tr>
<td>Administrative Assistant</td>
<td>Jean Springer</td>
<td>B.A., Washington State University, 1950</td>
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<td>Secretary</td>
<td>Dian Allen</td>
<td>B.A., University of Puget Sound, 1970</td>
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<td>Fiscal Assistant</td>
<td>Karen Clements</td>
<td>B.A., University of Puget Sound, 1970</td>
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<td>NDSL Loan Repayment Coordinator</td>
<td>Geraldine Carlson</td>
<td>B.A., University of Puget Sound, 1941</td>
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<td>Assistant Loan Coordinator</td>
<td>Mary Lou Johnson</td>
<td>B.A., University of Puget Sound, 1974</td>
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<td>Office of the Business Manager</td>
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<td>Business Manager</td>
<td>Clark Hillier</td>
<td>B.A., Western Reserve University, 1948</td>
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<tr>
<td>Secretary to the Business Manager</td>
<td>Mitsuko Tanaka</td>
<td>B.A., Western Reserve University, 1948</td>
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</table>
Accounts Payable ......................................................... Doreen Pope
Director of Purchasing ............................................... Doris L. Sage

Plant
Plant Superintendent ................................................. Eugene Elliott
Administrative Assistant ............................................. Jacqueline Loyer
Pricing Clerk ................................................................. Margaret Cummings
Inventory Clerk .......................................................... Janet Laforce
Stores and Receiving .................................................... Keith Greene
Custodial Supervisor .................................................... John Carpenter
Grounds Maintenance Foreman ................................. Carroll Hanson
Building Maintenance Foreman ................................ Ellsworth Paulsen
Heating Plant Foreman ................................................. Frank Patryn

Student Center and Food Service
Director of Food Service ............................................... Richard Grimwood
A.A., City College of San Francisco, 1952
Secretary ................................................................. Grace Mills
Assistant Secretary ................................................... Judy McAfee

Student Bookstore
Manager ................................................................. Patrick Heade
B.A., Portland State University, 1968
Supplies and Gifts ..................................................... Guff McCray
Textbooks ................................................................. Jan Redford
General Books and Paperbacks ................................. William Porter
B.A., University of Wisconsin, 1974
Bookkeeper ............................................................... Betty Beckwith

Office of the Controller
Controller ................................................................. James A. Smith
B.S., Eastern Kentucky University, 1942; M.B.A., University of Puget Sound, 1964
Assistant Controller .................................................. Ella Algeo
Accountant ................................................................. Judith Oliver

Accounting Assistant .................................................. Betty Fisher
Accounting Machine Operator ................................. Roberta Cochenette
Judith Krajeski
Disbursing Agent ....................................................... Edith Farmer
Disbursing Assistant .................................................. Alice Sandberg
Head Cashier .............................................................. Ruth McVay
Cashier ................................................................. Joan Taft
Cheryl Schwarz
Payroll Supervisor ..................................................... Myrtle Temple
Payroll Assistant ....................................................... Shirley Lockard

Housing
Director of Housing .................................................... Lloyd Matsunami
B.A., University of Puget Sound, 1972
Housing Coordinator ............................................... Leslie Knudsen
B.A., University of Washington, 1972
Housing Foreman ....................................................... Zac M. Dunn
Secretary ............................................................... Kristine Busalini

Mail Services
Director ................................................................. Lorraine Wonders
B.A., University of Washington, 1937
Clerk ................................................................. Carol Irish
Carol Pedersen

Personnel
Personnel Director ...................................................... Lynda Lott
B.S., Iowa State University, 1970
Assistant Director ...................................................... William G. Frey
B.A., University of Puget Sound, 1974
Personnel Assistant .................................................. Janet Sprenger
B.S., Oregon State University, 1971
Secretary ............................................................... Marva Stockfelt

Printing
Director of Printing .................................................... George Madsen
Secretary and Billing Clerk ........................................ Cathy Harstad
Graphic Artist ................................................................. Lucy Hill
Pressman .......................................................... Dennis Petersen
Bulk Mail/Bindery Clerk .......................... Darleen Duncan

Safety and Security
Director of Safety and Security ...................... John Hickey
B.S., M.A., Washington State University, 1974, 1975
Assistant Director ............................ Richard Dickinson
Liaison Officer .............................. Fred Norton

Telephone Communication Services
Director of Telephone Services .................. Velora Dahlum
Assistant Director ............................. Barbara Severin

Office of the Dean of Students
Dean of Students .................................. John T. English
B.A., M.A., Michigan State University, 1961, 1964; Ph.D., University of Oregon, 1973
Secretary to Dean of Students .................... Jessie Richardson
Associate Dean ........................................ Mary Longland
Assistant Dean ........................................ Dessel Hamilton
Secretary to Deans ................................ Barbaras Mansfield
Assistant Dean for Foreign Students ............... Dorothy J. Morris
B.A., University of Puget Sound, 1967; M.Ed., Ohio University, 1970
Minority Student Advisor ........................ Carolyn Patton
B.A., Hampton Institute, 1970; M.A., University of Puget Sound, 1974
University Chaplain ........................... Pierce Johnson
B.A., Harvard University, 1946; Ph.D., University of New Mexico, 1952;
M.Div., Union Theological Seminary, 1957
Director of Student Activities ..................... Serni Solidarias
B.A., Pacific Lutheran University, 1974

Counseling Center
Director of Counseling Center ..................... Steven Sutherland
B.A., California Lutheran College, 1966; M.A., Pepperdine University, 1968;
Ph.D., Texas Tech University, 1972

Counseling Psychologist ............................. Thomas O. Meyer
B.S., M.S., University of Wisconsin; 1966, 1970; Ed.D., Washington State University, 1973
Counselor ........................................ Lynda Simpkin

Health Services
Medical Advisor .................................. Robert Johnson, M.D.
Associate Medical Advisor ...................... Kenneth Pim, M.D.
School Nurse ........................................ Esther Landon, R.N.
Sandra Lee Canales, R.N.

Office of the Vice President for University Relations
Vice President for University Relations ........... Dale Bailey
Deferred Gifts Officer ............................ Barry E. Smith
B.A., University of Washington, 1966
Director of Annual Giving ........................ L. McTier Anderson
B.S., Georgia Institute of Technology, 1967; M.B.A.,
Drexel University, 1970
Director of Communications .................. Mary Webber
Photography Specialist/Research Assistant .......... Cheryl Doten
B.A., University of Puget Sound, 1974
Secretary to Vice President ...................... Edith Bartley
Typist ................................................ Martha Wiley
B.A., University of Puget Sound, 1974

Development
Director of Development ........................ Shirley Bushnell
B.A., M.A., University of Washington, 1951, 1953
Research Specialist ............................. Barbara Simpson
Gift Processing Secretary ........................ Carol Simpson
Secretary .................................... Beth Schaller

Public Relations
Director of Public Relations ..................... Joan Lynott
B.A., University of Washington, 1969
Assistant Director of Public Relations ............... Debbie Frank
B.S., Portland State University, 1972
Faculty Emeriti

Gordon Dee Alcorn (1946) .......................... Professor of Biology
B.S., University of Puget Sound, 1930; M.S., Ph.D., University of Washington, 1933, 1935

Burton Curtis Andrus (1955) Consulting Professor of Business Administration
B.A., University of Puget Sound, 1955

Otto George Bachmont (1948) .......................... Associate Professor of German
B.A., Wartburg College, 1927; B.A., M.A., University of Iowa, 1929, 1930

Gerard Banks (1946) .......................... Vice President
B.A., Centenary College, 1927; M.A., University of Virginia, 1930;

Ellery Capen (1931) .......................... Professor of Business Administration and Economics
B.B.A., B.M.A., University of Washington, 1925, 1931

Lyle Ford Drushe (1931) .......................... Dean of Women and Associate Professor of English
B.A., University of Puget Sound, 1912; M.A., New York University, 1936

Helen McKinney Fossum (1938) .......................... Professor of Romance Languages
B.A., M.A., University of Kansas, 1918, 1926; Ph.D., University of California, 1936

E. Delmar Gibbs (1941) .......................... Professor of Education
A.B., Huron College, 1933; A.M., University of South Dakota, 1938; B.S., Dakota Wesleyan University, 1942; Ph.D., University of Chicago, 1950

Theodore Lester Harris (1968) .......................... Professor of Education
Ph.B., A.M., Ph.D., 1931, 1938, 1941, University of Chicago

John Patrick Heinrick (1945) .......................... Professor of Physical Education
B.A., University of Washington, 1926; M.A., Seattle University, 1952

Martha Pearl Jones (1930) .......................... Professor of Speech
B.S., Kansas State College, 1919; M.A., Northwestern University, 1927

Marion June Myers (1946) .......................... Assistant Professor of English
B.A., University of Puget Sound, 1921

Alma Lissow Oncley (1960) .......................... Professor of Music
B.M., M.M., Eastman School of Music, 1931, 1933; D.S.M., Union Theological Seminary, 1963

Dorothy Mayo Patterson (1955) .......................... Associate Professor of Music
B.A., Western Washington State College, 1951; M.A., University of Puget Sound, 1957

Raymond Leo Powell (1936) .......................... Professor of Education
B.A., Coe College, 1923; M.A., Ph.D., University of Iowa, 1928, 1932

John William Prins (1955) .......................... Consulting Professor of Business Administration

John Dickinson Register (1924) .......................... Dean of the Graduate School and Professor of Philosophy
B.A., Allegheny College, 1920; S.T.B., Ph.D., Boston University, 1922, 1928

Raymond Sanford Seward (1923) .......................... Professor of Physics
B.S., Pomona College, 1912; M.A., University of California, 1921; Ph.D., Stanford University, 1930

Thomas Gibson Sinclair (1959) .......................... Professor of Business Administration
B.A., Yale University, 1927; M.B.A., Indiana University, 1959

James Rodenburg Slater (1919) .......................... Professor of Biology
Litt.B., Rutgers College, 1913; M.A., M.Pd., Syracuse University, 1917, 1919;
D.Sci., University of Puget Sound, 1954

George Neff Stevens (1973) .......................... Professor of Law
B.A., Dartmouth College, 1931; L.L.B., Cornell University, 1935; M.A.
University of Louisville, 1941; S.J.D., University of Michigan, 1951

Robert Franklin Thompson (1942) .......................... President of the University
B.A., Nebraska Wesleyan University, 1930; M.A., B.D., Ph.D., Drew University,
1931, 1934, 1940; L.L.D., Nebraska Wesleyan University, 1947;
L.H.D., American University, 1960; P.S.D., University of the Pacific, 1967;
D.H. Willamette University, 1967; L.H.D., Alaska Methodist University, 1974

Warren Everett Tomlinson (1933) .......................... Professor of German and Associate Professor of History
B.A., Carleton College, 1924; Ph.D., University of Berlin, 1933

Career Faculty

The University of Puget Sound's career faculty consists of certain administrative officers and all full-time, teaching personnel. In the following list, faculty names are arranged alphabetically; dates indicate each person's first connection with the University. Listings of faculty degrees are included under their appropriate department or school.

Robert G. Albertson .......................... Professor of Religion (1956)
Jerry D. Allen .......................... Assistant Professor of Theatre Arts (1972)
Norman R. Anderson .......................... Professor of Geology (1949)
Leroy Earl Annis .......................... Associate Professor of English (1966)
BARRY S. ANTON .......................... Assistant Professor of Psychology (1971)
Paul Anton .......................... Assoc. Prof. of Business and Public Adm. (1975)
William H. Baarsma .......................... Associate Professor of Public Admin. (1968)
Roger A. Baarsstad .......................... Assistant Prof. of Aerospace Studies (1972)
Wilbur H. Baisinger .......................... Prof. of Comm. and Theatre Arts (1947)
Dale Garvin Bailey .......................... Vice President, University Relations (1966)
F. Carlton Ball  Professor of Art (1968)
John Arthur Barnett  Assistant Professor of Art (1971)
Suzanne W. Barnett  Assistant Professor of History (1974)
Walter Barnett  Professor of Law (1974)
Wolfred Bauer  Professor of History (1966)
William Baugh  Assistant Professor of Business (1974)
Barry Arnold Bauska  Assistant Professor of English (1971)
James E. Beaver  Professor of Law (1972)
J. Raymond Berry  Associate Professor of English (1964)
Keith Oran Berry  Associate Professor of Chemistry (1965)
Daniel R. Bischel  Asst. Prof., Public Service Librarian (1967)
Jeffrey Stewart Bland  Assistant Professor of Chemistry (1971)
George A. Blanks  Assistant Professor of Biology (1970)
Alice Clara Bond  Professor of Physical Education (1947)
Douglas M. Branson  Assistant Professor of Law (1974)
Bert Elwood Brown  Professor of Physics (1960)
David A. Brubaker  Asst. Prof. of Urban Studies/His. (1973)
Frances F. Chubb  Professor of Art (1940)
Carl Clavadetscher  Assistant Professor of Communication (1972)
Shelby J. Clayson  Asst. Prof. of Occupational Therapy (1973)
H. James Clifford  Associate Professor of Chemistry (1970)
Bill Dale Colby  Professor of Art (1956)
Emile H. Combe  Assistant Professor of Urban Studies (1974)
Ernest F. Combs  Professor of Economics (1959)
Annabel Cook  Assistant Professor of Sociology
Ralph Edward Corkrum  Associate Professor of English (1959)
C. Brewster Coulter, Jr.  Professor of History (1945)
Francis L. Cousens  Associate Professor of English (1970)
Boyce Covington, III  Associate Professor of Law (1973)
Michael J. Curley  Assistant Professor of English (1971)
Zdenko F. Danes  Professor of Physics (1962)
Thomas A. Davis  Dean of the Univ./Prof. of Math. (1973)
Donald Allen Duncan  Associate Professor of Physical Ed. (1957)
Lawrence E. Ebert  Associate Professor of Music (1971)
Albert Allyn Eggers  Assistant Professor of Geology (1970)
Frank Engfelt  Visiting Professor of Law (1974)
John Thomas English  Vice President, Dean of Students (1970)
Ronald M. Fields  Associate Professor of Art (1968)
Robert Charles Ford  Assistant Professor of Urban Studies (1970)
Charles Paul Frank  Associate Professor of English (1968)
Sheldon S. Frankel  Visiting Assoc. Professor of Law (1974)
Terrence D. Fromong  Professor of Psychology (1963)
Pramod B. Gadre  Asst. Prof. of Sociology and History (1971)
Michael Gardiner  Assistant Professor of Biology (1973)
Robert Francis Garratt  Assistant Professor of English (1972)
Edith Mead Gifford  Associate Professor of Education (1970)
Thomas D. Goleeke  Associate Professor of Music (1969)
Edward G. Goman  Professor of Mathematics (1947)
Ernest S. Graham  Associate Professor of Psychology (1971)
Beth Hankins Griesel  Assistant Professor of Education (1955)
David F. Guasco  Asst. Prof. of Aerospace Studies (1975)
Craig Glenn Gunter  Assoc. Prof. of Political Science (1968)
Esperanza Gurza  Assistant Professor of Spanish (1969)
Philip Ernest Hager  Professor of English (1957)
Homer H. Hamner  E.L. Blaine Prof. of Bus. Admin./Econ. (1955)
Edward A. Hansen  Associate Professor of Music (1970)
Janis Tim Hansen  Professor of English/Urban Studies (1968)
Richard B. Hartley  Professor of Psychology (1964)
Norman Heimgartner  Associate Professor of Education (1974)
Paul Harry Heppe  Professor of Political Science (1960)
Edward J. Herbert  Associate Professor of Biology (1966)
Ilona Herlinger  Associate Professor of Music (1959)
Robert A. Herschbach  Assistant Professor of German (1971)
William Hobson  Asst. Professor of Political Science (1974)
Renate R.M. Hodges  Assistant Professor of German (1965)
Richard Hodgers  Professor of Education (1975)
June C. Hofstead  Asst. Prof. of Occupational Therapy (1969)
Thomas J. Holdych  Associate Professor of Law (1972)
Robert L. Hollister, Jr.  Assoc. Professor of Bus. and Public Admin. (1972)
Robert C. Hostetter  Associate Professor of Education (1970)
Milton Hoyt  Professor of Education (1965)
Franklyn Hruza  Associate Professor of Urban Studies (1973)
Charles Ibsen  Associate Professor of Sociology (1974)
Marcia Sharpe Jartun  Assistant Professor of Art (1966)
Pierce Johnson  Associate Professor of Religion (1972)
David N. Kaisereman  Professor of Music (1968)
Ernest L. Karlstrom  Professor of Biology (1961)
James G. Kautz  Professor of Aerospace Studies (1975)
Donald Kelm  Assistant Professor of Art (1973)
Jerrill D. Kerrick  Asst. Professor of Computer Science (1973)
James S. Ketchel  Asst. Prof. of Bus. and Public Admin. (1972)
Jai-Hyup Kim  Assistant Professor of Political Science (1974)
John Gerard Kleych  Associate Professor of Biology (1965)
John A. Knutsen  Assoc. Professor of Business and Public Adm. (1975)
Claudine Kratzberg  Assoc. Professor of Home Economics (1964)
William C. Kray  Associate Professor of Chemistry (1972)
K. K. Kshepakaran  Instructor of Occupational Therapy (1971)
Robert W. Kunze  Assistant Professor of Philosophy (1972)
John Q. LaFond  Associate Professor of Law (1974)
Dewane E. Lamka  Professor of Education (1961)
Delmar N. Langbauer  Assoc. Professor of Philosophy (1970)
John Tollef Lantz  Professor of Mathematics
Annabel Lee  Professor of Education (1953)
Robert Bruce Lind  Assistant Professor of Mathematics (1972)
Eric Walter Lindgren  Assistant Professor of Biology (1971)
Walter E. Lowrie  Associate Professor of History (1960)
J. Steward Lowther  Associate Professor of Geology (1956)
Daniel Lewis Lynch  Associate Professor of Music (1972)
John B. Magee  Professor of Philosophy (1947)
Bruce Mann  Assistant Professor of Economics (1975)
Jacqueline Martin  Prof. of Romance Lang. and Comp. Lit. (1948)
Raimund E. Matthis  Assoc. Prof./Tech. Services Librarian (1963)
Keith Maxwell  Assoc. Prof. of Bus. and Public Admin. (1975)
Peggy Rogers Mayes  Professor of Art (1963)
Lynne B. McClure  Asst. Prof. of Occupational Therapy (1971)
Darrell G. Medcalf  Associate Professor of Chemistry (1967)
L. C. Mehlhaff  Associate Professor of Chemistry (1968)
Bruce F. Meyers  Asst. Dean of the School of Law/Asst. Prof. (1974)
Bradley F. Millard  Assoc. Prof., Reference Librarian (1963)
Phoebe V. Miller  Associate Professor of Sociology (1968)
Steven J. Morelan  Asst. Prof. of Occupational Therapy (1973)
James F. Morris  Asst. Prof. of Business Admin. (1968)
Monte B. Morrison  Professor of Art (1963)
Robert C. Musser  Associate Professor of Music (1971)
Margaret Myles  Professor of Music (1945)
Ann Neel  Asst.Prof. of Sociology/Womens Studies (1975)
Martin E. Nelson  Professor of Physics (1946)
Balwant S. Nevaskar  Associate Professor of Sociology (1967)
Wesley Gray Nigh  Assoc. Prof. of Chemistry (1968)
George Nock  Associate Professor of Law (1974)
Eleanor P. Nystrom  Asst. Prof. of occupational Therapy (1973)
William Oltman  Assistant Professor of Law (1974)
William G. Orthman  Professor of Business Administration (1964)
Leroy Ostransky  Professor of Music (1946)
Richard H. Overman  Professor of Religion (1965)
Donald Pannen  Assistant Professor of Psychology (1975)
Charles A. Pendleton  Associate Professor of Music (1972)
Frank N. Peterson  Prof. of Soc./Asst. Dean of the Univ. (1954)
Gary L. Peterson  Assoc. Prof. of Communication (1969)
Joseph Peyton  Asst. Professor of Physical Education (1968)
Philip M. Phibbs  President of the Univ./Prof of Pol. Sci. (1973)
John W. Phillips  Professor of Religion and Sociology (1947)
Beverly Pierson  Assistant Professor of Biology
Roy James Polley  Assoc. Prof. of Bus./Public Admin. (1964)
George L. Priest  Assistant Professor of Law (1973)
Darrell L. ReecK  Asst. Dean of Univ./Assoc. Prof., Rel. (1969)
James Regan  Assistant Prof. of Political Science
Harriet D. Richmond  Assoc. Prof. of Occupational Therapy (1964)
David Roberts  Assistant Professor of Law (1974)
John Robinson  Associate Professor of Education (1971)
James Bruce Rodgers  Professor of Music (1952)
Ramon L. Roussin  Associate Professor of Education (1971)
James Oliver Roy  Assistant Professor of Education (1969)
Florence J. Sandler  Associate Professor of English (1970)
Richard Sawrey  Assistant Professor of Spanish (1975)
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ADVANCED STANDING APPLICATION FOR ADMISSION – UNIVERSITY OF PUGET SOUND

(PLEASE TYPE OR PRINT WITH INK)

FALL  WINTERIM ONLY  SPRING  SUMMER  SUMMER ONLY  19

Will be full-time student  part-time  late afternoon and evening  University Center  Seattle Campus

Legal Name Mr. (Last)  (First)  (Middle)  Maiden Name  Social Security Number
Miss  Mrs.  Ms.  

Present Mailing Address  (Street)  (City)  (State)  (Zip)  Telephone AC  / 

Home Address  (Street)  (City)  (State)  (Zip)  Telephone AC  / 

Place of Birth  Date of Birth  Citizen of
Ethnic Origin:  □ Asian American  □ Black Afro-American  □ American Indian  □ American Indian
□ African American  □ Asian American  □ Other  □ Other
Veteran:  □ Veteran  □ Active Duty  □ Retired  □ Other

Height  Weight
Single  Married  Divorced  No. of Children

ONLY UNDERGRADUATE APPLICANTS MUST COMPLETE THIS SECTION

Name and address of legal guardian (if other than father)
Father’s Name  Mother’s Name
Address

Occupation  Occupation
Is he living?  If deceased, when
Is she living?  If deceased, when

Colleges or universities attended and degrees received:
Father  Mother

If Mother attended UPS, under what name

Last high school attended  (Name)  (City)  (State)  (Zip)  Last grade completed  Date of graduation

IF YOU HAVE PREVIOUSLY ATTENDED UPS INDICATE:

Day  Date  Evening  (Date)  Univ. Center  (Date)

List all colleges attended since high school: (Failure to comply will be considered breach of honor)
Name of College  City  State  Zip  From (date)  To (date)  Degree Received


List significant work experiences:
Present Employer  Firm  City  How long employed?

What major course do you expect to follow at UPS? (First Choice)  (Second choice)

Do you plan to complete requirements for degree at UPS?  Baccalaureate  Masters

Are you applying for financial aid from Puget Sound?  Yes  No

If Yes, have you filed a Parents' Confidential Statement (PCS) or Student Financial Statement (SFS)?  Yes  No  Date Filed

Do you plan to live in Campus Housing?  Yes  No

DATE  SIGNATURE

RETURN TO: Dean of Admissions, University of Puget Sound, 1500 North Warner, Tacoma, Washington 98416
Telephone AC 206/756-3211

Rev. 4/75
ADVANCED STANDING APPLICATION FOR ADMISSION – UNIVERSITY OF PUGET SOUND

(PLEASE TYPE OR PRINT WITH INK)

FALL ______ WINTERIM ONLY ______ SPRING ______ SUMMER ______ SUMMER ONLY ______ 19_____

Will be full-time student part-time late afternoon and evening University Center Seattle Campus.

Legal Name Mr. □ (Last) (First) (Middle) Maiden Name Social Security Number
Miss □ Mrs. □ Ms. □

Present Mailing Address (Street) (City) (State) (Zip) Telephone AC ___ / ___

Home Address (Street) (City) (State) (Zip) Telephone AC ___ / ___

Place of Birth __________________ Date of Birth ______ Citizen of

Ethnic Origin: □ Asian American □ Black Afro-American □ Other
□ American Indian □ Chicano, Mexican American or other Spanish Surname □ Other

Veteran: □ Vietnam □ Korean □ Other □ Date of Enlistment ______ Date of Discharge ______

Height ______ Weight ______

Single □ Married □ Divorced □ No. of Children __________

ONLY UNDERGRADUATE APPLICANTS MUST COMPLETE THIS SECTION

Name and address of legal guardian (if other than father)

Father’s Name ______________ Mother’s Name ______________

Address ____________________________________________________________

Occupation __________________________ Occupation __________________________

Is he living? ______ If deceased, when ______ Is she living? ______ If deceased, when ______

Colleges or universities attended and degrees received:

Father ____________________________________________________________

Address ____________________________________________________________

If Father attended UPS, under what name ______

Mother ____________________________________________________________

Address ____________________________________________________________

Last high school attended (Name) (City) (State) (Zip) Last grade completed Date of graduation

IF YOU HAVE PREVIOUSLY ATTENDED UPS INDICATE: Day (Date) Evening (Date) Univ. Center (Date)

List all colleges attended since high school: (Failure to comply will be considered breach of honor)

<table>
<thead>
<tr>
<th>Name of College</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
<th>From (date)</th>
<th>To (date)</th>
<th>Degree Received</th>
</tr>
</thead>
</table>


List significant work experiences:

Present Employer ________ Firm ________ City ________ How long employed? ________

What major course do you expect to follow at UPS? (First Choice) __________________________ (Second choice) __________

Do you plan to complete requirements for degree at UPS? ________ Baccalaureate ________ Masters ________

Are you applying for financial aid from Puget Sound? Yes □ No □

If Yes, have you filed a Parents’ Confidential Statement (PCS) or Student Financial Statement (SFS)? Yes □ No □ Date Filed ________

Do you plan to live in Campus Housing? Yes □ No □

DATE __________ SIGNATURE __________

RETURN TO: Dean of Admissions, University of Puget Sound, 1500 North Warner, Tacoma, Washington 98416

Telephone AC 206/756-3211

Rev. 4/75
FRESHMAN APPLICATION FOR ADMISSION – UNIVERSITY OF PUGET SOUND

WASHINGTON STATE RESIDENTS MAY USE THIS FORM OR THE UNIFORM UNDERGRADUATE APPLICATION FOR ADMISSION TO FOUR YEAR COLLEGES AND UNIVERSITIES IN THE STATE OF WASHINGTON.

SECTION ONE: PERSONAL INFORMATION

(Please Type or Print in Ink)

1a. APPLICATION TO:

DEAN OF ADMISSIONS
UNIVERSITY OF PUGET SOUND
1500 NORTH WARNER
TACOMA, WA. 98416
TELEPHONE 206/756-3211

1b. FOR ADMISSION TO (Indicate Term and Year)

FALL □ SPRING □ WINTER □
SUMMER □ SUMMER ONLY □ 19_____

2. LEGAL NAME

Mr. □ (Last) (First) (Middle) □
Miss □ Ms. □

3. SOCIAL SECURITY NUMBER

4a. MAILING ADDRESS

(Street Number) (City) (State) (Zip)

4b. TELEPHONE

AC / AC /

5a. PERMANENT ADDRESS

(Street Number) (City) (State) (Zip)

5b. TELEPHONE

AC / AC /

6a. DATE OF BIRTH

6b. PLACE OF BIRTH

(City) (State) (County)

7. IF NOT U.S. CITIZEN, WHAT NATION?

8. TYPE OF visa

9. HEIGHT

WEIGHT

10. RELIGIOUS PREFERENCE (Optional)

11a. NUMBER OF BROTHERS

Older Younger

11b. NUMBER OF SISTERS

Older Younger

12. ETHNIC ORIGIN:

Asian American □ Black Afro-American □ White American □ Other □

American Indian □ Chicano, Mexican American or Other Spanish Surname □

13a. NAME OF YOUR HIGH SCHOOL

13b. ADDRESS

(City) (State) (Zip)

14. GRADUATION DATE

15. IF YOU ARE NOT A HIGH SCHOOL GRADUATE, INDICATE HIGHEST GRADE COMPLETED AND LAST YEAR OF ATTENDANCE:

GRADE _______ YEAR _______

16. LIST NAMES OF ALL OTHER HIGH SCHOOLS, SPECIAL SCHOOLS AND COLLEGES WITH DATES OF ATTENDANCE:

(School or College) (City) (State) (Dates: From To )

17. LIST YOUR SENIOR YEAR CLASSES IN HIGH SCHOOL:

18a. YOUR INTENDED MAJOR AREA OF STUDY?

18b. WHAT FUTURE CAREER INTERESTS YOU MOST?

19a. NAME OF LEGAL GUARDIAN IF OTHER THAN FATHER

19b. ADDRESS

(Street Number) (City) (State) (Zip)

20a. FATHER’S NAME

20b. FATHER’S ADDRESS

(Street Number) (City) (State) (Zip)

20c. (City) (State) (Zip)

20d. COLLEGES ATTENDED BY FATHER (Years) (Degrees)

20e. FATHER’S OCCUPATION

20f. IF DECEASED, WHEN?

21a. MOTHER’S NAME

21b. MAIDEN NAME

21c. MOTHER’S ADDRESS

(Street Number)

21d. (City) (State) (Zip)

21e. COLLEGES ATTENDED BY MOTHER (Years) (Degrees)

21f. MOTHER’S OCCUPATION

21g. IF DECEASED, WHEN?

Revised 6/75
22. LIST THE EXTRA CURRICULAR SCHOOL AND COMMUNITY ACTIVITIES IN WHICH YOU HAVE PARTICIPATED DURING YOUR HIGH SCHOOL YEARS.

23a. ARE YOU APPLYING FOR FINANCIAL AID FROM PUGET SOUND? YES □ NO □

23b. IF YES, HAVE YOUR PARENTS FILED THE PARENTS' CONFIDENTIAL STATEMENT (PCS) WITH THE COLLEGE Scholarship SERVICE? YES □ NO □ DATE FILED ___________

24. WHERE DO YOU PLAN TO LIVE WHILE ATTENDING YOUR FIRST TERM AT PUGET SOUND? CAMPUS HOUSING □ AT HOME □ OTHER □

25. DESCRIBE THOSE CIRCUMSTANCES SUCH AS FAMILY RESPONSIBILITIES, EMPLOYMENT OR ILLNESS THAT MAY HAVE AFFECTED YOUR ACADEMIC RECORD (Attach additional page if necessary.)

26. WHY ARE YOU APPLYING TO PUGET SOUND? (Attach additional page if necessary.)

27. I HAVE TAKEN/WILL TAKE THE FOLLOWING TESTS: (Any one of the three will be accepted for admission.)

(Date Taken) ACT V____ M______ DATE TAKEN ________ SAT V____ M______ COMP _______ DATE TAKEN ________ WPCT V____ M______ DATE TAKEN ________ OTHER

I CERTIFY THAT TO THE BEST OF MY KNOWLEDGE ALL STATEMENTS I HAVE MADE ON THIS APPLICATION ARE COMPLETE AND TRUE.

NAME OF APPLICANT (Print) ____________________________ SIGNATURE OF APPLICANT________________________ DATE ___________

AFTER COMPLETING SECTION ONE, LEAVE THIS APPLICATION WITH YOUR COUNSELOR OR PRINCIPAL WHO WILL COMPLETE SECTION TWO AND FORWARD THIS FORM TO THE OFFICE OF ADMISSIONS AT THE UNIVERSITY OF PUGET SOUND.

SECTION TWO: SCHOOL EVALUATION

IMPORTANT NOTE TO HIGH SCHOOL OFFICIAL:
PLEASE COMPLETE THE FOLLOWING AND FORWARD TO THE UNIVERSITY OF PUGET SOUND, TACOMA, WA, 98416. PLEASE INCLUDE AN OFFICIAL TRANSSCRIPT.

WILL BE __________

THIS WILL CERTIFY THAT THE STUDENT NAMED ABOVE WAS □ GRADUATED ___________ (DATE) WAS NOT □

HE/SHE HAS A GRADE POINT AVERAGE OF_______ AND RANKS _______ IN A CLASS OF_______ CLASS AVERAGE _________

CLASS RANK AND GRADE POINT AVERAGE ABOVE ARE BASED ON GRADES 9___ 10___ 11___ 12 (Fall) ___ 12 (Winter) ___ 12 (Spring) ___

GRADING SYSTEM __________________ LOWEST PASSING GRADE ______ THIS SCHOOL IS ACCREDITED □ NOT ACCREDITED □

TESTING:

CEEB PSAT-NMSQT V____ M______ DATE TAKEN ________ ACT V____ M______ COMP _______ DATE TAKEN ________

CEEB SAT V____ M______ DATE TAKEN ________ WPCT V____ M______ DATE TAKEN ________

COMMENTS: (A personal recommendation should be written on a separate page.)

__________________________________________________

SIGNATURE OF AUTHORIZED PERSON ____________________ TITLE __________________________ DATE __________

NAME OF HIGH SCHOOL ____________________________ HIGH SCHOOL TELEPHONE AC____ / ______

ADDRESS OF HIGH SCHOOL __________________________
Cover Photograph by Buzz Demarest
