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.

Admissions Office
(206) 756-3211

Academic Advising Director
756-3250

Alumni Relations Director
756-3245

Annual Fund Director
756-3184

Associated Students ASB Office
756-3273

Career Planning and Placement Director
756-3250

Catalogs Admissions Office
756-3211

Continuing Education/Military Centers Classes Director
756-3306

Curriculum/Instruction Dean of the University
756-3205

Fees/Tuition/Payment of Bills Controller's Office
756-3224

Financial Aid Director
756-3214

Foreign Students Advisor
756-3310

Gifts/Annuities Chancellor
756-3301

Library Director
756-3257

Summer School Associate Dean
756-3207

Public Relations/News Director
756-3148

Registration Registrar's Office
756-3217

Residence Hall Housing Director
756-3317

Student Information Dean of Students
756-3363

Transcripts/Records Registrar's Office
756-3217

University Relations Vice President
756-3150

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UNIVERSITY CALENDAR

FALL SEMESTER, 1976

Residence Halls
open 9:00 a.m. ... Monday, Sept. 6
Dining halls
open 12:00 noon Monday, Sept. 6
Freshman testing,
orientation, advising ... Sept. 6-12
Registration ....... Thursday and
Friday, Sept. 9 and 10
Classes begin .... Monday, Sept. 13
Add-drop period
begins .... Wednesday, Sept. 15
Last day to enter or add
classes .... Tuesday, Sept. 21
Last day to exercise P/F grading
option .... Tuesday, Sept. 21
Drop without record
ends ........ Friday, Oct. 8
Mid-term ................ Oct. 29
Mid-term grades due .... Oct. 29
Dining halls close
6:00 p.m. .. Wednesday, Nov. 24
Thanksgiving holiday ... Nov. 25-28
Dining halls open
7:00 a.m. ..... Monday, Nov. 29
Pre-registration for
winterim/spring . Nov. 29-Dec. 8
Last day of regular
classes ............. Friday, Dec. 10
Final examinations
... Monday-Thursday, Dec. 13-16
Graduation convocation
2:00 p.m. ........ Friday, Dec. 17
Dining halls/residence
halls close 6:00 p.m. .... Dec. 17
Final grades due .. Tuesday, Dec. 28
WINTERIM, 1977
Residence halls
open 12:00 noon . . Sunday, Jan. 2
Dining halls
open 7:00 a.m. . . Monday, Jan. 3
Winterim classes begin . . . Jan. 3
Add-drop period begins . . . Jan. 3
Last day to enter or add classes . . . Tuesday, Jan. 4
Last day to exercise P/F grading option . . Jan. 4
Drop without record ends . . . Friday, Jan. 7
Winterim classes end . . . . . . Friday, Jan. 28
Final grades due . . . . . . Friday, Feb. 4

SPRING SEMESTER, 1977
Advising and registration
Thursday and Friday, Feb. 3 and 4
Classes begin . . . . Monday, Feb. 7
Add-drop period
begins . . . . . . Wednesday, Feb. 9
Last day to enter or add classes . . . Monday, Feb. 14
Last day to exercise P/F grading option . . Feb. 14
Washington's birthday (classes will be held) . . . Feb. 21
Drop without record ends . . Friday, Mar. 4
Mid-term . . . . . . Friday, Mar. 25
Mid-term grades due . . . . Friday, Apr. 1
Dining halls close 6:00 p.m . . Apr. 1
Spring recess begins . . . . Saturday, Apr. 2
Dining halls open 5:00 p.m. . . Monday, Apr. 11
Spring recess ends 8:00 a.m. . . Tuesday, Apr. 12
Early registration for summer begins . . . Apr. 12
Pre-registration for fall . . Wednesday, Apr. 27-May 6
Last day of regular classes . . . Friday, May 20
Study day . . . . Monday, May 23
Final examinations . . Tuesday-Friday, May 24-27
Graduation convocation 2:00 p.m. . . Saturday, May 28
Dining halls close 1:00 p.m. . . . . . May 28
Residence halls close 6:00 p.m. . . . . . May 28
Final grades due . . . . . . Friday, June 3
INTRODUCTION

Perhaps no single author can adequately describe the University of Puget Sound. Each member of our community sees the institution through subjective eyes: To the person standing behind the lectern, it is one thing; to someone cramming for a test, it is another. In the end, it takes the whole community — those who make the plans, write the term papers, eat in the SUB, work on the committees — to tell the whole story of the University.

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 our 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

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.

4 INTRODUCTION
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
Retired Chairman of the Board,
The Weyerhaeuser Company
Chairman, University of
Puget Sound Board of Trustees

Here at UPS, there is a recognition that education is more than the fulfilling of vocational preparation for the future; that it is vital to the student in the present as a medium for increasing one’s capacity for personal growth and understanding.

MIRIAM WHITAKER
Class of 1978
ENVIRONS

Tacoma, Washington, is situated between the spiral peaks of the Cascade and Olympic Mountains and Puget Sound’s shimmering waters. It is in this beauty spot — on a tree-clad, 72-acre campus in the storied north end of Tacoma — that the University of Puget Sound is located.

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. 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 (population 156,000) boasting the nation’s tallest totem pole, rustic Fort Nisqually, the famed Narrows Bridge and the 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 Place Market, the Space Needle.

The Puget Sound Region is a land where skiing, salmon, symphonies and spectacular scenery flourish with equal popularity, and 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

To describe a student body as diverse, on one hand, and then characterize it as if it were a homogeneous group is perhaps a contradiction in terms. Yet, in a very real way, both terms apply to the University of Puget Sound’s student body. *E pluribus unum*.

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.

One of the benefits of a university like ours is its smallness, for it grants students an 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 the atmosphere of openness and informality lends itself to that. To maintain this atmosphere in the future, UPS intends to stabilize its enrollment, to remain “small”. Less is more.

There is a high level of student participation in UPS extra-curricular activities. These range from departmental clubs, honoraries and performing
arts groups to our student body’s governing board and intercollegiate and intramural athletics.

We steadily are building a fine Outdoor Program to take advantage of the beautiful water and mountains of the Northwest. Trips to the Cascades for cross-country skiing are included as are beachcombing and kite flying at the ocean, camping in the Olympics, and bicycle tours on nearby Vashon Island.

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

Theatre 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 of ABC-TV: comedian Dick Gregory; and F. Lee Bailey. Other special lecturers have included The Honorable Henry M. Jackson, U.S. Senator, John King Fairbank, one of our country’s foremost authorities on China, and Jesse Jackson, national Black spokesman.

Our Black Student Union annually presents a Black Arts Festival for the community at large. Hui O Hawaii, 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 literary works 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, for both men and women, comparable to that of much larger schools.

Twice in three years Northwest sportswriters and sportscasters voted No. 1 honors to UPS football and basketball teams. The basketball team has consistently entered the NCAA regionals and in 1976 chalked up a stunning national victory. 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 Place 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: to “know thyself” is to have a singular vantage point for learning the teachings of others.

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. Students find the office an easy place to visit, 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. Resident staffers then 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 Dean of Ethnic 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.

The 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 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 of the education offered at Puget Sound.

Christian Fellowship is the social expression of campus religious life, and a complement to the formal worship services which are held on campus for students of several different persuasions. Weekly Fellowship programs include an Ecumenical Communion Service which draws students primarily from major Protestant denominations; Agape, which is oriented toward the more conservative religious preference; and intersection, an exploration of world religions and philosophies.

Counsel. Advise. Respond. Support. Assist. These words, which inevitably 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. The University recently appointed a vice president to supervise and coordinate all of the services which the University offers to enrich a student’s academic and personal life. These include not only the activities of the Dean of Students’ office, but also those of the athletic departments and that of the new office of Academic Advising, Career Planning and Placement.

Our Office of Safety and Security, whose non-uniformed employes 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 believe that 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 Planning Director does more than hand you the phone number of a possible employer. Our Dean of Students office proffers 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.
"LIVING IN" /
UNIVERSITY HOUSING

Director: Lloyd Matsunami
Housing Coordinator: Ellen Porter

Group living situations at the University of Puget Sound offer students unity and the opportunity for both individual expression and social interaction. To accommodate a variety of student lifestyles, the University provides an array of on-campus housing facilities. These 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.

University housing 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. These include three Language Houses, which involve students in the study of the culture and languages of specific countries, and an International House which encourages interaction between foreign students and their U.S. counterparts.

Freshman 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 appeal 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
The eight UPS residence halls have rooms comfortably designed for sleeping, studying or socializing. Each student is provided with bed, chest of drawers, study desk and chair. Bed linens, except for blankets and pillows, are also provided.

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 vending machines, 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 – Coordinate  
- Todd – Coordinate  
- Schiff – Sorority only  
- Smith – Coordinate  
- Seward – Sorority and Independent Women  
*Coordinate: Separate sections for male and female.

Annex Houses
Approximately 21 annex houses are located within walking distance of the University. These are older homes, similar to the many attractive and traditional dwellings which surround the University campus 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 have 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 most of the 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:

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

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

Off-Campus Housing
Students interested in off-campus living accommodations are welcome to consult the bulletin board of off-campus rentals in the Housing Office.

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.

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 entering University housing, each student receives a copy of 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. Failure of the student to comply with the terms of the agreement may be considered grounds for termination of residence.

**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 the first week of August of room assignments for Fall semester. 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.

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

**Housing Office**  
University of Puget Sound  
Tacoma, WA 98416  
Telephone: (206) 756-3317
If any single element determines the quality of education offered at a university, it is, perhaps, the institution's faculty.

University of Puget Sound professors are selected for their scholarship and expertise as teachers and for their ability to develop personalized relationships 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. 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. Chemistry professor Jeff Bland is becoming widely known for his research on Vitamin E.

Author of The Anatomy of Jazz, Leroy Ostransky composed an American Symphony for 1976 under the auspices of the American Bicentennial Commission. 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.

The continued professional growth of the faculty is assured by the University’s sabbatical policy and by the participation of the faculty in a major program of faculty development funded by the Lilly Endowment. Faculty exchanges, curriculum consultation, and frequent workshops on teaching and learning all play their part in maintaining a faculty of the highest quality.

What is especially 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. They engage in casual, intellectual discussions in laboratories, offices and frequently in their own homes; they accompany their students on a multitude of off-campus excursions — from geologic digs atop Mt. Rainier to the concert halls of the British Isles.

This kind of interaction, wholeheartedly encouraged by our president (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 as learners and teachers. Such interaction is at the heart of the University’s academic program.
The curriculum at the University of Puget Sound is designed for an especially valuable kind of education; that is, an education which will last a lifetime and one which will serve each individual all day, every day.

A liberal education, in its best sense, cannot be tied to parameters of training students only to be able to get a job upon graduation. That, of course, is a serious responsibility, and at the heart of the University’s academic program is the commitment to provide students with the specific knowledge and skills necessary to their chosen careers. More important, however, to students who are embarking on a future which will be fraught with social and technological change, is the power to cope with that change and, no matter what their career or life circumstances may be, to realize their full potential as persons.

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. Students are encouraged to explore at least one field in depth in order to experience the richness and power of learning — and to learn how to learn on their own. They are helped to develop those personal values which will give meaning and direction to their lives.

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.
The uses of leisure have always been significant of the individual's cultural and intellectual bearing and as working days and weeks grow even shorter leisure pursuits become an increasingly important aspect of "the good life." A marine biologist may leave the seashore for the symphony hall at the end of his working day. An attorney does not write law briefs 24 hours each day and may enjoy working in ceramics. A teacher of English may be intrigued by volunteer work in a political campaign.

A full complement of programs in the liberal arts and sciences, and Schools of Business and Public Administration, Education, Law, Music, and Occupational and Physical Therapy respond to this reality by offering courses which open the eyes of students to new possibilities and new interests which will make their days infinitely more fascinating.

Among them: an opportunity to discover the beauties of art, music and literature; to experience the excitement of history and biography; to 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 pleasure and responsibilities of politics; to learn the value of recreational activities and the vigor they engender, to live each day fully and creatively.

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, 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, and what the University of Puget Sound is all about.

Change coming in 1977
Intellectual growth and adaptability is not for students alone. In order to meet the real needs of each succeeding generation of scholars, a university, too, must be always in evolution, always finding better ways to apply the lessons of the past to an education for the future.

The ability to respond to changing needs has always been characteristic of the University of Puget Sound. The University’s recent pattern of interior growth is exemplified by a major change in the core curriculum, scheduled to take place with the opening of the 1977 Fall Semester.

During a three-year period of thoughtful study and careful planning, the University has worked out curriculum requirements that are newly attuned to the type of education which is most valuable to today’s students. Under the new curriculum, core courses in written communication, oral communication, quantification, historical perspective and humanistic perspective are to be taken during the freshman and sophomore years. These courses are designed to be both foundation and vantage point for the continuing discoveries that a liberal education affords.

Just as a curriculum affects 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 students may enroll in a single course devoted to concentrated study in one subject.

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. Students are also encouraged to take advantage of short-term intern opportunities in laboratories and offices.
The Collins Memorial Library offers a variety of study accommodations. There are large study tables suitable for four or more students and a number of individual study accommodations. There are group study rooms and over fifty private carrel rooms with one or two study positions in each.

In the fall of 1974, a major new library addition was completed which more than doubled the size of the library. The entire library complex is now specially temperature- and humidity-controlled for maximum study benefits and preservation of the collection.

The new addition is fully carpeted and, with its many lounge chairs and settees, adds further dimensions to the variety of study facilities available to the student. It is now more than likely that each student can find a study position that best suits his or her individual preferences.

During the fall of 1976 the library collection reached well over 212,000 volumes. There is also a sizable microform collection plus additional collections of microfiche and microcards. In 1934 the library was officially designated as a U.S. Federal Depository Library. The government documents collection currently numbers more than 80,000 items. The library is also a Washington State Depository Library. The periodical or magazine collection of the library is substantial for its size. Presently there are more than 2,250 titles available for students to examine.

The library also offers audio-visual resources. Equipment (cassette listeners, tape recorders, record players, etc.), speeches, lectures, poetry, drama and music on tapes, records and cassettes, and a language laboratory for tape instruction of various foreign languages are some of these special services.
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, we began our extensive growth period 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.

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 1976, 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.
Academic Advising, Career Planning and Placement

Director: George H. Mills, Jr.

Academic Advising

The advising system at the University of Puget Sound is designed to develop a close relationship between each student and a faculty member, to offer guidance in the student's choice of courses, and to assist students in planning for post-university life. The program fosters steady development of intelligent, responsible self-management by each student, enhanced by ongoing support from Faculty.

Freshman advisors are chosen by freshmen during the Spring and Summer prior to the beginning of the freshman year. Transfer student advisors are assigned according to the academic interest of the 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 interested in meeting the unique needs of freshmen. Among these are difficulties encountered by students in making the transition from high school to college, and of relating various academic studies to life and career goals.

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... with a program consisting of a series of unrelated courses and an educational goal of getting rid of requirements as quickly as possible. Instead, we help 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.

The Freshman Advising Program is designed to provide an individualized, small class experience for incoming students, and the establishment of an advising/counseling relationship which is concerned not only with a student's immediate, educational goals, but also his or her intended plans following graduation.
Each freshman enrolls in an academic class which is also his or her advising class, with a teacher who is also an advisor.

Courses and discussion or laboratory sections consist of 15-20 freshmen. Each freshman student, prior to entering the University, chooses a section according to interests. The faculty member in that course becomes the student’s academic advisor until such time as he or 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, 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 designed not merely to offer guidance on course selection, but also to explore 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 to 50 years of your life. We want to be sure that you have the opportunity to realize the crucial impact of these years.

Career Planning
The Career Planning Center assists students in planning their future after university graduation. The Career Planning Center is not a placement service. Rather, it seeks to help currently enrolled students recognize career options and develop courses of study commensurate with their career goals. The Center also helps to provide students with necessary skills for résumé preparation and interviewing.

Upperclass Advising Program
The Upperclass Advising Program offers students continuing guidance on class selection, career goals, and the vital importance of using one’s University years wisely.
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 nature 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 University requirements. A female student must comply with the rules of the Association of Intercollegiate Athletics for Women.

Non-Discrimination Policy

In accordance with Title IX of the Educational Amendment of 1972, the University of Puget Sound does not discriminate on the basis of sex in the educational programs or activities which it operates. It is the University's policy that all students, faculty and staff should have equal opportunity for University services based upon necessary qualifications and regulations and that no such opportunity should ever be denied on the basis of sex, race, color, creed or national origin.

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. 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, 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 or WF at any time during the term by completing an official change of registration through the Office of the Registrar. An appropriate grade is given when a student abandons a course without permission and without completing procedures for withdrawal. WF grades are computed as F in grade point average.

Withdrawal from the University

A student who finds it necessary to withdraw from the University should apply for formal withdrawal in the Office of the Registrar. If this procedure is not followed, an appropriate grade is assigned. 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 in this Catalog.

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. The last 4 units must be taken in residence.
3. Have completed or have designated as “permanent” all outstanding incomplete or in-progress grades.
4. File an application for graduation (Diploma Card) with the Office of the Registrar no later than the beginning of the senior year.

Graduation with Two Majors

Students who wish to earn the baccalaureate degree with two majors may do so with departmental clearance of both academic majors. Both majors will appear on the academic record.

Students who complete requirements for the second major beyond the awarding of the baccalaureate degree and who have less than the 9.00 units required for a second degree should inform the Registrar of the date of completion of requirements for the second major. The Second major will be posted to the academic record as of date of completion.

Requirements for a Second Baccalaureate Degree

Students who wish to earn a second baccalaureate degree must complete a minimum of 9.00 additional units in residence, including major requirements.

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.

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. Designation as 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 require 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 ½ 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 ½ 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 with 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 does not intend to be 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 with a plus/minus (+/−) variation which will be calculated in the GPA

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
<th>Grade Points per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Unusual Excellence</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Superior</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0*</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>0</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal Failing</td>
<td>0*</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>0</td>
</tr>
</tbody>
</table>

*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 Without Record — On the official transcript is permissible through the first four weeks of the Fall and Spring terms when a student completes official withdrawal procedures.
Withdrawal Passing (W) — With a grade of W is granted from the fourth through the eighth weeks of the Fall and Spring terms when a student completes official withdrawal procedures. After the eighth week, if a student completes official withdrawal procedures, a grade of W is granted if the instructor gives permission on the basis of an unusual circumstance beyond the student’s control, and if the student’s work has been of passing quality.
Withdrawal Failing (WF) — Is given when a student withdraws from a course after the eighth week of the course, (1) without mitigating circumstances beyond the student’s control, or (2) the student is failing, or (3) the student does not have the permission of the instructor. Completing official withdrawal procedures after the last day of class is not allowed.
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.

**In Progress (IP)** – IP grades may be used for specific courses, e.g. independent research, these or intern programs, which are planned to extend over two or more terms. An agreement between student and instructor for such studies must be noted by the Registrar at the time of registration. Credit hours with IP grades are not counted in total hours until a final grade is assigned. In order to obtain credit for the course, the student must complete the work within the time specified. If unforeseen circumstances arise and the work is not completed, an Incomplete may be assigned.

**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 address should be reported to the Office of the Registrar. Students desiring that parents 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 3\(\frac{3}{4}\) semester hours. Thirty-six units are required for graduation. Credits of students transferring from other institutions will be evaluated 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. 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.

Requirements may be changed considerably for freshman students matriculating in 1977.

General University Requirements

1. **2 units, Communication, to include:**
   - 1 unit from Group I:
     - English 101, 131, 132, 201, 209, 225, 301, 401
     - Comparative Literature 101, 131, 132
     - Honors 107A, 108A
   - 1 unit from Group II:
     - Honors 108C
     - Philosophy 273
     - Communication and Theatre Arts 101, 161, 170, 201, 220, 225, 232, 239, 270, 272, 301, 320, 335

2. **2 units, Humanities, to include:**
   - 1 unit from Group I – Art 105, 106, 107, 423, 424, 425, 427, 428, 429, 430
     - English 202, 221, 230, 250, 251, 302, 341, 342, 351, 352, 386, 387, 388, 389, 402
     - Comparative Literature 325, 364, 401, 403, 460, 481, 482, 483
     - French 331, 361, 362, 363, 364, 481, 483
     - German 331, 371, 372, 441, 442, 460, 493, 494
     - 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 104, 215, 216, 314, 383, 384, 432, 443, 463, 482
     - Honors 107D
   
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 107B, 108B

4. 2 units, Social and Behavioral Science, to be selected from:
   Comparative Sociology
   Economics
   History
   Honors 108D
   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 normally choose his/her degree major at 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. At least four of these courses must be completed in residence at UPS. 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.

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.
University Academic Organization

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

Professional Schools
  Business and Public Administration
  Education
  Law
  Music
  Occupational Therapy
  and
  Physical Therapy

Special Programs
  Aerospace Studies
  American Studies
  Asian Studies
  Communication
  Comparative Literature
  Computer Science
  Environmental Science
  Honors
  Interdisciplinary Studies
  Natural Science
  Physical Science
  Study Abroad
  Women 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
- Communication
- Comparative Sociology
- Economics
- Education
- English
- Foreign Languages
- History
- Home Economics
- Interdisciplinary Studies
- Music
- Philosophy
- Physical Education
- Political Science
- Psychology
- 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
- Physical 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 university who have completed requirements of the Washington State Board of Education for a certificate to teach in the public schools. For specific requirements, see School of Education section in this Catalog.

The Bachelor of Music Degree is awarded for completion of undergraduate requirements outlined in the School of Music section in this Catalog.

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.)
- 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. Admission requirements for graduate study are outlined also in this catalog.
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 — 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
   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
459 — The Challenge of the City
460 — The Emergence of Metropolitan America
466 — 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 — Urban Education
315 — African and Afro-American Culture
320 — Chicano Studies: LaRaza in American Society
325 — Japanese-American Studies
330 — Native-American Studies
4. Senior Thesis — 1 unit, research on an approved topic, culminating in a substantial piece of written work

Asian Studies Program

Director: Delmar Langbauer
(Philosophy, Religion)
Committee: Robert Albertson
(Religion)
Suzanne Barnett (History)
Bill Colby (Art)
Richard Hodges (Education)
Jai-hyup Kim (Political Science)
John Knutsen (Business Administration)
John Magee (Philosophy)
Hamlin Robinson (Business Administration)
Chang Sik Yun (Foreign Languages)

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 of approved courses (see listing below)
2. 1 unit, independent research project—colloquium normally taken in the Fall and Winterim of the senior year

A student may count a maximum of 2 units of Japanese, Chinese, or Hindi toward the major in Asian Studies.

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 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. A student may count a maximum of 1 unit of Japanese, Chinese, or Hindi 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. Most of these courses are open to all students without prerequisites.
1. 100 — Level Introductory Courses:
   - Comparative Literature 110 — East Asian Literature I
   - History 144 — East Asian Traditions in Literary Perspective
   - History 145 — The West in China and Japan
   - Humanities 150 — The Civilization of India

2. Other Courses:
   - Art
     - Art 430 — Oriental Art
   - Comparative Literature
     - Comparative Literature 210 — East Asian Literature II
   - History
     - History 245 — The Middle Kingdom: China through the Ages
     - History 247 — The Forging of the Japanese Tradition
     - History 346 — The Awakening of China, 1800 to the Present
     - History 348 — Japan’s Modern Century, 1850-1970
   - Japanese
     - Japanese 101, 102 — Introduction to Japanese Language and Culture
     - Japanese 201, 202 — Intermediate Japanese
   - Philosophy
     - Philosophy 463 — Philosophical Systems of India and China
   - Political Science
     - Pol. Sci. 347 — Governments and Politics of China, Japan, and Korea
Religion
Religion 263 — Hinduism
(Prerequisite, 100-level Religion course)
Religion 264 — The Buddhist Tradition in India, China and Japan
(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.

Communication Program
Director: Gary L. Peterson
Committee: William Baarsma
(Public Administration)
Carl J. Clavadetscher
(Communication and Theatre Arts)
Joan Lynott
(Office of Public Relations)
Carol L. Sloman
(Communication and Theatre Arts)
Robert Waldo
(Business and Public Administration)

A major in Communication 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 Communication 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:
   1. Advertising
   2. Communication and Theatre Arts:
      1. American Mass Media: An Introduction to the Journalistic Process
      2. Persuasion
      3. Communication in Discussion and Group Processes
      4. Organizational Communication
      5. Internship in Media and Organizations

2. Communication and Theatre Arts:
   1. Freshman Seminar in Writing
   2. Composition
   3. Lobbying and Public Relations in Government

3. English:
   1. Freshman Seminar in Writing
   2. Composition

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 (or other courses selected in consultation with department faculty):
      History 301, Mathematics 271 or Education 501
      Computer Science 155
      Philosophy 273
      Political Science 375
      Psychology 381
      Comparative Sociology 301, 302

Cooperative Education Program

Director: Robert W. Denomy
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 are a contemporary program, developed in response to the needs of today's students for more careful instruction in the accurate and lucid use of English. To be able to write English in a clear and interesting manner is a skill which not only brings great personal satisfaction, but is also an invaluable aid to the student in his or her educational and working careers.

Each freshman is enrolled in one such seminar during the freshman year, in a class of 15 or less. Seminars are taught by members of the English Department and instructors from other departments who have a particular interest in the quality of their students' writing. There is time for the instructor to give careful attention to individual academic strengths and weaknesses; there are also opportunities for one-to-one conferences between students and instructors.

The seminars are organized around well-defined themes in order to provide a focus for the reading and writing assignments. Interesting, discussion-provoking reading materials and assignments make these seminars a pleasant and lively part of the freshman student's program.

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 are restricted to small enrollments and 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 arranges Honors credit for enriched versions of courses available through the regular curriculum. In addition, Honors, independent studies, and bachelor's theses are provided along with the Honors Colloquium in which upper-division students read their research papers and discuss their contribution to a particular field of knowledge.
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.

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

**Interdisciplinary Major Program**

**Director: Wolfred Bauer**

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 Associate 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: Michel 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 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: Robert Garratt
The Living-Learning Program at UPS helps to make one's education an experience to be lived as well as a series of subjects to be mastered.

The Living-Learning Program brings together students with different intellectual interests and backgrounds in a living situation designed to stimulate a synthesis of the various subjects studied at the University.

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 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

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
(Quantitative Reasoning, 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
School of Law

Dean: Wallace M. Rudolph

With the decision in 1971 to establish a law school, a new dimension was added to the educational opportunities at the University of Puget Sound. The School of Law began operation in September, 1972, achieving distinction as the only law school in western Washington which offers both full-time and part-time programs of study. The student body presently numbers about 600 in the day program and 300 in the evening division.

The law school facilities are currently located in Tacoma’s Benaroya Business Park, six miles south of the main campus. Spacious classrooms, seminar rooms, student lounges, the Law Library, administrative and faculty offices are afforded by the two buildings which house the School of Law. In the near future, the University plans construction of a permanent law school building to be located on the main campus.

The Law Library is an exceptionally fine one for a young law school. The entire collection of 90,000 volumes is being continuously improved and expanded to meet the particular needs of the students in a dynamically changing field.

As an integral component of the University of Puget Sound’s commitment to academic excellence and diversity in education, the law school significantly enriches the University curriculum.

For detailed information, see the School of Law Bulletin. The school’s address is: 8811 South Tacoma Way, Tacoma, WA 98499.
Study Abroad Programs

In recognition of the growing intercultural exchange required for a modern education, the University offers a study program in a number of international locations. Each year students go to London and Breukelen, The Netherlands and every fourth year on an extended Pacific Rim program.

In consortium with four other private schools in the Northwest, the University offers a fall term in London with an emphasis on Humanities and the Social Sciences. Students live with British families and use the facilities of City University of London. Full credit is granted by the University for the successful completion of the program.

The School of Business and Public Administration offers to those students interested in international relations a year program at the Netherlands School of Business (NOIB), Breukelen. In this program the student usually spends the junior year in studying the culture, commerce and economic systems of the European community. Language study is required while in residence.

Every fourth year the University sponsors a year long program emphasizing the Pacific Rim and India. In 1977-78 the program tentatively includes study stops in Japan, Taiwan, Korea, Thailand, India, Nepal and home through Afghanistan, Turkey and Europe.

Courses will be taught primarily in the area of Humanities and the Social Sciences with a chance for an Independent Project.

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

Further information may be obtained from the Study Abroad office.
Women Studies Program

Coordinator: Ann Neel

The University’s Women Studies Program works toward the full inclusion of women in the University curriculum and in the mainstream of academic life. The Program challenges traditional images of women by offering intellectual perspectives which account for such images, and illuminates the achievements and contributions women have made to culture and to history. The provision of personalized education for students is a central pillar of this Program.

Courses offered through the Women Studies Program present the student with perspectives, based on research, which analyze sex role stereotyping in societies on the one hand, and acknowledge women’s creativity and power on the other. Both men and women students learn the human consequences of constricting cultural forms and social roles as these vary for different ethnic and class groups, historically and in the present. Further, women’s contributions to art, science, literature, politics, and other areas of human endeavor are emphasized, giving the student an experience in critical scholarship. Finally, these courses are designed to enable the student to analyze her/his own expectations, beliefs, and abilities, to better understand his/her relationships with others and the world, and to clarify options for the future.

Courses in the Program include:

**English**
- 226 – Women in Literature

**History**
- 373 – History of Women’s Rights and Feminism in America
- 374 – Social History of the American Woman

**Comparative Sociology**
- 202 – Family in Society
- 210 – Sex Roles in Society

**Women Studies**
- 111 – Women in 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 for admission by all leading dental schools. This test is given at the University of Puget Sound semi-annually. To gain admission to 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 is 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
Merril James Wicks, M.D.; Clinical Professor, Pathologist

**Associate Staff: St. John's School of Medical Technology (Longview)**

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

**Associate Staff: St. Joseph Hospital (Tacoma)**

Margaret Anderson, Educational Coordinator
Richard Vimont, M.D., Clinical Professor, Pathologist

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 Microbiology Embriology, Histology, Genetics, Mycology
2. 5 units, Chemistry, to include:
   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. (These 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.

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.

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.

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

Theology

Students who desire to follow the vocation of educational assistant in a Christian church should confer with the faculty in the Department of Religion concerning a major with an emphasis 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.

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.
Summer School
Director: Frank N. Peterson

Courses in most 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, seminar courses, and 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.

Continuing Education
Director: George Stricker

The Continuing Education Program is designed for part-time adult students. They may be interested in personal growth, career change and development, a degree, professional licensing and certification, or other individual purposes. They come from all segments of society.

The program provides a variety of credit and non-credit courses and activities both on and off campus and in the daytime or evening. Options include: courses from the University catalog, workshops, seminars, educational travel, conferences, and short courses. Other formats are being developed.

Instructors are members of the University faculty as well as outstanding persons from the region.

Continuing Education bulletins are published in the Fall and Spring, and programs are advertised through several media. In many cases, special programs are negotiated by contract for particular groups of adults.

For more information contact:
Continuing Education Office
1604 N. Alder
756-3306.
Military Centers

Director: George Stricker
Coordinators: Patti Baker
McChord AFB
Anita Epstein
Fort Lewis

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.

Programs offered include a Bachelor of Arts in Business Administration, a Master of Business Administration, and a Master of Public Administration. Electives from other University departments (Psychology, Mathematics, English, etc.) are also offered.

A schedule of classes, which are offered between 5 p.m. and 10 p.m. over nine or ten-week periods, 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 more information contact Continuing Education or:
Building 132, McChord AFB (588-0465) or Building 4248, Fort Lewis (968-5789).

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 degree 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
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.
AEROSPACE
STUDIES

Professor:
James G. Kautz
Assistant Professor:
Philip A. Taylor
David F. Guasco
James F. Stephenson

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 drill, military customs and courtesies, Air Force orientation.

210, 215 — The Development 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.

**Professional Officers Courses**

310, 315 — National Security Forces 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 — 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, Emeritus
Bill D. Colby, Chairman
Monte B. Morrison

Associate Professor:
Ronald M. Fields
Kenneth D. Stevens
Robert E. Vogel

Assistant Professor:
Marcia S. Jartun
Donald Kelm
John McCuistion
Fredric Rennels

Lecturers:
Jean Batie
Helen Gregory
Russell Hamamoto

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 a 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, occupational therapy, 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, sculpture, 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 Education and Fine Arts are available.

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. Art courses for the major must be "C" or above.

The Department of Art offers Masters degree programs in Ceramics. 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, 265, 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. 2 units, Art electives
5. Art 100, 107, 109 are prerequisite for all other studio classes

Advisors: Professors Colby, Fields, Jartun, Kelm, McCuistion, Morrison, Stevens, Vogel, Rennels

B.A. Degree/Art Education Major

Completion of a minimum of 13 units to include:
1. Art 100, 109, 147, 250, 265, 355, 370, 381
2. Art 107 and 1 unit from any Art History course
3. 1 unit, Art 461 or 462
4. 2 units, Art electives
5. In addition, selection of related field, with approval of Departmental advisor, and teacher certification requirements as outlined in this Catalog, page 00
6. Art 100, 107, 109 are prerequisite for all other studio classes

Advisors: Professors Colby, Jartun, Vogel
B.A. Degree/Fine Arts Major

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

Advisors: Professors, Colby, Jartun, Morrison, McCuistion, 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

Course Offerings

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

100 – Composition I: Sources and Expansions*—Introductory studio experiences in many media. Stress on the design elements in all the visual arts.

105 – Studies in Western Art I: Ancient Art 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.
347 — Ceramics III*— Production methods of throwing, emphasizing massive form, architectural ceramics, theory, practice in kiln firing, color control in glazes. 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 arts of the Americas; primitive arts of today.

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.

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

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

429, 529 – American Art — Painting, architecture, sculpture, graphics, decorative arts of 17th, 18th, 19th centuries.

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 of Oriental art.

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* — Skills 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 1960s. Approval of instructor required. Prerequisite, Art 107.

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 to teaching any aspect of 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 — Clay and Kilns* — The nature of clay from formation to final product; study of clay bodies. History and technical development of kilns from earliest times to modern industrial advances in design and materials.

594 — Research II, Ceramics — Technical* — Thorough examination of raw materials, natural and synthetic, their sources, refinement and properties before and after firing.


596 — Research IV — Ceramics — Aesthetics* — Design problems related to values and guiding precepts. Historical and contemporary views of design and decoration in ceramics.

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 V — Techniques of Research — Credit arranged.

697 — Thesis — Credit arranged.
About the Department

The Department of Biology offers an undergraduate program which reflects the breadth of modern biology . . . from molecules and cells through organisms, populations and ecosystems. It is the intent of the Department to heighten student awareness of biology as a scientific discipline with historical perspective, and to convey the nature of scientific methodology.

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 Teaching.

As a part of the Thompson Science complex, the Biology Department maintains close contact between faculty and students through a well-equipped laboratory program. A unique program for the undergraduate is course work in the techniques of electron microscopy and application to biological problems. 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 the staff of Biology but the entire Northwest region as well.
Requirements for a Major
Bachelor of Science
Completion with a passing grade of a minimum 10 units of Biology plus supporting courses to include:
1. Biology Core courses: 201, 202, 203, 204
2. Six units of Advanced Biology above the level of the Core coursework
3. Three units of college Mathematics: 121-122 or equivalent, and 271 or Computer Science 161
4. Four or five units of Chemistry, through Organic Chemistry

Requirements for a Major
Bachelor of Arts
Completion with a passing grade of a minimum of 8 units of Biology plus supporting courses to include:
1. Biology 201, 202, 203, 204
2. Four units of advanced Biology above the level of the Core coursework
3. Two units of college Mathematics 111, 121, 122, 264, 271, or Computer Science 161
4. Two units of college Chemistry
5. Completion of a Minor in a non-science area

Requirements for a Minor
Satisfactory completion of 5 units of Biology (3 units of core coursework and 2 units of any Advanced coursework) is required for a minor in Biology.

Note:
1. Students electing a Biology major for secondary level teaching must complete the BS or BA requirements and the required courses in education.
2. Students interested in continuing on to graduate or professional school are strongly urged to include one year of Physics and one year of a foreign language in addition to the above minimum requirements.
3. Students wishing to graduate with departmental honors must maintain a GPA in accordance with University regulations for such distinction and must complete 2 units of research/senior thesis as a part of their advanced level biology electives.

101 — General Biology — Fundamental relationships of plants, animals; general biological problems related to human culture, progress.
201 — Organismic Biology — For science majors. Basic principles of the structure and function of the major plant and animal groups; emphasis on the organism and life processes.
202 — Ecology and Evolution — For science majors. A lecture-demonstration course stressing the evolutionary patterns of plants and animals, population dynamics, and analysis of ecosystems.
203 — Genetics — For science majors. Basic genetic principles; nature, function of genetic material; population genetics, evolution.
204 – Cell Biology – For science majors. A lecture-laboratory course describing the structure and metabolism of cells and their activities. Prerequisite: Chemistry 101, 102.

221-222 – Human Anatomy and Physiology – Basic systems, structure of the human body in relation to its normal functions. Prerequisite: Biology 101 or equivalent; Chemistry 101-102 is recommended.

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

265 – Reef and Shore Biology of Hawaii – Offered each year in January winterim on Island of Maui. Emphasis on the ecology of marine plants and animals through field projects, lectures, and laboratory. Strong proficiency in swimming required; prior SCUBA certification a distinct advantage. Preference given to junior and senior majors in biology. Application and interviews required by October 15 prior to winterim.

301 – Experimental Genetics – Application of modern techniques to genetic problems. Prerequisite: Biology 203.

332 – Plant Physiology – Functional processes of the higher plants at the molecular, cellular and organismic levels. Prerequisites: Biology 201, 204 and Chemistry 250 and 251 or 301 and 302.

334 – Animal Physiology – Experimental approach to the basic principles of animal function; Laboratory emphasis on surgical and pharmacological techniques. Prerequisites: Biology 201, 202.

350 – Microbiology – The biology of the major groups of prokaryotes and viruses. Laboratory to cover basic microbiological techniques and experimental design. Prerequisites: Chemistry 250 or 301 and Biology 202, 203 and 204.

353 – Mammalogy – Field and museum study of life cycles, identification, distribution of native mammals; some techniques of preparation included.

356 – Invertebrate Zoology – Survey of invertebrate groups with emphasis on phylogeny, systematics, morphology, life history and ecology of marine forms.

360 – Advanced Botany I – Prerequisite: Biology core courses.

375 – Developmental Biology – A study of embryological development from the cellular level to differentiation of organs with major emphasis on selected vertebrate types.

378 – Comparative Anatomy – Survey of chordate animals; emphasis on functional morphology, evolutionary relationships; laboratory dissections stressed.

405, 505 – Advanced Genetics – Prerequisite: Biology core courses.

415, 416, 515, 516 – Molecular Biology – Credit, 1 1/4 units each course of either pair. Integrated sequence of the biochemistry, structure and physiology of cells. Prerequisite: Chemistry 250 and 251 or 301 and 302, and Biology 204.
450, 550 – Microbial Physiology and Ecology – Interactions of microbes and the environment. Independent and group-oriented laboratory, field and library projects. Prerequisite: Biology 350.

452, 552 – Cytology and Histology – Basic study of the cellular ultrastructure and organization using light and electron microscopy. Laboratory program is emphasized. Techniques of specimen preparation and interpretation of results.

456, 556 – Marine Ecology – A study of interspecific, intraspecific and community relationships demonstrated by marine organisms; emphasis on field work in Puget Sound.

460, 560 – Advanced Botany II – Prerequisite: Biology core courses.

478, 578 – Vertebrate Zoology – Studies of major vertebrate groups from fishes through mammals emphasizing adaptive mechanisms and the relation of the animals to their native habitats through field studies. Biology 378 is recommended as a prerequisite.

493, 494, 593, 594 – Seminar – Credit, ½ unit each.

495, 496, 595, 596 – Independent Research – Credit arranged.

497, 498 – Senior Thesis – Credit arranged.

697, 698 – Master’s Thesis – Credit arranged.

42 BIOLOGY / BUSINESS 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, 230, 330, 340, 350
2. Economics 101, 102
3. Mathematics 271

Intermediate level algebra ability is required. This level will be demonstrated by a suitable test. Math 101, Intermediate Algebra with a passing grade is acceptable demonstration of this ability.

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

Classes in satisfaction of either the business major or minor may not be taken on a pass/fail basis.
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
Public Administration 518

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

**International Business and Economics**
Business Administration 462, 464, 466, 543, 546, 548, 563
Economics 455, 471

**Administrative Management**
Business Administration 350, 352, 358, 455, 541, 550, 551, 553, 570, 571, 651

**Management Science**
Business Administration 301, 361, 460, 556, 565, 567

**Marketing**
Business Administration 340, 341, 344, 442, 444, 449, 540, 541, 543, 545, 563, 644

**Elective Requirements**
2 electives either from subjects offered in the School or from other departments related to it.

Requirements for a Master'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, after 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 coursework 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. A 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, 363, 410, 455, 471
History 367
Public Administration 303, 305, 306, 307
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

(500 level courses for seniors and graduates only; 600 level for graduates only.)

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.


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

230 — Principles of Managerial Accounting — The principles of managerial accounting as required by executives. Emphasizes decision-making techniques and the use of accounting information for planning and controlling the enterprise. Designed for students who do not have and do not expect other training in cost accounting.

301 — Analysis of Decisions Under Uncertainty — Foundations of decision analysis; structuring decision problems; assessment of probabilities; scaling of preferences; solving problems, sampling and simulation — as it relates to the business world. Uses primarily Bayesian techniques.

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

305 — Law of Trade — A survey of the law of contracts, sales agreements, commercial paper, and consumer rights, including product liability. Prerequisite, BA 205 or permission of instructor.

306 — Law of Property and Negotiable Instruments — A survey of the law of property — personal property; bailments; real property conveyances; mortgages; negotiable instruments. The quasi-socratic case method of instruction will be used. Prerequisite, BA 205 or permission of instructor.

312 — Intermediate Financial Accounting I — A review of the accounting cycle with emphasis on worksheets, preparation of the balance sheet, income statement and the statement of changes in financial position; together with interpretation of individual items in these statements and alternative treatment of them; special consideration of the problems of corporate entity accounting.


315 — Managerial Cost Accounting — Cost information systems and basic accumulation procedures, factory ledgers, job order costing, process cost accumulation procedures. Factory overhead, planned, applied, and actual variances, departmentalization and responsibility accounting. Material costing, planning and control. Labor and labor-related costs.


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

340 — Introduction to Marketing — Analysis of marketing concepts, consumer demand and behavior, marketing functions of the firm, institutions in the marketing channel, produce, price and promotion strategies.

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 — **Principles of Management** — Inter-disciplinary treatment of management problems combining human behavior, organizational behavior, practical recommendations.

352, 552 — **Human Resource 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.

358, 558 — **Labor Relations** — 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.

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 COBHAL 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.

410, 510 — **Auditing** — Analysis of balance sheets and income statements; audit procedures; accounting opinions pertaining to auditing and ethics.

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

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

432, 532 — **Investment Analysis** — Examination of the nature of securities, the security markets and trading activities and the methods of formulating policies governing the establishment and supervision of a suitable investment program for an individual.

442, 542 — **Principles of Salesmanship** — Emphasis on ability to influence and understand people — the basis for success in any field of endeavor.
444 — Marketing Management I — A case course focusing on the managerial decision-making process of product development, promotion (both personal selling and advertising), price policies and channel and dealer relations.

449, 549 — Consumer Behavior Analysis — A behavioral analysis of the consumer as he or she relates to the marketing function. Psychological and sociological dimensions of the consumer, models of behavior and methods of evaluation are covered.

460, 560 — Introduction to Future Alternatives — See Comparative Sociology 460, 560.

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 Environmental Systems — Comparative analysis of economic, political environment of business institutions in countries having capitalistic, mixed-economic, fascist, socialistic, communistic 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.

493, 494 — Seminar — Special seminar topics dealing with significant future business conditions and environments.

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 — The study of the law of corporations and partnerships as applied to the management process in these organizations. Statutes and case law will be analyzed to determine the legal consequences of management decisions and actions. Also studies the subjects of agency and business torts and crimes.
511 - Managerial Cost Accounting
- Completion of topics in financial accounting area including partnerships, estates and trusts, consolidations and foreign exchange with reference to generally accepted accounting principles and current practice. Prerequisite, Business Administration 315.

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

516 - Accounting Theory - An advanced study of the history, fundamental concepts, conventions and assumptions underlying accounting theory and practice with special emphasis on the applications and limitations of accounting. Topics covered include the nature and measurement of income, various concepts of cost, asset valuation, etc. The current thinking of the AICPA, AAA, NAA, SEC and others as reflected in official releases, are embodied in the course. Reference is made, where appropriate, to federal tax law.

517 - Management Information Systems - Design, analysis, implementation of total information systems as used in management of complex organizations. Prerequisites, Business Administration 350 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 - Examination of tools used in analyzing the national economy, followed by an analysis of an industry and the leading companies within it, using such factors as competitive position, profitability, operating efficiency, management, current and long term financial analysis and the stock price. This concludes with the final decision on the relative attractiveness of the companies studied.

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 question: 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 a 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 - Extensive, in-depth reading, discussion of advanced marketing concepts, applications.

546 - Business and Economic Relationships with Developing Countries - An examination of the problems faced by the developing countries in establishing relationships with the industrialized countries in such fields as trade, aid, investment, multinational corporate operations, resources and commodities. The issues presented to the industrialized countries and their responses; the principal institutions and international forums involved in dealing with these issues.

548 - Business Trade and Development in Southeast Asia - Examination of rapid changes taking place in Southeast Asia; implications for international investment, business and trade.
550 — Managerial Decision Making — Examination of key elements in the decision process: objectives, criteria, process, inputs (cost) and outputs (benefits), decision rules, quantitative models, implementation and control, case studies.

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 — See Communication and Theatre Arts 553.

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

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


557 — Managerial Seminar — Development of inter-disciplinary diagnostic skills related to understanding and evaluation of management theory and administrative applications.

559 — Operations Management — Introduction to techniques of analyzing and controlling an operation. Covers process flow analysis, costs and values, quantitative modeling, managerial planning and control, case studies.

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.

570 — Small Business Management — Focuses attention on the nation's small business sector, a vital part of our economic and social system. History, structure and investigation into possibilities of entrepreneurship for graduates of U.P.S.

571 — Small Business Institute — Offers upper level students opportunity to work at the practical application of helping a small business cope with its problems.
593, 594 — Seminar — Credit arranged. Arranged by faculty as needed. Approval of instructor required.


644 — Marketing Management II — The role of marketing in the firm and economy, considerations necessary for decisions in pricing, demand creation, channel selection, product development, public policy and legislative constraints. Quantitative and behavioral approaches to marketing.

651 — Management Issues — Provides opportunity to integrate the ideas and information gathered in functional areas and to apply them to developing problems.

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, discussions.

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 local, state, national levels.

302 — 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.
305 — Program Evaluation and Information Systems — Introduces basic concepts of evaluation of public programs together with the tools and techniques for doing the evaluation. Special attention is paid to the processes of collection, collation, manipulation, storage and communication program data in the public sector. On the basis of such data, students will be asked to evaluate the performance (i.e. efficiency and effectiveness) of the programs.

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.

517 — Management Information Systems

546 — Business and Economic Relationships with Developing Countries

550 — Managerial Decision-making

551 — Organizational Theory

555 — Applied Behavioral Science

556 — Operations Research

557 — Managerial Seminar

565 — Linear Programming

567 — Systems Simulation

Business Administration courses

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

For course description, see listing under Business Administration Courses.

517 — Management Information Systems

546 — Business and Economic Relationships with Developing Countries

550 — Managerial Decision-making

551 — Organizational Theory

555 — Applied Behavioral Science

556 — Operations Research

557 — Managerial Seminar

565 — Linear Programming

567 — Systems Simulation

48 BUSINESS ADMINISTRATION / CHEMISTRY
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.

The Department is accredited by the American Chemical Society. It 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 Chemistry faculty covers a particularly broad range of expertise. A wide spectrum of modern chemistry 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; two 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, 214, 215 (or 101, 102*) 301, 302, 401, 402, 403, 404, 406, 410
5. Participation in department seminars and other activities
Requirements for a Minor

Completion of a minimum of 5 courses
1. Excluding Chemistry 194
2. 2 units which must be numbered 250 or above
*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.

105 – Forensic Science –
Introduction to problems, techniques of scientific criminal investigation. Emphasis on various scientific aids to the field investigator. Instrument and microscopic techniques. Crime laboratory, collection of physical evidence, crime scene photography, analysis of physical evidence, arson investigation, documents and firearms examination.

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, ½ 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 214.
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: 1½ 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 – Credit 1½ units – 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 – Credit, 1½ units. 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 structure, bonding; transition metal chemistry. 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 degradative 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 Huckel molecular orbital theory. Suggested that Chemistry 406 be taken concurrently. Prerequisite, Chemistry 251 or 302 and 401.

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 require consideration of experimental conditions. Suggested that Chemistry 404 and 405 be taken concurrently. Prerequisites, Chemistry 302, 401, 410.

410, 510 — Instrumental Analysis — Credit, 1½ 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.

415, 416, 515, 516 — Molecular Biology — Credit, 1¼ units each course for either pair. Integrated sequence of the biochemistry, structure and physiology of cells. Laboratory emphasizes major bio-chemical techniques and the collection and analysis of biochemical data. Prerequisite: Chemistry 250, 251 or 301 and 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 AND THEATRE ARTS

Professor: Wilbur H. Baisingner
            Gary L. Peterson
Associate Professor: Richard M. Tutor
Assistant Professor: Jerry D. Allen
                    Carl J. Clavadetscher
                    Carol L. Sloman, Chairman
                    Thomas F. Somerville
Lecturer: Charles Summers
          Gwen M. Clavadetscher
          Norman W. Marshall
          Mark J. Nolan

About the Department
The Department of Communication and Theatre Arts offers study in broadly based programs, leading to a Bachelor of Arts degree. Emphasis may be taken in any of five principal areas:

1. Communication (interdisciplinary; includes Advertising, News Writing, Public Relations, Organizational Communication)
2. Oral Communication and Public Address
3. Speech Sciences (Speech Science, Speech Correction and Hearing)
4. Theatre Arts
5. Secondary Education (teaching Speech Communication and Theatre)

Most major emphasis areas share a core of principal departmental studies but requirements vary according to the emphasis selected by the student.

Communication Activities
Communication activities include a competitive forensic program, Speaker's Bureau, and campus radio and newspaper. The department sponsors the Washington Alpha chapter, Pi Kappa Delta, national forensic honorary. The honorary sponsors campus speaking contests for University students, and a high school and college debate tournament. All students may participate in the competitive forensics program and the community service speakers' programs.
Inside Theatre

This is the producing organization of the Department of Communication and Theatre Arts. Each season the theatre presents five major productions, a summer theatre program and several student-directed One-Act workshops. All students, faculty, and members of the community at large are encouraged to audition.

Requirements for a Major

Major in Communication/B.A. Degree

Undergraduate preparation in this major provides background and experience in what has become a broad communication orientation. Study is undertaken in the communication-centered fields of advertising, public relations, promotion, personnel, technical and journalistic writing, persuasion, organizational communication and media production. The communication skills studied have wide application in business, industry and professional fields.

1. Required courses include:
   - English 101, 201, or 301 and 209
   - Business Administration 344
   - Public Administration 307
   - Communication and Theatre Arts 232, 239, 335, 453, 493

2. Recommended but not required:
   - English 202 or 302, 203
   - Business Administration 340, 442, 452
   - Psychology 381
   - Communication and Theatre Arts 170, 201, 301, 320, 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 (or other courses selected in consultation with department faculty):
     - History 301, Mathematics 271 or Education 501
     - Philosophy 273
     - Psychology 381
     - Comparative Sociology 301, 302
     - Computer Science 155
     - Political Science 375

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.
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. A student Speakers’ Bureau and the Symposium encourage students’ involvement in the community.

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.
   Communication and Theatre Arts 201, 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, (or other courses selected in consultation with department faculty):
   History 301, Mathematics 271 or Education 501
   Philosophy 273
   Psychology 381
   Comparative Sociology 301, 302
   Computer Science 155
   Political Science 375

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

An undergraduate, pre-professional 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 credit 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 prerequisites)
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 proffers a solid background of materials in the theory, history and literature relating to each discipline.

As an extension of the classroom, the Inside Theatre provides the opportunity to apply, test and develop knowledge, ideas and skills in performance.

1. Required courses include:
1 unit from 220, 225, 239, 301, or 335
1 unit from 386, 387, or 388
½ activity unit from 378 or 379
½ activity unit from 268, 269, 276 or 277

2. Recommended, but not required:
Communication and Theatre Arts 170, 264, 272, 273, 370, 401, 481 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. Complete professional requirements specified by the School of Education
3. Required courses include:
Communication and Theatre Arts 101, 161, 225, 240, 270, 335, 381
1 unit from 220, 239 or 301
1 unit from 341, 443, 446, 447
1 unit from 336, 386, 387, 388
½ activity unit from 378 or 379
½ 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 communication.

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

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

Theatre Arts
1. Communication 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.
201 — Personal Growth and Self Development — Designed to facilitate personal growth on individual and group levels. Texts, objectives, procedures organized so that students can develop

Oral Communication and Public Address
self-sufficiency in determining and achieving individual goals in living and learning; emphasis on communication skills, self-awareness, interpersonal and personal awareness.

220 — Public Communication: Practice and Criticism — Various modes of speaking (impromptu, extemporaneous, manuscript); principal types of speaking (expository, persuasive, entertaining). Emphasis on audience analysis, composition, methods of arrangement and support.

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 media and controls and influences upon them as these function within society.

239 — Persuasion — Traditional and contemporary theories of the influence process; elements relative to source, message, channel, receiver, environment context, through projects and research in the persuasive process.

301 — Interpersonal Communication — Study of the functional aspects of meaningful communication in one-to-one relationships. Theories, principles, skills of communication in such relationships. Limited to juniors and seniors.
320 — Business Communication — Importance of effective communication in the business organization; emphasis on report writing, problem solving, use of good style.

328, 329 — Direction of Communication Activities — Credit, 1/4 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.

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

401, 501 — Topics in Communication and Theatre Arts — Topics such as 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 communication as part of the managerial process in complex business organizations. Limited to seniors and graduates; juniors with special permission.

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

491, 492, 591, 592 — Reading and Conference

495, 496, 595, 596 — Independent Study

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, 1/4 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.

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.


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.


Theatre Arts

161 – Introduction to Theatre — Theatre as a 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 evaluation 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, 1/4 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, 1/4 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 Greek, 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.

388, 588 — Theatre History III: The Development of American Theatre — Investigation into the changing aspects of playwriting, acting and design from colonial times through today. History of both drama and the theatre; relationship between the two and how both have been influenced by general historical events.

481, 581 — Directing II — Dominant trends in 20th century directing theory, technique. Writings of Brecht, Meyerhold, Artaud, Saint-Denis, Guthrie, Brook, Kott, Grotowski through seminar and practical production work with acting students.

491, 492, 591, 592 — Reading and Conference — Credit arranged. Allows 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. Approval of advisor and department faculty required.

COMPARATIVE SOCIOLOGY

Professor: Frank Peterson
Associate Professor: Charles A. Ibsen, Chairman Phoebe Miller
Assistant Professor: Annabel Cook Ann Neel Richard Scheig
Lecturer: Burton Joyce

About the Department
Through an integrated curriculum, a basic orientation in subject matter, research and analysis for both Sociology and Social Anthropology is provided by the department. The curriculum is designed around student-centered experiences: the acquisition of perspective; exposure to the existing body of knowledge and theory; and development of abilities in 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 and related graduate and professional programs. 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:
102 Individual in Society
204 Social Stratification
300 Social Theory
301 Theory and Methods of Research Design
302 Social Analysis and Data Interpretation
410 or 420 Comparative Analysis

Normally, a student majoring or minoring 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:
102 Individual in Society
204 Social Stratification
300 Social Theory
Three elective courses to be selected by the student and his or her advisor in the department.

Course Offerings

**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.

*This course cannot be used to fulfill requirements for a major or minor in Comparative Sociology.*
208 — Social Communities —
Characteristics of the functioning of communities in rural-urban societies as an integral part of human experiences.

209 — Population Problems and Processes — 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.

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.


300 — Social Theory — Major ethnological and sociological theories and their application to the analysis of social reality.

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. Prerequisite, 1 unit Comparative Sociology at the 100 or 200 level.

310 — Social Welfare Systems — The development of social service and welfare systems, their place in American society and the approaches of other nations in dealing with similar welfare problems.

362, 562 — The Corrections Process — A factual and theoretical study of the correctional process for adult and juvenile offenders from arrest through probation and parole. 562, Seattle Campus only.
363, 563 — Law, Order, and Society — A study of crime prevention, police-community relations and individual and social rights within the sociocultural system. 563, Seattle Campus only.

365, 565 — Sociology of Law — The legal system as an institution of social control, emphasizing its interactions with other social institutions. 565, Seattle Campus only.

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.

460, 560 — Introduction to Future Alternatives — Examination of alternative societal futures as projected by futurists; survey of forecasting methods currently being used.

491, 492 — Reading Conference — 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.
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 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 an important role and to provide additional training for interested students.

Course Offerings

155 — Introduction to Computer Science — For nonscience majors. Topics include an introduction to computer programming using BASIC 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. Introduction to FORTRAN IV and BASIC; introduction to numerical methods and applications. Prerequisite, equivalent of Mathematics 111 or 121.

262 — 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.

361 — Computer Science — See Business and Public Administration 361.

461, 561 — Advanced Computer Science — See Business and Public Administration 461, 561.
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 in 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 enrich their education considerably and will give them greater flexibility in choosing a graduate program, e.g., a 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 — Analysis of the concepts and principles of economics and contemporary problems and policies as they relate to the environment.

102 — The Functioning of the National Economy — Includes analysis of the causes of unemployment and inflation; the determinants of the level of aggregate economic activity; economic impact of monetary and fiscal policies; functions and importance of money and banks; importance of the balance of payments.

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, exhaustion of irreplaceable natural resources; governmental policies designed to cope with these problems. Prerequisite, Economics 101.

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 101, 102 and Mathematics 257.
322, 522 — Urban Economics — Economic analysis of the urban sector of the economy, primarily employing the tools of microeconomics. Topics include: location theory, urban growth and development, income and poverty, supply of and demand for local public goods, housing problems and policies, and transportation system. Prerequisite, Economics 101.

332 — Money and Banking — Monetary and financial systems; commercial banks, central banks; role of money and banking in economic growth. Prerequisite, Economics 101, 102.

341, 541 — Manpower and Human Resource Economics — A microeconomic analysis of the labor sector in the U.S. economy. The emphasis is on the allocation and distribution of time as an economic resource. Topics include: supply of effort, marginal productivity theory of distribution, dual labor market theory, market imperfections, job search, human capital theory, and manpower training programs. Prerequisite, Economics 101.


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 economics. 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 macroeconomic adjustment to balance of payments dis-equilibria. Prerequisites, Economics 101, 102.

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.
About the School

The School of Education engages in the preparation and continuing development of competent professionals in education. It offers undergraduate students of the University guidance and instruction leading to careers in elementary and secondary school teaching, including the selection of majors and minors to meet special interests, and offers professionals courses and laboratory experiences that qualify the student for a Washington Provisional Certificate and for teaching in other states. It offers post-baccalaureate students the fifth year of college required for the Washington Standard Certificate, the Master of Education degree for successful completion of courses of study in a number of specialization areas, courses and laboratory experiences that qualify experienced teachers for a Principal’s certificate, and a Counselor Education program that qualifies graduates for the Educational Staff Associate Certificate in school counseling. 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 both 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 three years of satisfactory educational service on the K-12 level and fifth year of college study.

The School of Education will disseminate information on appropriate changes in Graduate and Undergraduate programs in accord with recently 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 requirements for a degree and requirements for a teaching certificate.

Education 201, Introduction to Teaching, is open to all students of sophomore standing who wish to explore the possibilities of teaching as a career, as well as to those who already have made the choice. Education majors should, as a rule, plan to take Education 201 during the sophomore year. Further enrollment in Education courses is open only to students who have met the requirements listed below and have been accepted as teaching certificate candidates by the School of Education.

Formal application for admission to a Teaching Certificate program must be made prior to the completion of Education 201. Application forms must be secured by the student from the School of Education. Criteria for admission to and continuance in a Teacher Education Program will be based upon evidence that the applicant:

1. Has and maintains a cumulative grade point average of 2.25 or higher
2. Has and maintains a grade point average of 2.50 or higher in the individual’s academic major and meets other requirements imposed by major departments
3. Received a grade of C or higher in English Composition, Introductory Psychology, and Communications
4. Attains acceptable scores on a battery of aptitude and achievement tests, as may be required
5. Is recommended by the individual’s academic major department
6. Provides evidence of a strong commitment to teaching by attitude and performance
7. Maintains a grade point average of 2.50 or higher in all professional courses, with no grade below C.

Requirements for All Teacher Education Candidates

1. Completion of some college degree, competence in an academic major (for teaching in the secondary school) and certain professional courses. The major must be in a subject commonly taught in the public schools and must contain at least 8 units.
2. A minor area is recommended and should be in a subject 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 (with grade of C or better) 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
   History
   Political Science
   Psychology
3. Mathematics and Science
   Biology
   Chemistry
   Environmental Science

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, 348, 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, 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, or Spanish
6. Home Economics
7. Mathematics
8. Music
9. Physical Education
10. Psychology
11. Science
   Biology, Chemistry, Physics, or Physical Science
12. Social Science
   History or 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

The program leading to the Provisional Secondary Teaching certificate requires completion of 3 units of non-professional courses to include:
1. 1 unit from Communication and Theatre Arts 101, 220, 225, 239, 240, 272, 335, 341
2. 1 unit, Psychology 101
3. 1 unit English 101, 201, or 301
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 can be 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 existing programs leading to elementary and secondary certification.
Transfer and Postgraduate Students

While these students must meet the basic requirements for admission to Teacher Education, certain adaptations in the non-professional and professional requirements due to their previous college work 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

The University of Puget Sound offers both academic and professional course work which can be used to meet the fifth year requirements established by the State of Washington for the issuance of the Standard Certification. The fifth year must include a minimum of 9 units (45 quarter hours), one-half of which must be upper division or graduate work. It shall include study in both academic and professional fields.

Complete details about the fifth year requirements can be obtained by contacting the Certification Advisor in the School of Education. 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 and prior approval, an individual may qualify for the Master of Arts or the Master of Education degree.

Bachelor of Education

The degree of Bachelor of Education is a post-graduate degree conferred on students who have completed a fifth year of college and who have met the following standards:

1. Possession of a standard bachelor’s degree from an accredited institution of higher learning (When the major for the degree was not Education);
2. Fulfillment of the requirements for a regular Washington State teaching certificate;
3. Completion of not less than nine units of college work after receipt of the bachelor’s degree, one-half of which must be upper level or graduate credit;
4. Completion of not less than seven units of education, graduate and under-graduate, including the courses required for the certificate presented in statement 2 above;
5. Attainment of a cumulative grade point average of 2.25 or higher for admission to, and completion of, the degree;
6. Fulfillment of the residence and credit requirements of the University of Puget Sound for a degree;
7. Work used for this degree may not be counted toward a master’s 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. Taken concurrently with Education 202.

202 — Psychological Foundations of Education — Major theoretical concepts related to human development, learning, teaching-learning process; 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 — An overview of the recognized groups of exceptional children from severely impaired to gifted. Programs of education for atypical children will be explored as well as current trends in special education.

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.

Note: The following two courses are to be taken concurrently. Prerequisites, Education 201-202.
The courses employ a modular approach to help prospective teachers gain competencies in developing the language/reading skills of children. Competencies are developed through class lecture and workshops, simulated teaching, and working with small groups of children in field settings.

348 — Language Arts in the Elementary School — Credit ½ unit. Development of competencies in the application of learning principles to instruction, understanding children's language development, creative drama, children's literature, spelling, handwriting, and helping children write language.

349 — Reading in the Elementary School — Credit ½ unit. Development of competencies in designing and using classroom diagnostic procedures, developing children's decoding and comprehension skills, and evaluating various reading approaches. Additional opportunities are available for developing skills in teaching reading to linguistically and culturally different children, and in organizing personalized instructional programs.

350 — Mathematics in the Elementary School — Techniques of teaching elementary school mathematics; examination of texts, reports from book consultants; films; class presentations; 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 fusing a science program and materials into a learning experience for children. Prerequisites, Education 201, 202.

366 — Sex Education in the Elementary School — Prerequisites, Education 201, 202.

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 the 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 — Introduction to Counseling — Basic skills and knowledges of counseling are taught and the perspective on counseling is introduced. A human potential group is included to introduce the student to the personal growth process necessary to become an effective counselor. Limited to upper division and graduate students.

441 — Educational Tests and Pupil Evaluation — Standardized testing; construction of teacher-made tests; simple statistics; student evaluation, marking, reporting.

460 — Audiovisual Aids in Teaching — Development of materials to facilitate instruction and learning. Open to undergraduate and graduate students.

463, 563 — 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 how reading fits into a language curriculum.

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 — Current practices in diagnosis and remediation. Emphasis on academic achievement, language, perceptual disorders. Etiological, diagnostic-remedial and task-analytic views of learning problems will be related to principles for working with children with learning disabilities.

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 pre-school 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 offerings 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. Overview of innovations, problem areas, trends. Prerequisites, Education 501, 514 or 544.

519 — Current Issues and Trends — Credit, ½ 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, ½ unit. Current observation techniques; emphasis on clinical supervision cycle; development of trust relationships; communication skills, and task behavior analysis.

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.

524 — Uses of Language in the Classroom — Credit ½ unit. Intended for teachers and curriculum specialists with responsibilities for the development of students' oral and written language skills. Focus of the course is upon language as a primary medium of instruction and as the content of study in language arts and reading programs.

525 — Changing Language Arts Curriculum in the Elementary School — Credit ½ unit. To familiarize classroom teachers with student teaching programs. University teacher education program; observation techniques; analysis, evaluation of teaching performance. Classroom teaching experience recommended.

528 — Drug and Alcohol Education — Credit ½ unit. 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.

530 — Educational Supervision — Credit, ½ unit. To familiarize classroom teachers with student teaching programs. University teacher education program; observation techniques; analysis, evaluation of teaching performance. Classroom teaching experience recommended.

536 — Developmental Guidance — Credit ½ Unit. Instructional programs for personal and interpersonal growth and development. Prerequisites: Ed. 437 and 538.


538 — Theories of Counseling — Individual intervention technology as derived from basic theories such as Gestalt, Transactional Analysis, and non-directive. Prerequisite: Ed. 437.

539 — Group Leadership — Group leadership and use of interventions in the group setting. Prerequisites: Ed. 437 and 538.

540 — Counseling Methods — Continuation of individual intervention technology to include behavior modification, art and poetry therapy. Prerequisites: Ed. 437 and 438.
541 — Diagnosis of Human Behavior
— Diagnosis technology. Methods of understanding behavior according to several psychological theories. Prerequisites: Ed. 437 and Ed. 538.

543 — The Technology of Guidance
— Diagnosis technology through the use of psychological instruments and other data producing technologies. Prerequisites: Ed. 437, Ed. 538, Ed. 539, Ed. 540, and Ed. 541.

544 — Educational Measurement and Evaluation
— Basic concepts of educational measurement, evaluation; construction of tests, other evaluative devices, assessment of educational progress.

545 — Career Development — ½ unit credit. Career development programs. Prerequisites: Ed. 437 and Ed. 538.

551 — Administration of School Libraries — Credit, ½ unit. Objectives organization, administration of school libraries; discussion of standards; study of routines, including circulation, care of materials.

552 — Children's Literature — Credit, ½ unit. Development of children's literature; reading, evaluation of books for elementary school children.

553 — Young People’s Literature — Credit, ½ unit. Recreational curriculum-related literature read by junior and senior high school students.

554 — Reference — Credit, ½ unit. Basic reference books; reference methods, use of card catalog, indexes, bibliographies, etc.

555 — Selection of Library Materials — Credit ½ 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 ½ unit. Aspects of cognitive, attitudinal, psycho-motor, physiological development as they affect individual styles in learning, teaching of reading.


575 — Administrative Problems — Credit, ½ 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 ½ 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, ½ 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.

584 — Research in Early Childhood Education — Emphasis on research concerning the growth and development of the young child age two through eight. Prerequisites, Ed. 501, 514 or 544. 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.

578 — Public School Finance — Credit, ½ unit. Methods and 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, ½ unit. Student and teacher rights and responsibilities. Emphasizes differences between the Washington Administrative Code, State Board Regulations and Local School Board policy.
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 Seminar — Credit arranged. Exploration of programs in areas not found in curricular offerings.

638 — Individual Counseling Practicum — Credit arranged. Audio and videotapes are used for intensive supervision of individualized counseling. One-way glass supervision and immediate feedback sessions form the core of this experience. Students also participate in personal growth group. Prerequisites: All counselor education course work.

639 — Group Counseling Practicum — Credit arranged. Supervised practicum in group counseling techniques. Students function as group leaders in human potential groups for students enrolled in Ed. 437. Students also participate in a personal growth group as members. Prerequisites: All counselor education course work.

642 — Internship in Guidance and Counseling — A field placement under team supervision. The result-system management model is used to account for results during the internship. Students desiring an Educational Staff Associate Certificate for Washington State School counseling must serve an internship in a public or private school in grades kindergarten through twelve.

690 — Final Evaluation Seminar in Counseling — Counseling competencies are assessed as a basis for graduation and Educational Staff Associate Certification. Prerequisite, all counselor education course work or competency.

697 — Master's Project — Credit arranged; maximum 2 units. An extended project conducted under the direction of the student's advisor. Designed to permit a wider range of activities than normally acceptable under the more formal thesis requirement.

699 — Master's Thesis — Credit arranged. Research project involving balance of scholarly and empirical research, using approved research techniques; culminates in a formally written, approved thesis.
**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 Seminars in Writing* – Fundamentals of English composition. May be studied in any of the following seminars:

Writing About Modern Literature
Writing About History: The Biographical Approach
The Western Intellectual Tradition in Drama
The American Dream
Writing About 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 About the Human Animal
Biographies in Education
Writing About the Great Books
Writing About the World of Make-Believe
Mythology: Primitive and Contemporary
Literature and American Cultural Groups

131 — Western World Literature —
Major Greek and Roman authors, literary movements of the ancient world.

132 — Western World Literature —
Major European authors, literary movements from the medieval period to the present.

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 literature, painting, music, and 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 and 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 women who are major world figures.

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.
The Bible and Literature of the Near East — Biblical history, prophecy, apocalypse, song and prose tale. Old and New Testaments considered in context of literature, mythology of the ancient Near East.

English Literature — Major English authors and literary movements from Old English to the 20th century.

Major Authors in English, American Literature — Selected major writers in English, American, world literature. A different selection offered each term.

The English Novel — British novels from 18th century to early 20th century, includes such writers as Fielding, the Brontes, Hardy, Conrad.

The English Lyric — Shorter forms of poetry written in English, emphasis on poetry as a literary genre.

The English Drama — English drama ranging from medieval period to 20th century, includes such writers as Marlowe, Jonson, Wilde, Shaw, O'Casey.

Teaching Methods in the Secondary School — Designed specifically to help the pre-professional student prepare for the demands made in the graduate schools of law, medicine, business or liberal arts. Junior standing required.

Writing Institute — Designed to offer review of the principles of writing, to examine techniques of editing, proofreading, and revision of manuscripts. "Language internship" in actual business, professional or scientific situation, prerequisite: English 101 and either 201 or 301.

Creative Writing — Advanced seminar. Approval of instructor required.
409, 509 — Advanced Linguistics —
Linguistic approaches to the study of language, meaning;
inter-relationships between linguistics and such disciplines as philosophy, psychology and 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.

414, 514 — Literary Criticism I —
Nature, function, purpose of literary work from Greek premises to neoclassical precepts. Principal writings by Plato, Aristotle, Dante, Dryden, Johnson, Goethe. Significant works of fiction which exemplify medieval, renaissance, neoclassical theory.

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, 523 — American Literature: National to International —
Readings from the Civil War to World War I, Emphasis on Mark Twain, Henry James.

424, 524 — American Literature: After the Great War —
Individual, social literary aesthetics since World War I, including Hemingway, Faulkner, Fitzgerald.

448, 548 — 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, 549 — Early English Literature and Chaucer —
Various genres of Old English literature in translation; Chaucer’s Canterbury Tales and Troilus and Criseyde.

450, 550 — Literature of the English Renaissance —
Major authors, excluding Shakespeare.

453, 553 — Milton and His Contemporaries —
Major poems of Milton, works by other writers of the 17th century, including Jonson, Donne, Herbert, Marvell.

456, 556 — The Age of Dryden, Pope, Swift and Johnson —
Major writers of the English neoclassical period (1660-1784).

457, 557 — The English Romantics —
Poetry of Wordsworth, Coleridge, Byron, Shelley, Keats, others.

458, 558 — The English Victorians —
Readings in poetry, prose, and
discussion of the social conditions which gave rise to the Victorian period; Tennyson, Browning, Arnold, the pre-Raphaelites. Slides, tapes, records of background material, films of famous Victorian novels.

459, 559 — The Later Victorians and Edwardians — From 1875 to World War I; including Hardy, Wilde, Conrad.

470, 570 — 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

Comparative Literature

101 — Avant-garde Drama — A study of the Avant-Garde plays of various countries such as the U.S., France, England, Germany, Spain, Africa, Japan. Class discussions and theme writing. Usually one short paper a week plus one final project.

110, 210 — East Asian Literature I, II

200 — Film and Literature — Study of some coherent aspect of the art of film by means of the technique of literary criticism.

305 — The Literature of Revolutions — Relationship between literature and revolution from American and French Revolutions to the present, including Russian, Chinese, Cuban revolutions, revolutionary movements in other parts of the world. Session in Russian offered upon request.

309 — Russian and East-European Drama — Literature of Central Europe after World War II, including works from Russian, Polish, Czech, Yugoslav, Greek writers. Session in Russian offered upon request.

325 — Comparative Studies in Mythic Literature — Different uses of myth in East and West through comparison of literature; Eastern and Western epic (Mahabharata and Ramayana compared with Iliad, Odyssey, Aeneid); different manifestations of love in the Indian cult of Krishna, Western cult of chivalry, romance.

361, 561 — Contemporary Thought in Latin America — Offered alternate years. Genre, literature of individual countries. Session in Spanish offered upon request.

362, 562 — Contemporary Thought in Spain — Offered alternate years. Writings from 1898 through Civil War to the present. Session in Spanish offered upon request.

364, 564 — Literature of Colonialism — Offered alternate years. The colonial period and the early era of independence. Session in Spanish offered upon request.

371 — The Individual and Society: Conflict and Crisis in 20th Century German Literature — See German 371.

401, 501 — Post World War II, The Literature of Horror — Originating from, concerned with, the concentration camps of World War II; ultimate significance of systematic, needless suffering.
403, 503 — Freedom vs. Free Doom: Sartre and Camus — Literature of Existentialism from 19th century origins (Kierkegaard, Nietzsche) to modern developments, including relationship between Camus' humanism and Sartre's existential Marxism.

460, 560 — Romanticism, Realism Materialism: 19th Century Literature and Thought — See, German 460.

461, 462 — Themes and Methods in Comparative Literature — Survey of the major themes in Continental and English literature from Greco-Roman times to the late Medieval period; emphasis on the methods used in the comparative study of literature.

481, 581 — Contemporary and Avant-Garde Theater — Plays by Cocteau, Giraudoux, Montherlant, Sartre, Camus, Anouilh, Beckett, Ionesco, etc. Session in French offered upon request.

482, 582 — Man, Traveler on Earth (The Origins of Spanish Literature) — Medieval and Renaissance man from the beginning to the Golden Age. Session in Spanish offered upon request.

493, 494 — Special Studies in Comparative Literature

500 — Methods and Approaches to Comparative Literature Study — The student is introduced to procedures employed in comparative literature study through an examination of themes, relationships and types of literary expression in various literatures.

510 — Dynamics of Myth Reinterpreted — Greek, Roman, Hebrew, Celtic, Germanic, Indian — in twentieth century literature.

511 — The Mythic Hero in Modern Literature — Investigation of the quest to achieve a unifying vision of reality through a meaningful personal ethic. A study of works by Anouilh, Malraux, Boll, Grass and others.

520 — The Silence of God — Designed to unite literary and philosophic studies through an analysis of the approaches of various writers to a common theme involving man's search for God and truth.

530 — Affinity in the Thought of Two Writers — The student will study the works of two distinguished authors of different cultures writing in different languages but moved by the same themes and ideas.

550 — The Renaissance — The development of Renaissance themes in Western European literatures, particularly those of Italy, France, England and Spain.

570 — Theatre and the Twentieth-Century Challenge — The descent into hell with the perverse and the cruel; the return to earth's problems with guilt, responsibility, society and the anti-hero; and the approach to the man/God relationship.

580 — Order and Disorder in the Novel — The novel is examined as reflecting universal disorder in spite of scientific theological and metaphysical attempts to seek relief.
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 science which stresses developing fundamental skills relating to the science of the environment. This education is intended to be broad enough to allow a diversity of postgraduate opportunities available, including graduate programs, government, or private sector employment. The program is intended to give the student a working language in the areas of economics, demography, urban problems, history and philosophy which apply to the solution of environmental problems.

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 courses necessary to satisfy the degree requirements of the specific departments, the following courses should be included:

1. Chemistry 114, 214, 250, 251, 401 (301, 302 may be substituted for 250, 251).
2. Biology 201, 202, 350 and one of the following: 450, 456, 460.
4. Physics 201, 202 or 211, 212.
5. Geology 101.
7. Environmental Science 105, 450, 460.
8. 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.

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.

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.

Requirements for a Major

B.A. Degree/French, German, Spanish

1. Completion of a minimum of 8 units above the 202 level, including 331, 485; for German, 354 replaces 485.
2. Recommended: residence in a French- or Spanish-speaking country.

Requirements for a Minor

French, Spanish or German

Completion of a minimum of 5 units 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, Arabic or 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.

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.

331 — Introduction to Literary Studies — Elements of style through various literary forms by French and French African writers; interpretation of literary works from various periods, genres. 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 or the 19th Century.


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.

371, 571 — The Individual and Society, Conflicts and Crises: 20th Century German Literature and Thought from the Turn of the Century to World War II — Examines such writers as Thomas Mann, Hesse, Kafka, Rilke, Hofmannsthal, the Expressionists, Kraus, Broch.

372, 572 — The Problem of Man in a Fragmented World: 20th Century German Literature and Thought, World War II to the Present — Includes such writers as Brecht, Frisch, Duerrenmatt, Grass, Boell, Weiss, Handke. Course may alternate with 371, 571.

441, 541 — The Age of Goethe (I): From Critical Enlightenment, Storm and Stress to the Humanism of Classical Literature — Writings by Lessing, Kant, Wieland, Herder, Goethe, Schiller. Offered alternate years.

442, 542 — The Age of Goethe (II): The Romantic Rebellion — Works by Goethe, Kleist, Hoelderlin, Novalis, Tieck, the Brothers Schlegel, the Brothers Grimm, Chamisso, E. T. A. Hoffmann, Eichendorff. Offered alternate years.

460, 560 — Romanticism, Realism, Materialism: Developments in the 19th Century as Reflected in German Literature and Thought — Examines Heine, Grillparzer, Buechner, Hebbel, Nestroy, Feuerbach, Marx, Keller, Fontane, Nietzsche, Wagner, Hauptmann. Offered alternate years.

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 with basic communication in German.

491, 492, 591, 592 — Reading and Conference — Open to advanced students, majors, graduate students. In-depth study of particular subject.
493, 494 — Advanced Studies — May also be offered Winterim. Studies in special areas with various topics to include among others, the following:

1. German Poetry from the Baroque to the 20th Century
2. History of the German Language
3. Goethe’s FAUST
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 — Introduction to Italian Language and Culture
201, 202 — Intermediate Italian — Intensive review of grammar and conversation.

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 1898, 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 — Study arranged. Independent research in specific areas. Approval of instructor required.
GEOLOGY

Professor:
Norman R. Anderson, Chairman
Zdenko F. Danes

Associate Professor:
J. Stewart Lowther
Albert A. Eggers

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 fossil, mineral, rock and map 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.
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, 405 (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)
   Chemistry 114, 214 or 215
   Physics 201-202 or 211-212
3. 3 additional units in Mathematics, Chemistry, Physics or Biology beyond the introductory year level
4. 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.

171, 172 — Introductory Geophysics
   — See Physics 171, 172.
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.
301 — Structural Geology
302 — Paleontology
401 — Stratigraphy-Sedimentation
402 — Geomorphology
491, 492 — Reading and Conference
495 — Undergraduate Research — Required of all majors.
About the Department

The University offers a strong program in the Department of History, in the well-founded belief that the study of History is an essential component of a quality education.

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, and 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 undergraduate 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, it is the Department’s goal to develop in students an attitude toward learning and intellectual discourse applicable to the 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:
      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.

Requirements for a Minor

1. Completion of a minimum of six units to include: History 301 or 302

   Five additional units in history, three of which must be in one of the following areas of concentration:
   American History
   European History
   Non-Western History

2. At least two of the five units must be taken at the 300 or 400 level.

3. At least three units of the total must be completed in residence at this university.

4. A student desiring a teaching minor in history must, in addition, complete History 265.

5. 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 6000 years; emphasis on his continual quest for order and meaning in his life.

144 — East Asian Traditions in Literary Perspective — Introduction to Chinese and Japanese history through literature in translation and selected films. Readings 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.

India — Its geography, geopolitics; pre-Aryan culture, Aryan life, rise of Buddhism, Jainism, Hinduism.

245 — The Middle Kingdom: China Through the Ages — Historical introduction to Chinese civilization through early Ch'ing (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; development of irrigation-agriculture, lumbering, oil and other industries.

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 Europe-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 periods; changing patterns of Russian historical experience underlining discontinuities as well as continuities between past and present.

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 Ancient Regime.

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

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 Women’s Rights and Feminism in America — Socio-political examination of the Movement. Study of women’s societal rights prior to the suffrage movement in the 19th century continuing to the enactment of the 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.

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.
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, ½-1 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
About the Department

Home Economics is an interdisciplinary study that brings together many liberal arts disciplines, theories, and teachings. The purpose of the department is to increase awareness of daily living environments in order to improve the quality of life. Emphasis is placed on the efficient use of community, regional, national, and world resources towards attaining this goal.

Its interrelationship with other liberal arts and professional disciplines can make Home Economics a vital component in a number of major programs. Some examples of programs incorporating Home Economics:

**Liberal Arts Majors** — Any of the Home Economics Courses.

**Social Work, Urban Studies and others planning to work with people** — Home Economics 103, 107, 121, 203, 204, 302, 362, 429, and Business Administration 364.

**Elementary Education** — Home Economics 203, 204, 302, 429.

**Marketing** — Home Economics 103, 107, 327, 333, 450.

**Occupational Therapy** — Home Economics 103, 107, 203, 204, 302, 353, 354, 362, and Business Administration 364.

**Pre-Med. and Nurses** — Home Economics 302

**Theatre Arts** — Home Economics — 103, 107, 333, 327, 371.

**Physical Education** — Home Economics 302

Community involvement is a vital part of the departmental program. Majors gain practical experience through field experience or work-study programs in their area of interest.

The expanding needs of the consumer and an increased concern for human ecology has created many desirable opportunities for students professionally prepared in Home Economics.

Requirements for a Major

All areas of concentration/B.A. or B.S. Degrees.

1. Completion of a minimum of 8 units in Home Economics to include the following core courses: 103, 107, 121, 203, 302, 353, 362, 429.

2. To be recommended as a professional Home Economist or for a graduate appointment, one additional unit of upper-level work in Home Economics for a total of 9 units.

3. Chemistry 101 and 102, or the equivalent, are required. (Any exceptions must be approved in writing by the Chairman of the Home Economics Department.)
4. An additional requirement of 4 units taken in a related area or a minor as described by the appropriate department. (Two years of a foreign language such as French would be helpful for those interested in Fashion Design and/or Foods).

A student major in Home Economics must have a “C” or better grade in each required Home Economics course. No “D” grades will be accepted.

**Home Economics Education Majors/BA Degree**

This major is designed to provide the prospective teacher with a comprehension of the way students learn, the developmental characteristics of students in the elementary and/or secondary school, methods of teaching, planning for teaching as well as practical experience in teaching.

1. All Home Economics major requirements.
3. Any requirements set by the School of Education
4. All-day student teaching (Education 402) for 4 units of credit.
5. Conference with Home Economics Department Teacher Educator as early as possible.

**Textiles and Clothing Major/ BA Degree**

The program is designed to provide an analytical and consumer oriented approach to textiles and clothing, along with a foundation for clothing construction and design. Merchandising as related to the textile and fashion industry is also emphasized.

1. All Home Economics major requirements
2. Home Economics 327, 333 and 450
3. Four courses in Business Administration and/or Communication and Theatre Arts (consult departmental advisor on the selection of courses) or a minor as described by the appropriate department. Recommended courses are: Business Administration 110, 330, 340, 350, 364 and/or Communications 170 or 232, 220, 335.
4. Field experience available for interested persons.

**General Majors/BA Degree**

This program is designed to meet the needs of the student who wants to learn more about ways to improve the quality of life. The major does not prepare student for a career in Home Economics unless skills are developed in a related field.

1. All Home Economics major requirements
2. Home Economics 204, 354 and Business Administration 364.
3. A second area of concentration is required, with at least four units being taken or a minor as described by the appropriate department.

**General Major/BS Degree**

This major is designed for the student interested in research and/or experimentation in the areas of Foods/Nutrition or Clothing/Textiles. Biological and/or Chemical aspects of these subjects are emphasized by the science requirements in addition to the Home Economics classes.

1. All Home Economics major requirements.
2. Home Economics 204 and 354
3. Biology 101, 221, 222, 350
4. Chemistry 101, 102, 214, 250, 251

**Requirements for a Minor**

Home Economics minors will be planned and approved in writing by the department faculty prior to the junior year.

Home Economics majors desiring a minor in a related field of interest must fulfill the requirements for a minor in the specific department.

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**Course Offerings**

103 — Consumer Textiles — Consideration of textiles from the viewpoint of the consumer. Emphasis on fibers, fabrics and finishes with reference to production, processing, use and care. Field trips.

107 — Clothing Construction — Fundamental principles of clothing construction as applied to the understanding and use of commercial patterns. Theory and application of pattern alterations and fitting techniques. Individual projects using fabrics made of different fibers.

121 — Marriage and Family Adjustment — See Sociology 121.

203 — Food Experimentation and Preparation — Chemical and physical characteristics of foods, buying, storage, nutritive value, and principles 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 — Nutrition for all Ages — International, national nutrition problems; nutrition of the individual throughout the life cycle.
327 — Pattern Design and Advanced Construction — Dress design, encompassing drafting, draping. Special emphasis on flat pattern techniques will be applied through construction of individually designed garments. Comparison of couture techniques with mass market techniques. Field trips.

333 — History of Costume and Textiles — Chronological study of the influence of social political, and economic conditions upon clothing and textiles. Analysis of sources of present day design. Field trips.

353 — Related Arts and Home Planning — Physical, aesthetic, and functional considerations in planning and selecting a home. Special emphasis on design principles and color theory. Lab time scheduled for field trips each week.

354 — Interior Design and Furnishings — Interior design principles applied to aesthetic and functional environments. Design experience. Lab time scheduled for field trips each week.

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 — Management of Home and Equipment — 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.


391, 392 — Directed Study — Credit arranged.

429 — Human Development — A survey course giving an overview of the physical, social, psychological and intellectual development and behavior from conception to death. Theories of development and objective observation of actual development will be stressed. Two hours of observation per week required.

450 — Textile and Fashion Industry — Development and organization of the textile and fashion industry, including the function and policies of the various types of retail stores as these relate to the promotion of fashion merchandise. Field trips.

495, 496, 595, 596 — Directed Study — Credit Arranged.

497, 498 — Field Experience — An opportunity for students to have in-field experience or employment in an area of interest.
HUMANITIES

About the Division

Course offerings in the Humanities Division are essentially those organized under headings of Art, English, Language, Philosophy, Religion, and Communication and Theatre Arts. A few inter-departmental offerings, however, are listed under the general heading.

Course Offerings

101 — Humanity Perceives the Universe, Western Tradition — 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 of this on social and intellectual life.

150 — Civilization of India — An inter-disciplinary introduction to the civilization of India. Guest specialists from the areas of Indian literature, art, religion, philosophy and politics will discuss the general theme of continuity and change in Indian culture. The medieval and modern periods will be emphasized. Selections from the writing of Gandhi, Nehru Radhakrishnan, Tagore, and Aurobindo will be included in the readings.

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; inter-disciplinary 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.
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. Maintain a cumulative grade point average of 2.0 on a 4.0 scale in the upper division courses.

4. No Foreign Language is required, but reading competence in French, German or Russian is recommended.

Requirements for a Minor

1. Completion of a minimum of 5 Mathematics courses, 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 business, the social sciences; probability, annuities, matrices, linear programming, mathematical models. Prerequisite, competency in high school algebra.
264 – Calculus for Business, Behavioral and Social Sciences – Ideas, techniques of calculus with applications to problems selected from business and the behavioral and social sciences.
271 – Elements of Applied Statistics – Common statistical tools, techniques used in social and natural sciences and education.
301 — Differential Equations — Exact differentials; integrating factors, first order equations, systems of linear differential equations, equations of higher order, series solutions, approximate methods of solution. Prerequisite, Mathematics 122.

310 — Numerical Analysis — Numerical solutions of linear systems, matrices, characteristic value problems; polynomial approximation (interpolation and quadrature); curve fitting; numerical differentiation and integration; numerical solutions of ordinary differential equations; error analysis. Prerequisites, Mathematics 221 and knowledge of programming or permission of instructor.

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.

401, 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.
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 earned international as well as local and regional recognition for the quality of its faculty, the achievements of its students and the expertise of its music organizations, which include:

**Adelphian Concert Choir** – Approximately 42 mixed voices; admittance by audition only. The Adelphians annually make a 16-day tour throughout the western United States; every third year, they make an overseas concert tour. The next overseas tour is scheduled for 1979.

**University Madrigal Singers** – Selected from the Adelphian Concert Choir, 16 mixed voices specializing in the performance of vocal chamber music.

**UPS-Tacoma Choral Society** – A large, mixed chorus combining University students and residents of the community in the performance of large choral works, usually with orchestra.

**Tacoma Symphony Orchestra** – 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 campus throughout the year and goes on tour annually in the western United States.

University Chamber Orchestra — Membership consists of University students. 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, 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 ½ 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
2. 7 units Theory, to include:
   2 units, Music 101, 102; 105, 106
   2 units, Music 201, 202; 205, 206
   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 or 509 — Conducting
5. 1 unit, Music 549, 550 — Performance Practice and Literature

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
2. 7 units Theory, to include:
   2 units, Music 101, 102; 105, 106
   2 units, Music 201, 202; 205, 206
   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 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)
   Two ½-hour lessons per week; 3 or more hours of practice daily
2. 7 units Theory, to include:
   2 units, Music 101, 102; 105, 106
   2 units, Music 201, 202, 205, 206
   1 unit, Music 561 — Form and Texture
   1 unit, Music 563 — Orchestration
   1 unit, Music 501 — 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 (1/2 unit each term);
   *6 units in the junior and senior years (11/2 units each term)
   Two 1/2-hour lessons per week; 2 or more hours of practice daily

2. 1 unit, Piano, to include:
   no more than 1/4 unit each term
   One 1/2-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
   2 units, Music 201, 202; 205, 206
   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. 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 (1/2 unit each term)
   2 units in the junior year (1 unit each term)
   3 units in the senior year (11/2 units each term)
   Two 1/2-hour lessons per week; 2 or more hours of practice daily

2. 1 unit, Piano, to include:
   No more than 1/4 unit each term
   One 1/2-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)
   Two ½-hour lessons per week; 3 or more hours of practice daily
2. 1 unit, Piano, to include:
   No more than ¼ unit per term
   1, 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
   2 units, Music 201, 202; 205, 206
   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, 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 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 (1½ units each term)
   Two ½-hour lessons per week; 3 or more hours of practice daily
2. 6 units, Theory, to include:
   2 units, Music 101, 102; 105, 106
   2 units, Music 201, 202; 205, 206
   1 unit, Music 561 — Form and Texture
   1 unit, Music 563 — Orchestration
3. 3 units, Music 503, 504; 532 or 533 — Music Literature
4. 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.)
5. 1 unit, Music 509 — Instrumental Conducting
6. 1 unit, Music 555, 556 — Performance Practice and Literature (Wind Majors only)
7. 1 unit, Music Ensemble (Small) (Percussion Majors only)
   Students electing a percussion instrument as their principal performing medium will take part in small ensembles with no more than ½ unit each term.
8. 2 units, Music Ensemble (Large)
   Students electing a wind or percussion instrument as their principal performing medium are required to participate in the University Symphonic Band 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 requirements.
Bachelor of Music/Major in Theory and Composition

1. 4 units, Applied Music, to include:
   1, ½-hour lesson each week; 2 or more hours of practice daily (½ unit each term). (At least 2 units must be taken in piano unless waived by special examination. Applied Music to continue throughout the 4 years. At least 1 term each in the study of 3 orchestral instruments, to include 1 instrument in each section of the orchestra, i.e. strings, woodwinds and brass.)

2. 9 units, Theory, to include:
   2 units, Music 101, 102; 105, 106
   2 units, Music 201, 202; 205, 206
   2 units, Music 316, 401 – Composition
   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. 1-2 units, Ensembles
   (Candidate must participate in ensembles for at least 4 terms during period of residency.)

5. 1 unit, Music 507 or 509 – Conducting

6. 3 units, Music electives, to include other theoretical studies under Music 501, 502

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:
   1, ½-hour lesson each week; 1 or more hours of practice daily (¼ unit each term)
   (Principal performing medium may be voice, piano or organ.)

2. 1 unit, Applied Music (Secondary Performing Medium), to include:
   One 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, Ensemble (Large) (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. ½ 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:
   1. ½-hour lesson per week; 1 or more hours of practice daily (¼ unit each term)
2. 1 unit or ½ unit, Music 380, 381, 382, 383, 384 — Instrumental Methods

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**String majors** take 380, 381, 384
**Wind majors** take 381, 382, 383
**Percussion majors** take 380, 381, 382, 383 (¼ unit each course)

3. 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.
   Requirement may be waived by special examination if a student shows sufficient proficiency. If waived, student must take 1 unit of Music as an elective.)

4. 5 units, Theory to include:
   2 units, Music 101, 102, 105, 106
   2 units, Music 201, 202, 205, 206
   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

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, Ensemble (Large)

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 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.

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:
   - One ½-hour lesson per week; 1 or more hours of practice daily (¼ unit each term)

2. 2 units, Theory, to include:
   - Music 101, 102; 105, 106

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

**Bachelor of Arts/Minor in Music**

1. 1 unit, Applied Music, to include:
   - One ½-hour lesson per week; 1 or more hours of practice daily (¼ unit each term) (All applied music credit must be in the same instrument or voice)

2. 2 units, Theory, to include:
   - Music 101, 102; 105, 106 — First Year Theory

3. 1 unit, Music 103 — Music Literature

4. 1 unit, Music Elective (To be approved by Director, School of Music)

*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. 101 and 102 deal with aural theory and 105 and 106 deal with notational theory. 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, ½ 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 (½ unit) and 205 (½ unit) in the Fall term and 202 (½ unit) and 206 (½ unit) in the Spring term. 201 and 202 deal with aural theory and 205 and 206 deal with notational theory. 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, ½ 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 classic, 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 – Principal styles of contemporary music as exemplified in works of Stravinsky, Bartok, Schoenberg, Schumann, Riegger, Webern, others; composing techniques such as bitonality, bimodality, 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 – Nontechnical 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 – Study and analysis of musical shows which represent landmarks in the field of operetta and light musical comedy. The course will examine the similarities and differences between the European operetta (Kalman, Lehar, J. Strauss, etc.) and the American musical comedy (Rodgers and Hammerstein, Lerner and Loewe, Bock and Harnick, etc.). Students will be encouraged to study in depth specific works of their own choice, and to attend rehearsals and performances of available live productions in the local area.
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, fugue, 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

351, 352 — Seminar in Vocal Pedagogy — Credit, ½ unit each. Offered alternate years. Vocal physiology; emphasis on clarification of terminology, understanding of basic principles governing vocal production. Comparative analysis of books on singing; methods of dealing with certain vocal problems. Supervised student teaching.
355, 356 — 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 ½ unit. Piano literature from Baroque period to the 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 ½ unit. Organ music from its earliest beginnings to contemporary literature; development of organs in various countries; service playing, pedagogy, 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. 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, ½ unit each.
Symphonic Band — Credit, ½ 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, ½ 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 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, ¼ 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

**Each class has a $15.00 instrument rental fee.

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. (Offered alternate years.)

677 – Graduate Seminar in Music Education

General Graduate Courses
(For complete listing see Graduate studies.)

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 musicological research; applied work-projects in compiling, evaluating bibliographies of biographies, Festchriften, 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>Units</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>¼ unit</td>
<td>$40</td>
</tr>
<tr>
<td>½ unit</td>
<td>$60</td>
</tr>
<tr>
<td>Over ½ unit</td>
<td>$80</td>
</tr>
</tbody>
</table>

This fee is in addition to tuition. All students who enroll in Applied Music courses will receive full academic credit.

Basic Proficiency Requirement in Piano

Students may enroll for credit only if they can satisfactorily perform in an audition before the piano faculty any three pieces of lower intermediate difficulty from such sources as: Classics to Moderns, Volume 17, edited by Denes Agay; Piano Literature, Volume 1, edited by Jane Bastien; Album for the Young by Robert Schumann, numbers 1 through 5; For Children by Bela Bartok; Favorite Hymns at the Piano, Level Four, by William Gillock.
Piano students below this level may receive private instruction for no academic credit from an advanced piano student at a fee of $3.50 per half hour (no applied music fee), payable to the student. A list of available student teachers is on file in the Music Office.

One-fourth, ½ or 1½ 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. ¼ unit — One, ½-hour lesson per week; 1 or more hours of practice daily
2. ½ unit, two, ½-hour lessons per week; 2 or more hours of practice daily (Performance majors only during freshman and sophomore years)
3. 1½ units — two, ½-hour lessons per week; 3 or more hours of practice daily (Performance majors only during the junior and senior years)

Credit is assigned according to student status as follows:

1. 1 private ½-hour lesson per week receives ¼ unit credit for:
   Non-majors in Music taking Applied Music
   Bachelor of Arts in Music
   Majors in secondary instrument, except Theory-Composition majors
   Music Education majors
2. 1 private ½-hour lesson per week receives ½ unit credit for:
   Theory-Composition majors
3. 2 private ½-hour lessons per week receives ½ unit credit for
   Performance majors and Applied Pedagogy majors (principal performing medium; freshman and sophomore years)
4. 2 private ½-hour lessons per week receives 1 unit credit for
   Applied Pedagogy majors (principal performing medium; junior year)
5. 2 private ½-hour lessons per week receives 1½ units credit for
   Applied Pedagogy majors (principal performing medium, senior year)
   Performance majors (principal performing medium; junior and senior years)

Note that performance majors credit includes ½ unit for recital in the senior year.

Class Lessons

Class lessons are available for those who wish to elect this form of performance instruction. A class, generally, consists of 5 students in piano and no more than 10 students in voice.

Class lessons meet twice a week for 1 hour and receive ½ unit of academic credit. Fee for class lessons is $10. per term in addition to tuition.

Class Piano is offered for students who wish to work in a group atmosphere. In order to enroll in Class piano for credit, the student must demonstrate the same basic proficiency at the keyboard that is required from students who elect private lessons for credit. (See “Basic Proficiency Requirement in Piano.”)
Students who are unable to meet the basic proficiency requirements will have the opportunity to study with advanced music students (recommended by the faculty) without credit, until the expected minimal level of proficiency has been attained. (See “Basic Proficiency Requirement in Piano.”)

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.
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.

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### OCCUPATIONAL THERAPY AND PHYSICAL THERAPY

**Professor:** Joyce M. Ward, Director

**Associate Professor:**

- Shelby J. Clayson
- June C. Hofstead
- Harriet D. Richmond

**Assistant Professor:**

- Mary Lou Henderson
- Margo B. Holm
- Steven J. Morelan
- Suzanne Olsen
- Bradley E. Taft
- Roger W. Williams

**Teaching Aide:** Watson W. Wade

**Administrative Support Staff:**

- Dorothy Greenwood
Occupational Therapy

Occupational Therapy is the art and science of directing man’s participation in selected tasks designed 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. The focus of Occupational Therapy is the development of adaptive skills and performance capacity for individuals whose abilities to function 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 including hospitals, clinics, rehabilitation facilities, long-term care facilities, schools, extended care facilities, sheltered workshops, camps, private homes, housing projects and community agencies and centers. Occupational therapists practice in collaboration with health, education and medical specialists.

The program is designed to prepare the individual to function as an occupational therapist in the practice setting and is accredited in accordance with the standards set by the American Occupational Therapy Association and the American Medical Association.

Programs

Four courses of study are offered:
1. A curriculum leading to the Bachelor of Science degree which requires the completion of 36 units of study and at least six months of field work experience following graduation.
2. The Advanced Standing (Certificate) program designed for college graduates who wish to become occupational therapists. This program is usually a Summer Session, three semesters and a Winterim in length plus at least six months field work experience. The awarding of a second baccalaureate degree is optional.
3. The Master of Science degree for college graduates who wish to become occupational therapists. This program is four semesters in length including twelve units of course work, a thesis and at least six months of field work experience after the completion of all academic course work.
4. The master of Science degree program for those who are registered occupational therapists. This program focuses on the occupational therapy specialist with the exceptional child but may also be individually designed in special areas of interest. A minimum of nine units of course work is required plus a thesis, thus normally requiring one calendar year to complete.
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

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 courses for the major 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 a minimum of six months of Field Experience in a hospital or health care agency, where guided experience in client contact is given in areas which may include 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 and Physical Therapy. Upon successful completion of the entire program the student is 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 a 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. It will be assessed and become due and payable on the date of registration for the third term and 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 during 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.

**Application Procedures**

Transfer students should make application before or during their sophomore year. A transfer candidate will be asked to submit to the Director of the School of Occupational Therapy, through the Office of Admissions, letters of reference and an essay describing 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 physical and emotional health will be considered when selecting students.

Whenever possible, a personal interview will be arranged with an Occupational Therapy faculty member. 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 1st for attendance in Fall term; applications for the Winterim and Spring terms must be received prior to October 15. Applications are considered only at these times, because of enrollment in the School Occupational Therapy Physical Therapy is limited.
Post-Degree Program

Post-degree (Advanced Standing Certificate) students follow application procedures of the transfer student. In addition, post-degree students must have a prerequisite knowledge of man as a sociologic, psychologic, and biologic being. Undergraduate course work in the biologic, behavioral, and social sciences is basic to the study of occupational therapy and must be presented by all candidates.

To fulfill these requirements students must have had courses in anatomy and physiology, with labs, and a course in abnormal psychology. In addition, at least two courses taken in the behavioral and social sciences should go beyond the introductory level to give the students depth and background in those sciences.

The following items are necessary for application to be considered:
1. Baccalaureate degree demonstrating satisfactory academic work from an accredited educational institution.
2. Course work acceptable to the School of Occupational Therapy and Physical Therapy in the following areas:
   a) Anatomy and Physiology (with labs)
   b) Abnormal Psychology
   c) At least two additional units of psychology and/or sociology beyond the introductory level.

Most candidates will need a Summer Session, three terms and a Winterim to complete all professional requirements. At least 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 year by the American Occupational Therapy Association. A passing grade entitles the individual to official registration as an occupational therapist.

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 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; knowledge of human performance activities of self-care, work and play/leisure; development of basic therapeutic
skill: communication, observation and interview, awareness of evaluation and instructional processes for O.T. Includes a practicum using community resources for learning.

**210 — Human Performance and Its Control System** — Credit, 2 units. Analysis of human performance from the perspective of the reception-integration-response roles 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 investigation of values concerning the occupational performances 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** — Impact on health and illness through investigation of congenital and developmental defects and deficits; disease process; physical, emotional and environmental stress and trauma; factors affecting health care systems. Prerequisites: Occupational Therapy 202, 210; 322, 323 or concurrent. Psychology 240 for Occupational Therapy 341 only.
350 — Field Experience in Occupational Therapy — Field Experience in local occupational therapy department. Summary log and at least 100 hours of supervised experience plus research paper or project is required.

381, 382 — Special Problems — Credit, ½ 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 planning; 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 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 skills in consultation, administration, supervision, and health care planning; responsibility for program implementation with selected clients. Prerequisite, Occupational Therapy 460.

491, 492 — Reading and Conference — Credit, ½ unit each. Both terms required. Open only to upper division students. Permission of instructor and director of school required.

500 — Occupational Therapy Field Experience — Non-credit. Required. At least six months Field Experience in a hospital or other agency with guided experience in client contact in areas which may include general medicine and surgery, pediatrics, physical disabilities, community health, psychiatry. Prerequisite, baccalaureate degree and satisfactory completion of the Occupational Therapy major plus approval by Director of the School of Occupational Therapy and Physical Therapy.

Graduate*

The School of Occupational Therapy and Physical 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 occupational performance of the exceptional child. The major thrust will be the development of critical

*See Graduate Catalog for total program requirements
discernment and creative problem-solving abilities. The candidate for this program must be a registered occupational therapist (O.T.R.) with 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 in the practical setting.

Candidates for this program must hold a baccalaureate degree from an accredited institution, and must have had course work in the social and behavioral sciences including abnormal psychology; and in the biological sciences including both an anatomy and 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, 522, 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 at least six months of field experience in a hospital or health care agency with guided experience in client contact in the areas which may include 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 and Physical Therapy. Upon successful completion of the program the student is eligible to write the national certification examination 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.

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.
Course Offerings

Graduate

503 — Concepts of Occupational Performance — Investigation of theoretical-practical formulations of occupational performance; introduction to various roles of the occupational therapist; development of basic therapeutic skills for O.T. practice; practicum using community resources for learning.

512 — Neurobehavioral Concepts — Neurobehavioral concepts for occupational therapy intervention within the context of occupational performance; application of neuroanatomy and neurophysiology to performance. Prerequisite: Occupational Therapy 210 or equivalent.

520 — Human Performance Through the Life Span — Theoretical-practical formulations of the development of man’s occupational performance from infancy through adulthood; experiential approach to investigation of 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. Prerequisites, Occupational Therapy 503; 520 or concurrent; 330 or 331 or concurrent; 340 or 341 or concurrent; or equivalent.

561 — Occupational Therapy Treatment Programming and Implementation — Field experience to apply and test theoretical-practical formulations of intervention in 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 problem definition; 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 of occupational performance within the context of the exceptional child or individually designed areas of related special interest; focus on intervention
techniques 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 occupational performance relating to the exceptional child.

697, 698 – Thesis – Credit, 1 unit each. Scholarly research culminating in an article for possible publication in an appropriate journal.

Advisory Committee for the Occupational Therapy Program

Frank N. Peterson
Director, Graduate School
Wilbur H. Baisinger, 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.
Tacoma Public Schools
Thomas A. Davis, Ph.D.
Dean of the University
Fred Harris, Ph.D., Clinical Professor
Edward J. Herbert, Ph.D.
Associate Professor of Biology
Galen H. Hoover, 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 Malden, 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
Jo Anne Bryan, OTR

Dammasch State Hospital
Wilsonville, Oregon
Dorothy Richards, OTR

Eastern State Hospital
Medical Lake, Washington
Alice Kennedy, OTR

Fairfax Hospital
Kirkland, Washington
Noel Schrader, OTR

Good Samaritan Hospital
Puyallup, Washington
Wanda Harris, 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

Holladay Center, Portland Public Schools
Portland, Oregon
Lois Walsh, 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

Portland Adventist Hospital
Portland, Oregon
Kay Fraezl, OTR

Providence Hospital, Rehab Medicine
Seattle, Washington
Patsy Whitright, OTR

Puyallup Community Psychiatric Clinic
Puyallup, Washington
Linda Lee, OTR

St. Joseph’s Hospital
Tacoma, Washington
Carol Nye, OTR

Kathy Nedley, OTR

St. Mary’s Hospital
Walla Walla, Washington
Sue Erb, OTR
Physical Therapy

Physical Therapy is a health care profession whose practitioners utilize physical modalities including heat, cold, water, light, electricity, massage and exercise to promote healing, to relieve pain and to maintain or restore strength, range and control of motion. The psychological motivation and support afforded the patient and the patient’s family during and following the treatment program further expands the therapist’s involvement in health care.

The physical therapist evaluates neuromusculoskeletal, sensorimotor and related cardiovascular and respiratory function of individuals who have been disabled through injury, illness, developmental deficits and the aging process. Physical therapy services are provided in a wide variety of settings including acute care hospitals, rehabilitation centers, public school programs for disabled children, nursing homes, private practice, out-of-hospital community based programs, extended care facilities, and athletic training programs.

The responsibilities of the practicing physical therapist are varied. Within the framework of a single job, even the recent graduate is often called upon to serve as a provider of service, administrator, supervisor, teacher, program planner, consultant and researcher.
The Physical Therapy program is a candidate for accreditation during the 1977-78 academic year. Until the program is accredited, there is some risk to the student. The University can only guarantee that every effort will be made to comply with the Essentials of an Accredited Educational Program for the Physical Therapist to be eligible for accreditation.

The Physical Therapy program adheres to the University’s "education for a lifetime" philosophy by offering a four year program that integrates liberal and professional education. Students are given the opportunity to acquire knowledge and skills necessary for their chosen field. Knowledge of medical conditions and problems, physiologic processes, psychology, social theories, and the humanities prepares the student to make judgements and decisions necessary in treating the patient. Students also have the opportunity to investigate all areas of study available on campus in the pursuit of a liberal education. The program is designed to enable the student to perform the clinical, teaching, and administrative duties required of and delegated to a physical therapy graduate. Completion of the program will lead to a Bachelor of Science degree in Physical Therapy.

Please contact the Director of the Physical Therapy Program, School of Occupational Therapy and Physical Therapy for information concerning:

1. Admission policy and procedure. Application deadline is March 1 of the year you wish to enroll.
2. Requirements for a major.
3. Course offerings.

**Advisory Committee for the Physical Therapy Program**

Suzanne Barnett, Ph.D.  
Assistant Professor of History

Zdenko F. Danes, Ph.D.  
Professor Physics

Judy Ellis, R.P.T.  
Acting Director, Physical Therapy Assistant Program  
Green River Community College

Dan Feldhaus, R.P.T.  
Tacoma General Hospital

Dianne Lindsay, R.P.T.  
Madoma Heights School

Eleanor Nystrom, O.T.R  
Assistant Professor of Occupational Therapy

Anita Preston, R.P.T  
Tacoma-Pierce County Health Department

Eileen Solie  
Assistant Professor of Biology

Wilma Ziegler, R.P.T  
Good Samaritan Hospital
PHILOSOPHY

Professor:
John B. Magee, Chairman
Associate Professor:
David Berlinski
Delmar Langbauer

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

Philosophy 104 courses are open only to freshmen and sophomores. Freshmen may take Philosophy 215 and 273. All other courses are open to non-freshmen without prerequisite except Philosophy 315 which requires one previous course in philosophy.

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
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-Socratics, Plato, Aristotle, St. Augustine, St. Thomas.
216 — Modern Philosophy from Descartes to Marx — A survey. Attention to Descartes, Leibnitz, 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, Pierce, James, Dewey, Santayana, Whitehead and contemporary radical thinkers such as Marcuse, Cleaver, Millet, Firestone, Lame Deer.

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 Science — Works of Kuhn, Lily, Laing, Ornsstein, some phenomenologists; analysis of scientific paradigms; direction of new scientific revolutions; relationship of human value to scientific method.

443 — Aesthetics: The Philosophy of Art — Critical examination of problems that arise in trying to understand the creation and 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 such philosophical questions 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.
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 develop in the student an appreciation of the values of physical and recreational activities and to help him/her acquire skills which will motivate the person 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 101, 221, 222
2. Physical Education 101, 105, 121, 125, 225, 349, 372, 461, 472
3. Majors planning to complete requirements for teaching certification must include the following:
   Communication and Theatre Arts 101
   Psychology 101
   Education 201, 402, 417

Requirements for a Minor

(Minimum 5 units)

Completion of the following courses:

Physical Education 101, 121, 125, 461
One of the following three courses:
Physical Education 105, 227, 268
Minimum of one course from the following:
Physical Education 349, 365, 372, 472

Requirements for Certificate of Athletic Coaching
Completion of the following courses:
Physical Education 227, 437, 461
Two of the following four courses:
Physical Education 331, 332, 333, 334

In addition, specific experience in sports will be required. This will be arranged by the student with an advisor in the Physical Education Department and may involve participation in varsity sports or the coaching of a sport on the high school or college level.

Requirements for Minor in Community Recreation
(5 units)
Completion of the following courses:
Physical Education 385, 386, 488, 588
plus an additional independent study to be arranged.

Competency Requirements
In addition to courses listed above, a major or minor in Physical Education will require a minimum standard of proficiency in selected skills and sports, including swimming. An on-going program of instruction will be provided for majors and minors to allow opportunities for self-improvement in these skills and sports.

Course Offerings
101 – An Introduction to Physical Education: Its History and Nature
121 – Theory and Methods of Teaching Tumbling and Gymnastics
125 – Teaching Individual and Team Sports
225 – Kinesiology
268 – First Aid – Credit, ½ unit. For non-majors.
331 – Coaching and Officiating Football – Credit, ½ unit.
332 – Coaching and Officiating Basketball – Credit, ½ unit.
333 – Coaching and Officiating Track and Field – Credit, ½ unit.
334 – Coaching and Officiating Baseball – Credit, ½ unit.
349 — Administration and Teaching of Aquatics — Water Safety Instructor certificate issued to those completing requirements. Open to qualified students with Advanced Lifesaving or instructor’s permission.

365 — Health and Physical Education in the Elementary School — Prerequisite, Education 201 or junior standing.

367 — Rhythms and Dance for the Elementary School

371 — Methods of Teaching Rhythms — Credit, ½ unit.

372 — Physical Education in the Secondary School

375 — Health Education in the Secondary School — Credit, ½ unit.

385 — Introduction to Community Recreation — An insight into recreation, leisure in our society; role of the federal, state, county, local governments in recreation movement; evaluation, discussion of recreation as a social force.

386 — Recreation Leadership and Program Planning — Principles, methodology of recreational leadership; overview of recreation programs and program planning guides.

437 — Psychology of Coaching Athletics — Includes organization of intramurals.

461 — Physiology of Exercise — Includes theory and methods of training and conditioning. Prerequisites, Biology 221, 222.

472 — Evaluation and Measurements in Physical Education — Credit, ½ unit.

488, 588 — Recreation Internship Intercollegiate Sports Program — Credit, ½ activity unit.

21 — Varsity Football (men)
22 — Varsity Baseball (men)
23 — Varsity Basketball (men)
57 — Varsity Volleyball (women)
59 — Varsity Basketball (women)
24 — Varsity Track and Field (men)
25 — Varsity Skiing (men and women)
26a, b — Varsity Golf (men and women)
27 — Varsity Swimming (men, women)
28 — Varsity Tennis (men)
29 — Varsity Wrestling (men)
30 — Varsity Cross Country (men, women)
31 — Varsity Soccer (men)
32 — Varsity Crew (men, women)
64 — Varsity Tennis (women)
78 — Varsity Track and Field (women)
Activity Courses

NOTE: All activity courses offered ¼ unit of activity credit unless otherwise indicated. All are co-educational unless otherwise indicated.

1 – Gym Activity — To introduce student to a range of activities with immediate and continued recreational interest and physical value.

3a, b – Weight Training and Conditioning (men, women)

5 – Scuba Diving

14 – Restricted Physical Education Activity – Prescribed and restricted activity for students for whom the health examination shows need of precaution in exercise. (Pass/Fail only)

51 – Body Mechanics, Conditioning

53 – Field Hockey, Volleyball (Beginning)

54 – Field Hockey, Volleyball (Intermediate)

56 – Volleyball and Softball

61 – Tennis and Badminton (Beginning)

62 – Tennis and Badminton (Intermediate)

63 – Tennis (Advanced)

66 – Archery (Beginning)

71 – Folk Dance

72 – Contemporary Dance

73 – Contemporary Dance (Intermediate)

76 – Gymnastics

77 – Gymnastics (Intermediate)

81 – Swimming (Beginning)

82 – Swimming (Intermediate)

83 – Swimming (Advanced)

84 – Lifeguarding — Leads to Advanced Red Cross Lifesaving certificate.

85 – Synchronized Swimming

86 – Alpine Hiking and Backpacking

87 – Basic Climbing

88 – Advanced Climbing — Approval of instructor required.

90 – Fencing

91 – Bowling (Beginning)

92 – Bowling (Advanced)

93 – Golf (Beginning)

94 – Golf (Intermediate)

95 – Riding (Beginning)

96 – Riding (Intermediate)
About the Program

Courses in the Physical Sciences are offered by members of the Physics 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 the nature of the physical universe and its processes; motion, gravitation, radiation, energy transformations, stellar evolution.

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
Zdenko F. Danes
Martin Nelson
Associate Professor: Frederick Slee
Research Professor: William Campbell
Research Associate: Myrl Beck

About the Department

Physics is a basic science with applications in many related and allied fields — among them chemistry, biological sciences, engineering, geophysics, astronomy, oceanography, meteorology, environmental sciences, and mathematical physics.

The program is designed to give students a strong background in fundamental physics, which should prepare them for employment in industry or government, for teaching, or for advanced study in graduate schools. Variations in the requirements can be made on an individual basis for students planning for a career in a related field or in secondary teaching. Some students acquire a "double major" in physics and a related field.

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
5. Foreign Language competency to second-year level recommended

Requirements for a Minor

1. 5 units of Physics, including at least 2 units at the 300 or 400 level.

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, 408, 508 – 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
About the Department

The Department of Political Science aims to acquaint students with the theoretical and empirical aspects of man’s political experience. It directs its efforts toward the development of an intelligent awareness and understanding of the processes, structures, institutions, and ideas of politics. In so doing, the Department seeks to:

1. Develop student abilities to think critically and analytically about politics: to go beyond description and categorization in search of explanation.

2. Encourage student appreciation of the complexities of human behavior and the interrelated nature of human knowledge.

3. Encourage students to evaluate political ideas, and, on the basis of such analysis, begin to articulate a set of personal political values.

4. Assist student development of the ability to communicate the knowledge and understanding of politics gained through curricular and extra-curricular experiences provided by the Department.

5. Assist student acquisition of skills necessary for entry into various post-graduate programs, or careers in public service.
The Department of Political Science proffers a cohesive program of study for its majors and other interested students within the University community. The program is grouped into the following areas:
(1) American Institutions, Processes, and Behavior; (2) Comparative Politics; (3) International Politics; (4) Political Philosophy; (5) Empirical Theory and Methods.

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 have written approval by the Department of Political Science.

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 Institutions, Processes and Behavior
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.

404, 504 — The American Presidency — History, conceptions, powers, limitations of the Presidency; formal, informal evolution of presidential power, influence.

405, 505 — 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.


Comparative Politics

110 — Introduction to Comparative Politics — Conceptual approach to study of politics; interrelation 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.

150 — Model United Nations — Credit, ¼ activity unit (designed for student-participants in Model U.N.)

Understanding of the U.N., behavioral patterns of U.N. delegates through workshops, simulation techniques.

330, 530 — Advanced International Politics — Theoretical approaches to study of international relations; classic and contemporary 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; 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.


Political Philosophy

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; from 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, Viereck, Diamond.

Empirical Theory and Methods

201 — Dimensions of Politics — Examination of the discipline of Political Science; its history, organization, conceptual approaches, and current issues.

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, 1/2-1 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, 1/2 - 1 unit. Approval of instructor required.

499 — Off-Campus Study — Credit, 1/2 unit. For Political Science majors participating in Cooperative Education Program.
About the Department

The goals of the Department are two-fold: to provide the educational background that will 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. The degree to be conferred under Options 4 and 5 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, 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 5 (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 Languages 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, 203, 221, 222 and either Chemistry 114 or Physics 201 and 202.

Option 4: Satisfactory completion of the Minor in another Department.

Option 5: 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 the 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 present positions and practices in Psychology; development of ideas on the behavior of man.

341 — Physiological Psychology — Psycho-physiological variables; effect of neurological, chemical, etc. aspects on functioning of the organism.

381 — 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 or permission of instructor.

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.
About the Department

The faculty in Religion believes that 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 holds 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 fulfill an essential role within the University:

1. By striving to understand more fully the meaning of Christian faith and its vision of the future;
2. By identifying important ways in which 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

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.

Students who plan to enter graduate schools of Theology should look under Special Programs for Professional Careers section of this Catalog.

Requirements for a Minor
Completion of a minimum of five units to include:
1. 1 unit from Area 1
2. 201 or 202
3. 242, 251, or 252
4. 1 unit from Area 3
5. 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)
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 and 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 Chautauqua 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 and 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 and newer movements winning followings in both East and West. Offered alternate years.

382 — Ethics in a Technological Era —
How 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.
About the Department

In 1968, during a period of urban crisis and turmoil, the University utilized the opportunity provided by its urban and academic setting to establish a program leading to a Bachelor of Arts degree in Urban Studies. The purpose of this interdisciplinary program is to provide its 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. This approach recognizes the interrelated nature of knowledge and the multiplicity of learning experiences needed to understand these complex and fundamental changes in the organization of human society.

The Department of Urban Studies uses the metropolitan Puget Sound region as a laboratory to supplement its academic program. Because our educational philosophy uses experiential learning, exploration and experimentation, students are encouraged to work with various community groups and government programs to gain knowledge and exposure to urban life and to enhance their classroom experiences.

Students majoring in Urban Studies obtain a general urban affairs background through the department's core courses. They 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 courses within 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.

Urban Studies faculty work with students, other University faculty and staff, and local community people to develop and implement creative and experimental programs in all areas of urban life. These programs include health, housing, education, employment, human development, law and justice, planning and ecology, transportation, local government and community history.

During the final year Urban Studies majors complete an internship experience and senior thesis project. The first semester involves a placement with a public or private organization, combined with a weekly seminar and other course work on campus. This internship provides students with an integrated work and study experience while still a part of the University community. During the subsequent semester, each student is guided through a research project in the community which is a culmination of the four years of study and experience.
Requirements for a Major

A student majoring in Urban Studies will complete a minimum of 13 units of work, to include the following:

1. Six Core Units:
   Urban Studies 107;
   Urban Studies 109;

One of the following:
   Urban Studies 197, 198 or 199;
   Urban Studies 201;
   Urban Studies 222;
   Public Administration 300.

2. 2 Units, Urban Studies 497-498

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 — Classroom and field experiences in the social, economic and physical realities of urban life.

109 — Introduction to Urban Problems — Interdisciplinary; focuses on relationship between urban institutional structures and problems of city living; political and social emphasis.

197 — American Minority Groups: White and Black — White and black ethnic groups; myths and realities of white and black experiences in America; personal and analytical approach to stereotypes, attitudes and behaviors.


199 — American Minority Group — Major ethnic minority groups; myths and realities of white and non-white experience; review of history, attitudes and beliefs, behaviors and effects of interaction of multi-ethnic groups in America.

201 — Introduction to Social Systems — Introductory; general systems theory; applied to groups, organizations and community change.

222 — Shaping the Urban Environment: Introduction to Urban Planning — Introductory; role of the planner in developing the urban environment; conditions, problems and effects of urban planning.

225 — Job Development in the Urban Marketplace — Surveys important aspects of job development in the business sector; explores techniques of employee training and counseling.
301 — Legislation and Social Change
Examination of the American Civil Rights Movement from 1954 to the present; examines human rights legislation and its enforcement in education, housing, employment, public accommodations.

305 — Urban Education
Education and ghetto lifestyles; ethnic minority groups; power, politics and poor people; financing public education; parent and community involvement.

306 — Humanistic Education and Group Processes
Integrating intellectual, experiential learning; teaching skills and techniques; classroom applications; group process and leadership training.

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.

313 — Community Power and Influence
Dynamics of power and influence in community issues; individuals, groups, organizations, and elected officials.

314 — Community Development Process
Effective strategies and tactics of participants in the community development process. Prerequisites: Urban Studies 107 and 201, or permission of instructor.

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; social-psychology of black Americans.
340 — Chinese American Studies — History and culture; role of Chinese Americans in assimilation and cultural 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.

375 — Comparative Urbanization — Interdisciplinary examination of urbanization in developing and developed nations; emphasis is on urban theory and comparative research methods.


385 — Land Use Planning and Zoning Administration — Concepts, problems, practices and procedures of land use planning and controls; implementation techniques of zoning; sub-division regulations; official maps, codes. Prerequisites: Urban Studies 109 and 222.

386 — Regional Planning and Development — Theories and methodology of regional planning and development; investigative and analytical techniques appropriate to metropolitan or regional planning. Prerequisites: Urban Studies 109 and 222.

389 — The Urban Planning Process — Analysis of the urban plan; plan making process. Emphasis on development of comprehensive, integrated, overall planning system. Prerequisites: Urban Studies 107, 109 and 222.

390 — Proposal Writing Laboratory — Advanced; writing laboratory for grant and proposal applications; grantsmanship and funding process; examination of community needs; setting community goals; budgeting.

393 — Special Urban Topics — Focus on one or more service support systems selected by the student; directed study placing local problems (such as transportation, housing, land use) within the national context.

495, 496 — Independent Research — To be arranged.

497, 498 — Urban Studies Community Internship/Seminar — (Two semesters, 1 unit each.) Combined work-study experience; testing of theories through first-hand exposure to urban problems and solutions.
About the Program

The University’s Women Studies Program works toward the full inclusion of women in the University curriculum and in the mainstream of academic life.

This interdisciplinary program offers intellectual perspectives, based on research, which analyze traditional images and ideologies about women, their actual historical experience, and their contributions to culture and social change.

Courses offered through the Women Studies Program provide both men and women students with an understanding of the role that women have played in world development; the consequences of sex-role subordination for personal identity, family roles, economic organization, and human creativity; and the factors involved in the shaping of feminist consciousness. Using materials from the natural sciences, the social sciences, and the humanities, the curriculum emphasizes the range and variety in the human experience of gender identity, the relationship between sexism and forms of race and class domination, and the creative efforts of people to survive and transcend these constricting social forms.

Finally, these courses are designed to enable the student to analyze her/his own expectations and
beliefs, to better understand his/her relationships with others and the world, and to clarify her/his options for 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 Society** — Core course explores new perspectives in understanding women’s identity, experiences and achievements. Provides overview of women’s role and potential for personal and social change in terms of the family, education, the economy and polity. Historical context and future possibilities are examined as these relate to the individual student.


**226 – Women in Literature** — See English 226.

**321 – Women: Economics and Identity** — What affect have changes in the economy had on ideologies of women’s place in society? Why is “women’s work” considered of such little value? What is the relation between a woman’s location in the economic structure and her personal sense of self? What are the consequences of economic dependency for women?

**373 – History of Women’s Rights and Feminism in America** — See History 373.


**384 – Sexism in American Schools** — The educational institutions of the U.S. are examined to determine the ways in which sex-role stereotyping is built into the philosophies, curricula, and structures of American Education, from kindergarten through graduate school. Emphasis on understanding the experiences of students, educators, and parents regarding this aspect of socialization. Exploration of practical alternatives and skills for change in combating sexism in education.

**394 – Seminar: Special Studies in Women** — Selected topics examined through library and field research, seminars. Advanced work for those interested in focusing on women studies as an adjunct to their regular academic program.

What kinds of options and opportunities are opening up for women in American society?
PROCEDURES
Admission to the University
Financing Your Education
Admission to the University

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.

Each applicant should present those qualities of character and the seriousness of purpose which would indicate that he or she will benefit from and contribute to the University community.

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 by special appointment. 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 Student Center, or in the Union Avenue housing complex.

Limousine service is available from Seattle-Tacoma Airport to downtown Tacoma and taxi service is available from downtown to the campus.

The Office of Admissions will be closed for visitations during the following periods: Thanksgiving, November 24-29, 1976; Christmas, December 17, 1976 through January 3, 1977. University classes will not be in session during Spring recess, April 2-12, 1977.
Admissions Procedures

To Freshman Class

Students attending high school may apply for admission any time after the end of their junior year. Applicants not clearly admissible, based upon their record through the junior year will be requested to provide a transcript of course work during their senior year before a final admissions decision is made.

The University of Puget Sound seeks to enroll a freshman class of promising academic quality and diverse background, talents and interests.

The University 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. For detailed information on how to apply for housing, see Housing section of this Catalog.

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.
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. 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.

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) must be submitted. For those applicants who take the Scholastic Aptitude Test solely for the purpose of this application, scores of the American College Testing Program (ACT) or for students attending high school in the State of Washington — the Washington Pre-College Test (WPCT) may be submitted instead.

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

The University 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 about the CEEB Advanced Placement Program.

**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.

The following criteria are required:

1. Honorable dismissal from the institution(s) previously attended.

2. Good academic standing at the institution last attended.

**Transfer of Credits**

**General Policy for Special Programs and Courses**

Should a student’s transcript contain courses that have no readily discernible parallel contents to those commonly offered in baccalaureate degree programs, such courses will be analyzed by the appropriate departments, schools, and administrative officers, and, if equivalencies can be
established, the courses will be accepted in transfer in accordance with the policy stated below.

**General Policy for Transfer Students From Two-Year Institutions**

1. The appropriate AA degree will be accepted for the first two years of university work. Provision must be made to ensure a laboratory experience in science, as well as other facets of the required core curriculum, in the student’s undergraduate career. The maximum amount of transferable credit is 18 units (90 quarter hours or 60 semester hours), including Physical Education activity credits. The 18 units will meet university requirements for the first two years.

2. Students entering UPS without the appropriate AA degree can present up to 18 units for transfer credit.

3. CLEP General Examination credits (passed at the fiftieth percentile), which are options only for non-traditional students, and CLEP Subject Examination credits (passed at the seventy-fifth percentile) will be accepted within the 18 units. Such credit must be claimed by the first registration at the University of Puget Sound and may not overlap with completed courses.

4. Various professional programs (police academy, fire academy, work experience, etc.) will be evaluated for academic content and, where applicable, transfer credits will be accepted.

5. USAFI and military credit (maximum of 6 units) will be evaluated independently and may count beyond the 18 units ordinarily accepted. Such courses may not overlap other college or CLEP credits.

**From Four-Year Institutions**

1. The University of Puget Sound has a minimum nine unit residence requirement which must be met apart from all other credits transferred to the University.

2. CLEP General Examination credits (passed at the fiftieth percentile), which are options only for non-traditional students, and CLEP Subject Examination credits (passed at the seventy-fifth percentile) will be accepted in partial satisfaction of the first two years of university work. Such credit must be claimed by the first registration at UPS.

3. Various professional programs (police academy, fire academy, work experience, etc.) will be evaluated for academic content and, where applicable, transfer credits will be accepted.

4. USAFI and military credit (maximum of 6 units) will be evaluated independently. Such courses may not overlap other college or CLEP credits.

**Special Regulations:**

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

2. Eighteen units must be taken at senior institutions to satisfy the baccalaureate degree requirements.
3. Once a student matriculates at the University of Puget Sound with 18 or more units, that student may not return to, or be involved in dual enrollment in a community or junior college to accrue credit toward a degree at the University of Puget Sound.

4. The University of Puget Sound will examine specific programs not commonly offered in baccalaureate degree programs. If equivalencies can be established by the appropriate departments, schools, or administrative officers, the courses will be acceptable for transfer.

5. Decisions are petitionable for just cause to the Academic Standards Committee.

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.

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.

**Of Veterans**

Honorably discharged members of the armed services must complete requirements listed above and, in addition, place on file with the Office of Admissions the following, where applicable:

1. **Scores of the General Education Development Test (GED)** — Submit high school level only.
2. **Records of the U.S.A.F.I. or other Military Schools**
3. A Copy of Separation Papers, Form No. 214
4. **College Level Examination Program (CLEP) Test Results.**

**Of Foreign Students**

**Foreign Student Advisor/Admissions Counselor:**

Dorothy Morris

**Application and Academic Credentials**

The University of Puget Sound welcomes applications from foreign students. Along with the “Application for Admission for Foreign Students”, applicants should include those items outlined in this section of the catalog which are applicable to their class standing.

**English Proficiency**

Because successful work on our campus requires proficiency in the English language, all students whose first language is not English are required to submit their scores from the Test of English as a Foreign Language (TOEFL). Registration materials are available from the American Consulate in the student’s home country or by writing Educational Testing Services, Box 899, Princeton, NJ 08540 USA.

**Financial Statement**

Students on an F-1 Visa (Student Visa) must also provide evidence of sufficient funds to cover the entire period of study by filing a “Foreign Student Financial Statement”, obtainable from the Office of Admissions. Foreign students must not depend upon earnings from employment, anticipated financial assistance nor upon scholarship grants. It is recommended that each student have a sponsor who is a permanent resident of the United
States and who is willing and able to grant financial aid as needed.

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.

Registration dates and procedures are specified in the Community Service Bulletin, which may be obtained by writing:

Office of Continuing Education
University of Puget Sound
Tacoma, WA 98416

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.

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.
Military personnel desiring admission to the regular undergraduate or graduate programs at the University should follow instructions outlined under the appropriate Admission section of this Catalog. Evaluation of all previous college work will be made by the official evaluator after the student has been admitted and all transcripts and test data are assembled.

To 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.

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.

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:
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 from:

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

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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 must 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. Applicants must have completed two or more years of college.

Class schedules and registration instructions may be obtained by writing:

Seattle Campus University of Puget Sound
Prefontaine Building
110 Prefontaine Place South
Seattle, WA 98104

Evaluation of all previous college work will be made by the official evaluator after all transcripts and test data are assembled, the student has been admitted, and a $75.00 advance tuition deposit has been received by the Office of Admissions on the Tacoma campus. A $10 Application/Evaluation Fee is required. It is a processing charge and is not refundable; it does not apply to your account.
Reservations, Payments and Physical Examination

A Certificate of Admission and a Letter of Acceptance 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.

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

At the University of Puget Sound, the development of a strong sense of financial responsibility is considered to be 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.

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. The University further reserves a similar right, as stated in the preceding sentence, if any student loan account (including NDSL) is in a past-due or delinquent 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:

- Tuition .................. $2,799
- Room and Board .......... $1,400
- Student Government Fee  .. $50

Estimated expenses amount to $4249 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.
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 Payment.

Tuition

Tuition rate for full-time students for the 1976-77 academic year is $2,799. Tuition will be charged at registration each term (Fall and Spring) in accordance with the following schedule:

<table>
<thead>
<tr>
<th>Plan Description</th>
<th>Fall Term</th>
<th>Spring Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time student (3 or 4 Units)</td>
<td>$1,400</td>
<td>$1,399</td>
</tr>
<tr>
<td>More than 4 units, per unit</td>
<td>$355</td>
<td></td>
</tr>
<tr>
<td>Part-time student (less than 3 units), per unit</td>
<td>$355</td>
<td></td>
</tr>
<tr>
<td>Tuition charges for fractional unit courses will be computed at the per unit rate of</td>
<td>$355</td>
<td></td>
</tr>
</tbody>
</table>

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 time. Courses taken consecutively will not be added to compute the load. Refer to Definitions — for definitions of full-time and part-time students and for explanation of tuition charges applicable to activity courses.
Winterim Tuition

Full-time academic year student ... No additional charge
Full-time, one-term student ... $178
Part-time or Winterim only student ... $355

Auditor's Fees

Full unit, lecture, per course ... $178
Full unit, Laboratory and Creative Arts per course ... $355
Tuition 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 with the approval of the Associate Dean of the University.

Term Fees

Student Government Fee ... $25
(Required of each full-time student, except graduate students; not refundable)
Deferred Payment Fee ... $30
Late Registration Fee ... $10
(Applicable on and after the first day of classes)

Voluntary Student Insurance

<table>
<thead>
<tr>
<th></th>
<th>Student Only</th>
<th>Student and One Depend.</th>
<th>Student and Two or More Depend.</th>
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</thead>
<tbody>
<tr>
<td>Fall/</td>
<td>Winterim/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winterim/</td>
<td>Summer</td>
<td>$45.00 $115.00 $177.00</td>
<td></td>
</tr>
<tr>
<td>Spring/</td>
<td>Summer</td>
<td>$39.00 $99.00 $153.00</td>
<td></td>
</tr>
<tr>
<td>Summer Only</td>
<td>$22.50 $57.00 $88.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A descriptive brochure on this insurance may be obtained from the Safety Security Office.

Sundry Fees

Application for admission ... $10
(payable once only)
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>$25</td>
</tr>
<tr>
<td>Bowling</td>
<td>$10</td>
</tr>
<tr>
<td>Basic Climbing</td>
<td>$45</td>
</tr>
<tr>
<td>Golf</td>
<td>$20</td>
</tr>
<tr>
<td>Riding (includes transportation)</td>
<td>$60</td>
</tr>
<tr>
<td>Scuba Diving</td>
<td>$45</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 course section on Occupational Therapy for complete information. $150

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

### Applied Music Fees

For a complete listing of private and class applied music fees, see School of Music section of this Catalog.

### Rates for University Housing

**Room and Board** $1,400

(Covers full academic year, including Winterim; but excluding vacation periods; 3 meals per day except Saturday and Sunday, when 2 are served).

Refer to Winterim 1977 Bulletin for room and board rates applicable specifically to the Winterim.

A reservation deposit of $50 applicable to rental of a room is required each term at the time the student makes application for a room in University Housing. This deposit is not refundable if the room cancellation is received after June 1 for the succeeding Fall term, or after January 1 for the succeeding Spring term.

A $15 refundable key and damage deposit will be assessed 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 the two deferred payment plans described below. Inquiries concerning these plans should be directed to:

Assistant Controller
Student Accounts Section
University of Puget Sound
Tacoma WA 98416
Telephone: (206) 756-3220 or 756-3221

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 preceding 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 April and May 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 $30 each term is assessed for this plan.

Plan B

This plan is designed primarily for full-time students who reside in University residence halls. 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 student’s enrollment in classes at the University and ending on May 5 of the following calendar year.

A deferred payment fee of $30 is assessed for this plan covering the 12-month payment period.

Deferred Payment Policies

All deferred payment agreements are subject to review and final approval by the Controller and may be modified or cancelled if payments are not made promptly when due, or at any other time when, in the judgement of the appropriate University officials, sufficient justification for such action exists.

Part-time students not living in University housing who are enrolled in day or Continuing Education classes totaling fewer than three full units of credit are expected to pay tuition and fees in full at the time of registration.

A promissory note may be required at the time of registration to cover the unpaid balance of the student’s account. All such notes must be paid within the term in which they are issued and require acceptable endorsers.

Promised scholarships or loans, or credit for future services to be rendered to the University by the student cannot be used to meet the initial payment.

A student whose financial obligations will be met substantially by loans and/or grants, scholarships or tuition remission may, nevertheless, be required to make the minimum cash payment at registration as specified under Deferred Payment Plan A above, as evidence of that student’s intention to complete the term’s work.

Appropriate refunds or adjustments in the student’s account will be made no later than the end of each term, in such instances.

Money received from the University by a student from loans or scholarships or for work performed for pay must be applied on his account if there is any unpaid balance remaining at the time of receipt.
Refunds and Adjustments

Tuition

Tuition fees are not refundable except when the student officially withdraws 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 circumstances entirely beyond the control of the student. If a student moves from the residence hall to which he/she has been assigned, 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. If the student moves out for lesser reasons the entire room charge remains on the student’s account.

Board

Refund of board charges will be made on a pro-rate 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. 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.

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.

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

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 Financial Aid Form (explained below). Financial assistance is awarded for one year. Request forms for renewal must be submitted annually. Whenever possible, the University will continue assistance as 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; this form 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 Financial Aid Form – These forms may be obtained by writing to the Office of Financial Aid, University of Puget Sound. 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.

Financially Independent (Self-supporting) Students
Procedures for application are identical to those above, with the exception of submission of the Financial Aid Form rather than the Parents’ Confidential Statement. A self-supporting student is defined as one who:
1. Has not and will not be claimed as an exemption for Federal income tax purposes by any person except his or her spouse for the calendar year(s) in which aid is received and
the calendar year prior to the academic year for which aid is requested.

2. Has not received and will not receive financial assistance of more than $600 from his or her parent(s) in the calendar year(s) in which aid is received and the calendar year prior to the academic year for which aid is requested.

3. Has not lived or will not live for more than 2 consecutive weeks in the home of a parent during the calendar year in which aid is received and the calendar year prior to the academic year for which aid is requested.

Types of Financial Aid

Financial assistance, as stated earlier, may be granted in any one or a combination of forms: 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 Educational Opportunity Grants (BEOG)

Basic Grants which range from $200 to approximately $1,400 are available to students attending an institution of post-secondary education on at least a half-time basis. Students are encouraged to apply by completing the Basic Grant Application which 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 which provides work to students from middle and 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 payment 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 Financial Aid Form.

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 from 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 Career Planning and Placement office 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 Office of Academic Advising, Career Planning and Placement.

In addition to this service, full-time job placement in a career-oriented position is provided through the Cooperative Education Program.

**Supplemental Educational Opportunity Grant (SEOG)**

A federal government 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 which veterans may attend and receive benefits granted under the following United States Codes:

1. **Chapter 31, Veterans Vocational Training and Rehabilitation Act** (Public Laws 89-4 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, widows and children of deceased veterans who wish to inquire about their eligibility for benefits should contact the Regional Office of the Veterans Administration, Federal Building, 915-2nd Avenue, Seattle, WA 98174.
Veterans and Dependents
Education Loan Program
For Vietnam Era Veterans, this program of direct student loans is 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 awarded to needy disadvantaged students who are residents of the State of Washington. The University submits nominations to the State of Washington Council for Postsecondary Education utilizing the PCS or FAF to determine eligibility.

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 of Washington Council for Postsecondary 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.

Dr. Russell Brooks Butler Barber Scholarship — Preference is given to students with exceptional merit and academic achievement studying Communication and Theatre Arts.

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
Helen Buchanan Memorial Art 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 — Incentive 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 the 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
Nina Engebretson Prize
Grace V. Eylar 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 (parents) and Bethel Vella (wife) Glasscock — Aid to a needy student majoring in an academic area which would assist him/her in serving mankind in a humanitarian capacity.

Fletcher-Shives Scholarship Fund
Ernest Goulder 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 Iturbi Music Scholarship Fund — For a senior student in piano
Leonard G. Jacobsen Memorial Scholarship Fund — To a promising pianist pursuing a career as a performer and/or teacher
Arthur and Dorothy Johnson Scholarship Fund — For a pre-ministerial student
Barbara Johnson Memorial Scholarship Fund
Allie Jones Memorial Fund — For worthy students majoring in Speech
William W. Kilworth Memorial Fund
J. Dean King Scholarship Fund
Herman Klindworth Scholarship Fund — For students entering the ministry or the missionary 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 a scholarship 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

Nor Height, Nor Depth Memorial Scholarship Fund

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, and 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. Rummell 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

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 Ford
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
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Director of Alumni/Alumnae Relations ....................... Jean Cooper
Faculty


Barry S. Anton, B.A., University of Vermont, 1969; M.S., Ph.D., Colorado State University, 1972, 1973; (On leave, 1976-77)

Paul Anton, B.A., University of Connecticut; 1948, M.S. Yale University, 1949; Ph. D., Ohio University, 1972.


James E. Beaver, B.A., Wesleyan University, 1952; J.D., University of Chicago, 1958.


Keith Oran Berry, B.A., Colorado State College, 1960; Ph.D., Iowa State University, 1966.


L. Dawn Bowman, B.S., Southwest Missouri State University, 1974; M.S., University of Arizona, 1975.


Bert Elwood Brown, B.S., Washington State University, 1949; M.S., California Institute of Technology, 1953; Ph. D., Oregon State University, 1963.

Carl Clavadetscher, B.S., Montana State University, 1965; M.S., Southern Illinois University, 1966; Ph.D., University of Oregon, 1973.


Francis L. Cousens, B.A., California State College at Los Angeles, 1956; M.A., San Fernando Valley State College, 1963; Ph.D., University of Southern California, 1968.


Michael J. Curley, B.A., Fairfield University, 1963, M.A.T., Harvard University, 1965; Ph.D., University of Chicago.

Zdenko F. Danes, B.S., Ph.D., Charles University, Prague, 1947, 1949.

Thomas A. Davis, B.A., Denison University, 1956; M.S., University of Michigan, 1957; Ph.D., Cambridge University, 1963.


Sheldon S. Frankel, B.A., University of Connecticut, 1961; J.D., Boston University, 1964; LL.M., Boston University, 1968.


Laverne Goman, B.A., Doane College, 1938; B.A., University of Washington, 1941.


Craig Glenn Gunter, B.A., University of Illinois, 1943; M.S., M.S., University of Wisconsin, 1948, 1957.


Edward J. Herbert, B.A., Cornell College, 1957; M.S., State University of Iowa, 1959; Ph.D., Southern Illinois University, 1966.


Margo Holm, B.S., University of Minnesota, 1968; M.Ed., PLU — In Progress.


Franklyn Hruza, B.S., California State Polytechnic University, 1958; Ph.D., University of Washington, 1972.


Pierce Johnson, B.A., Harvard University, 1946; M. Div., Union Theological Seminary, 1957; Ph.D., University of New Mexico, 1952.

David N. Kaiser, B.S., M.S., Julliard School of Music, 1959, 1960; D.M.A. Candidate, University of Iowa.

Ernest L. Karlstrom, B.A., Augustana College, 1949; M.S., University of Washington, 1952; Ph.D., University of California, Berkeley, 1956.

James G. Kautz (Lt. Colonel, USAF), B.S., U.S. Naval Academy, 1956; M.S., San Jose University, 1969.


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


Grace Kirchner, B.A., Oberlin, 1970; M.A., University of Washington, 1972; Ph.D., Emory, 1975.

John Q. LaFond, B.A., Yale University, 1965; LL.B., Yale University, 1968.


Annabel Lee, B.S., Kansas City Teachers College, 1935; M.A., Northwestern University, 1941; Ed.D., University of Washington, 1966.

Robert Bruce Lind, B.S., Wisconsin State University, 1962; M.S., University of Wisconsin, 1964; Ph.D., University of Wisconsin, 1972.


J. Stewart Lowther, B.S., M.S., McGill University, 1949, 1950; Ph.D., University of Michigan, 1957.


Jacqueline Martin, B.A., University of Washington, 1944; M.A., Boston University, 1952; Ph.D., University of Oregon, 1956.


Keith A. Maxwell, B.S., Kansas State University, 1963; J.D., Washburn University School of Law, 1966.

Darrell G. Medcalf, B.A., Lewis and Clark College, 1959; M.S., Ph.D., Purdue University, 1962, 1964.


L. Curtis Mehlaff, B.S., University of California, 1961; Ph.D., University of Washington, 1965.


Phoebe F. Miller, B.A., University of Illinois, 1943; Ph.D., Northwestern University, 1954.
Margaret Myles, Chicago Music Conservatory, 1946; LaForge Studio, 1942, 1950.
E. Ann Neel, B.A., University of California, Riverside, 1959; M.A., University of California, Berkeley, 1965; Ph.D. Candidate, University of California, Berkeley, 1976.
Martin E. Nelson, B.S., University of Puget Sound, 1937; M.S., University of Hawaii, 1939; Ph.D., Ohio State University, 1942.
Wesley Gray Nigh, B.S., University of California at Los Angeles, 1960; Ph.D., University of Washington, 1964.
George Nock, B.A., California State University at San Jose, 1961; J.D., University of California-Hastings, 1966.
William Oltman, B.S., University of Wisconsin, 1966; J.D., University of Michigan, 1969.
Leroy Ostransky, B.A., University of Puget Sound, 1948; M.A., New York University, 1951; Ph.D., University of Iowa, 1957.
Donald Pannen, B.A., University of Texas, 1967; Ph.D., University of Minnesota, 1975.


James Bruce Rodgers, B.M., M.M., Eastman School of Music, 1942, 1947; Ph.D., University of California at Los Angeles, 1954.


Thomas Rowland, B.A., Catholic University of America, 1968; Ph.D., University of California, Berkeley, 1975.


Amy Sinclair, B.S., Ohio University, 1974; M.S. Candidate, Southern Illinois University, 1975.


Robert Isaac Snell, B.S., Northern Michigan University, 1959; M.S., University of Michigan, 1960; Ph.D, University of Colorado, 1968.
Thomas F. Somerville, B.A., Grinnell College, 1964; M.A., University of South Dakota, 1965; Ph.D. Candidate, Florida State University.
Desmond Taylor, B.A., Emory and Henry College, 1953; M.S., University of Illinois, 1960.
Peter Tillers, A.B., Yale University, 1966; J.D., Harvard University, 1969; LL.M., Harvard University, 1972.
R. L. Van Enkevort, B.S., University of Washington, 1962; M.S., Oregon State University, 1966; Ph.D., Oregon State University, 1972.
Michael Veseth, B.A., University of Puget Sound, 1972; M.S., Ph.D., Purdue University, 1974, 1975.
Philip A. Taylor (Major USAF), B.S., University of Oregon, 1967; M.B.A, Inter American University, 1969.
John W. Weaver (Law), A.B., Dartmouth College, 1966; J.D., Harvard University, 1972.
Roger W. Williams, B.S., R.P.T., Saint Louis University, 1972; M.P.H., University of Minnesota, 1975.
Pamela Yorks, A.A., Graceland College, 1969; B.S., SUNY, College of Forestry, 1971;
Ph.D., University of California — Berkeley, 1976.
Donald C. Zech, B.S., University of Notre Dame, 1954; M.S., Washington State
University, 1955.
Faculty Emeriti

Gordon Dee Alcorn (1946), B.S., University of Puget Sound, 1930; M.S. Ph.D., University of Washington, 1933, 1935.


F. Carlton Ball (1976), A.B., M.A., University of Southern California, 1933, 1934.


Alice C. Bond, B.S., University of Iowa, 1931; A.M., Columbia University, 1932.


Helen McKinney Fossum (1938), B.A., M.A., University of Kansas, 1918, 1926; Ph.D., University of California, 1936.

E. Delmar Gibbs (1941), 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), Ph.B., A.M., Ph.D., 1931, 1938, 1941, University of Chicago.

John Patrick Heinrick (1945), B.A., University of Washington, 1926; M.A., Seattle University, 1952.

Martha Pearl Jones (1930), B.S., Kansas State College, 1919; M.A., Northwestern University, 1927.

Marion June Meyers (1946), B.A., University of Puget Sound, 1927.


Raymond Leo Powell (1936), B.A., Coe College, 1923; M.A., Ph.D., University of Iowa, 1928, 1932.


John Dickinson Regester (1924), B.A., Allegheny College, 1920; S.T.B., Ph.D., Boston University, 1922, 1928.

Raymond Sanford Seward (1932), B.S., Pomona College, 1912; M.A., University of California, 1921; Ph.D., Stanford University, 1930.

George Neff Stevens (1973), B.A., Dartmouth College, 1931; LL.B., Cornell University, 1935; M.A., University of Louisville, 1941; S.J.D., University of Michigan, 1951.


Warren Everett Tomlinson (1933), B.A., Carleton College, 1924; Ph.D., University of Berlin, 1933.
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23. "A" Frames
24. Todd Residence Hall
25. Regester Residence Hall
26. Seward Residence Hall
27. Personnel Office
28. Plant Department
29. Occupational Therapy
30. Gymnasium
31. Hugh Wallace Pool
32. Burns Field
33. Baker Stadium
34. Safety and Security
35. Memorial Fieldhouse
36. International House
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)

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</tr>
<tr>
<td>19a. NAME OF LEGAL GUARDIAN IF NOT A PARENT</td>
<td>19b. ADDRESS (Street Number)</td>
<td>(City)</td>
<td>(State)</td>
<td>(Zip)</td>
<td></td>
</tr>
<tr>
<td>19c. IN CASE OF EMERGENCY NOTIFY: NAME</td>
<td>TELEPHONE AC /</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20a. FATHER'S NAME</td>
<td>21a. MOTHER'S NAME</td>
<td>21b. MAIDEN NAME</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20b. FATHER'S ADDRESS</td>
<td>(Street Number)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>20c.</td>
<td>(City)</td>
<td>(State)</td>
<td>(Zip)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20d. COLLEGES ATTENDED BY FATHER (Years) (Degrees)</td>
<td>21c. MOTHER'S ADDRESS IF DIFFERENT (Street Number)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20e. FATHER'S OCCUPATION</td>
<td>21d.</td>
<td>(City)</td>
<td>(State)</td>
<td>(Zip)</td>
<td></td>
</tr>
<tr>
<td>20f. IF DECEASED, WHEN?</td>
<td>21e. COLLEGES ATTENDED BY MOTHER (Years) (Degrees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20g. IF DECEASED, WHEN?</td>
<td>21f. MOTHER'S OCCUPATION</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

SECTION ONE (continued):

| 20h. COLLEGES ATTENDED BY FATHER (Years) (Degrees) | 21g. IF DECEASED, WHEN? |
| 20i. FATHER’S OCCUPATION | |
| 20j. IF DECEASED, WHEN? | |
| 20k. COLLEGES ATTENDED BY MOTHER (Years) (Degrees) | |
| 20l. IF DECEASED, WHEN? | |
| 20m. COLLEGES ATTENDED BY AUNT (Years) (Degrees) | |
| 20n. IF DECEASED, WHEN? | |
| 20o. COLLEGES ATTENDED BY UNCLE (Years) (Degrees) | |
| 20p. IF DECEASED, WHEN? | |
22. LIST YOUR EXTRA CURRICULAR SCHOOL AND COMMUNITY ACTIVITIES DURING YOUR HIGH SCHOOL YEARS.

23. HOW HAS YOUR HIGH SCHOOL CAREER PREPARED YOU FOR COLLEGE? (Attach additional page)

24a. ARE YOU APPLYING FOR FINANCIAL AID FROM THE UNIVERSITY OF PUGET SOUND? YES □ NO □

24b. IF YES, HAVE YOUR PARENTS FILED THE PARENTS’ CONFIDENTIAL STATEMENT (PCS) WITH THE COLLEGE SCHOLARSHIP SERVICE? YES □ NO □ DATE FILED____________________

25. WHERE DO YOU PLAN TO LIVE WHILE ATTENDING YOUR FIRST TERM AT THE UNIVERSITY OF PUGET SOUND?
CAMPUS HOUSING □ AT HOME □ OTHER □

26. DESCRIBE ANY CIRCUMSTANCES SUCH AS FAMILY RESPONSIBILITIES, EMPLOYMENT OR ILLNESS THAT MAY HAVE AFFECTED YOUR ACADEMIC RECORD (Attach additional page if necessary.)

27. WHY ARE YOU APPLYING TO THE UNIVERSITY OF PUGET SOUND? (Attach additional page if necessary.)

28. I HAVE TAKEN/WILL TAKE THE FOLLOWING TESTS: (Any one of the three will be accepted for admission.)
(DATE TAKEN) ACT________ SAT________ WPCT________ 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 AND FORWARD WITH AN OFFICIAL TRANSCRIPT TO THE UNIVERSITY OF PUGET SOUND, TACOMA, WA. 98416.

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:

CEED PSAT-NMSQT V________ M________ DATE TAKEN________ ACT V________ M________ COMP________ DATE TAKEN________

CEED 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 #________

ADDRESS OF HIGH SCHOOL ____________
**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

- **(Last)**
- **(First)**
- **(Middle)**

Social Security Number

- **Male** ___________  
- **Female** ___________

Present Mailing Address ___________

- **(Street)**
- **(City)**
- **(State)**
- **(Zip)**

Telephone ___________ AC / _________

Permanent Address ___________

- **(Street)**
- **(City)**
- **(State)**
- **(Zip)**

Telephone ___________ AC / _________

Place of Birth ___________

- **Date of Birth**
- **Citizen of**

Ethnic Origin

- Asian American ___________  
- Black Afro-American ___________
- White American ___________
- (Optional) ___________
- American Indian ___________
- Chicano, Mexican American or other Spanish Surname ___________
- Other ___________

Veteran

- Vietnam ___________
- Korean ___________
- Other ___________

- **Date of Enlistment**
- **Date of Discharge**

**ONLY UNDERGRADUATE APPLICANTS MUST COMPLETE THIS SECTION**

Name and address of legal guardian if other than mother or father:

- **Father’s Name**
- **Mother’s Name**

Address

- **Address**

Occupation

- **Occupation**

If deceased, when

- **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**
- **Evening**
- **Univ. Center**

List all colleges attended since high school

<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>

Examination completed:

- S.A.T. ___________
- G.E.D. ___________
- C.L.E.P. ___________
- G.R.E. ___________
- G.M.A.T. ___________
- A.C.T. ___________
- W.P.C.T. ___________
- Other ___________

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:** Office of Admissions, University of Puget Sound, 1500 North Warner, Tacoma, Washington 98416

Telephone AC 206/756-3211

Rev. 7/76