I believe that today we have more good students at UPS than at any time in my teaching experience. They are more eager to learn and more realistically expectant regarding what they can get from college. I’ve enjoyed each generation of students, but I expect to enjoy this one best of all.

John B. Magee, Philosophy Professor

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 Whittaker, ’78

Liberal education in the arts, sciences, and professional schools is hardly an idle concept; it is a dynamic approach to a more humane world.

Suzanne Barnett, History Professor
I like the people here. I like being treated as an adult person and not a "college kid" and I like being able to say, "Hi, Dr.______!" and having the professor know my name.
Alice Sigurdson, '78

I've been other places, and nothing tops the Pacific Northwest in all around facilities—skiing, swimming, mountains, forests and water all within one's reach.
Rick Walker, '78

Winterim is an example of UPS's dedication to learning for the simple joy of it.
Hilary Benson, '80

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.
Philip M. Phibbs,
President
The Place/Puget Sound

The Puget Sound region, in the Northwest corner of the United States, is a world of colorful contrasts. It is a land which offers equal opportunity to sailors and skiers, backpackers and deep-sea fishermen, symphony lovers and sports fans... a land where skyscrapers and mighty fir trees thrust skyward within a half-dozen miles of each other.

It is in this remarkable location, that the city of Tacoma, Washington, and the University of Puget Sound are situated. The University's park-like, 72-acre campus lies just a seagull-cry from Puget Sound's historic Commencement Bay, in a quiet, residential area of Tacoma. To the northwest, across Puget Sound, rise the Olympic mountains. To the east, dominating the craggy horizon formed by the Cascade range (and visible from the campus) is the magnificence of snow-crowned Mount Rainier.

For people who love the out-of-doors, the Puget Sound area is both a recreational haven and a natural classroom, affording a superb setting for marine biology, mountain-survival, and nature-photography studies. Within easy driving distance of the UPS campus are sandy, ocean beaches; quiet, in land waterways; snow-capped mountains. There are long trails for hiking and rugged peaks for climbing.

For those who enjoy the "great indoors," the area's refreshing geography is complemented by the intriguing city pleasures of the Tacoma-Seattle-Olympia area.

Tacoma, a city of 156,000, boasts a wide array of stores, restaurants and recreational facilities, along with the nation's largest totem pole, the famed Narrows Bridge and the Washington State Historical Museum.

The Northwest's largest city, Seattle, lies a short, 35 freeway-miles to the north and offers a cosmopolitan kaleidoscope of cultural opportunities. Olympia, about one-half hour south of Tacoma, is the state capital, with special attractions for students of law or political science.

The winter climate of the area is more likely to require rain boots than snowshoes for general getting-around purposes (it's those rainy days that keep the environment so lushly green and growing year 'round) and summer days usually hover sunnily in the 70's.
The Past/The Way We Were

The University of Puget Sound has been called "a school ahead of time," a description that applies not only to its present, long-range thrust toward the world of 2001 and beyond, but to the circumstances of its birth and early life.

It was in 1888, in a town recently incorporated and a territory that was still almost two years from statehood, that the University of Puget Sound saw the light of day. The pioneering Methodist ministers and laymen who gave it birth and dedicated it to "the promotion of learning, good government and the Christian religion" considered themselves neither premature nor presumptuous in bringing higher education to the "City of Destiny." To prove their point, they recruited a student body of 98 from the surrounding community and in 1891 sent the first seven UPS graduates forth into the world.

Because designations such as "college" and "university" were somewhat looser in earlier days, UPS could offer its initial, three-year program as a university. Within ten years, it moved to a four-year college program, and for many years was known as College of Puget Sound. In 1960, the school achieved the official university status it has today.

Again with a periscope on the future, the school moved from its second site in 1923 to a large tract which would allow for the expansion that the post-World War II years were to bring. Most of the beautiful Tudor Gothic buildings which grace the campus—and which now number 37—were built during the expansive era of the 1950's and 1960's, under the long tenure of Dr. R. Franklin Thompson.

It is, of course, one-sided to view the history of such an institution in terms of bricks and buildings alone; like the ivy that twines around the red-bricked arches, cherished traditions have grown up over the years, to give their strength and stability to the institution as it functions in a society of rapid change.

In 1973, Dr. Philip Phibbs became President of the University and the school began another challenging era—one which, typically for UPS, is based on a history of careful preparation for the future.
The Present/As We Are

Today, the University of Puget Sound, is a place where learning is the Great Adventure, where self-knowledge is as much sought-after as the intricacies of any academic subject, and where a personalized environment combines with academic excellence to give each person a unique opportunity for achievement—not just as a "brain," but as a whole human being.

It is a "people" place. The student body now numbers around 2,800—small enough in size to seem almost like an extended family and large enough in diversity of backgrounds, interests and national origins (because students come from all 50 states and about 15 foreign countries) to give the campus a vital and exciting atmosphere.

The faculty at UPS also has qualities that set it apart. While professors here as everywhere are inclined to grow beards, become pre-occupied, smoke pipes and give surprise exams, the UPS faculty is set apart primarily by the fact that it is a teaching faculty, selected not only for excellence in various subject areas but for the desire and ability to transmit that knowledge to students in a meaningful way. Friendliness is another faculty characteristic at UPS, and teaches welcome students not only into their classrooms but into their circle of personal acquaintances and fellow academicians.

The new curriculum at the University of Puget Sound is a telling example of the school's talent for being ahead of time and, in fact, grew out of the knowledge that students entering a world of "future shock" need a special kind of academic background.

During a three-year period of thoughtful study and careful planning, the University 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, courses in written communication, oral communication, quantification, historical and humanistic perspectives form a "core" of essential skills and insights designed to give meaning and unity to the other courses which are grouped around them over a four-year period. These courses are intended to be both foundation and vantage point for the continuing discoveries that a liberal education affords, and to make it possible for each student, no matter what his or her major interest, (1) to learn to communicate effectively, both orally and in writing; (2) to learn to think logically and independently; (3) to learn how to
study independently; (4) to study some discipline in depth in order to know the sense of power that comes with learning; (5) to acquire breadth of learning and interest; (6) to learn how the various branches of learning are interrelated; and (7) to develop a personal system of values.

Freshman orientation programs and a concerned and knowledgeable staff of academic advisors and career counselors also help to get everything together for UPS students.

The UPS idea is that students deserve to graduate from school with a real education, not just a degree.

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 structured time schedule, the University’s 4-1-4 calendar allows for maximum flexibility. The figures 4-1-4 refer to four months, one month and four months —our calendar for a nine-month academic year. 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.

Winterim course options range from the conventional to the highly unconventional. Students are invited to propose Winterim courses, to work with faculty in designing both on-campus and travel courses, and to take advantage of month-long internships in local businesses.

Is there life after class at UPS? Of course—and it’s more than just Frisbee tournaments on the lawn or scratch softball on an impromptu diamond, although those are popular, too.

Things to do with free time include (not in any particular order): participating in student government, joining a departmental club, singing with the Adelphians, playing in the Jazz Ensemble or Symphonic Band, trying out for an Inside Theatre role, letting the Community Involvement Center steer you to a worthwhile community project.

For people who like to write or take pictures, there’s always room for one more on the staff of the weekly student newspaper The Trail. Tamanawas (the yearbook) and Crosscurrents (the literary annual) are good outlets for creative talent; so is KUPS, the new, student-operated radio station which broadcasts news, music and comment to campus radios.

The Black Student Union annually presents a Black Arts Festival for the community at large; and Hui O Hawaii, which represents some 200 students from Hawaii, brings the house down each year with a show in Polynesian tradition.

Scholarship and activity honoraries—Mortar Board, Spurs, Phi Kappa Phi and others—bring students together in a number of service projects. Forensics students participate in a Speakers’ Bureau. The list goes on. Add to the above the many outings and projects sponsored by fraternities and sororities, and the amazing variety of films, speakers, dances and entertainments provided by the Associated Student Body.

Sports are an important part of the UPS scene. On our “seven day campus,” there’s opportunity to swim, play tennis or run the track just for the fun of it. For those who want more competitive sports thrills, there’s plenty of varsity and intercollegiate action. For everyone, there’s the joy of being a cheering spectator in the UPS stands when a Logger team wins a major victory.

There are, in fact, so many facets of life at UPS that are not in the classroom, the University has recently named a Vice President for Student Affairs. His job is to see to it that all aspects of student life reflect the healthy, happy, responsive environment in which everyone can do his best work, and which make an educational career not just a preparation for life, but an interesting and important part of it.

The Dean of Students’ office is a vital cog in the machinery of student life, not only for such stand-bys as campus security, health services and religious programs, but for special resources that are as all-encompassing as the carefully trained residence hall staff, and as personal as a sympathetic grin from someone in the counseling center.

UPS is a good place to be.
Academics / To a Degree
University Academic Organization

Arts and Sciences Departments

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

Special Programs
Aerospace Studies, American Studies, Asian Studies, Comparative Literature, Computer Science, Environmental Science, Honors, Interdisciplinary Studies, Natural Science, Physical Science, Study Abroad, Urban Affairs, Women Studies

Degrees Offered / Undergraduate

The Bachelor of Arts Degree is awarded for completion of undergraduate programs in the following majors:

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 on specific programs, admission requirements and application procedures 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.

Resources/On Location

Collins Memorial Library
Desmond Taylor, Director

The Collins Memorial Library offers a variety of research opportunities, reading materials and study accommodations.

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 preference. Large study tables are suitable for four or more students. There are group study rooms and over fifty private carrel rooms with one or two study positions in each.

This fall, the library collection reaches well over 225,000 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 85,000 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 2,300 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.

Museum of Natural History

The Puget Sound Museum of Natural History is a research and teaching museum which is located in the University's Thompson Science Hall. In it are collected, preserved and catalogued over 50,000 specimens of birds, mammals, reptiles, amphibians and plants native to the Pacific Northwest, as well as specimens from other parts of the world. It serves UPS students and faculty, the community, and, through a special loan program, institutions throughout the world.

Kittredge Art Gallery

Kittredge Gallery, which is operated through the Art Department of the University, annually presents a series of local, community and regional art shows, as well as exhibitions of UPS students and faculty work. The Hill Gallery contains the work of Abby Williams Hill, a noted painter of Northwest scenes from the 1880's to the 1930's.
Academics
Facts and Features
Academic Advising, Career Planning & Placement
Director: George Mills
Associate Director: Joyce Weston
Student Employment Coordinator: Marcy Jefferson

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 endeavor to insure that each student’s freshman year does not become a time when planning a course schedule becomes a juggling act. Faculty 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 an 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.

The Freshman Advising Program provides counseling from the moment a student enters 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.

Career Planning and Placement The Career Planning Program offers workshops, reference information, and individual career counseling, to assist students in developing realistic career plans. Career Planning advisors offer information on graduate programs and graduate school examinations, workshops in job search strategies, resume writing and interviewing. The office also maintains a listing of available employment positions. Students wishing to develop and maintain placement files, compiling recommendations, may do so. Individual help at any stage in a student’s career plan is always available.

Student Employment Students desiring part-time employment will find the Part-Time Employment Board helpful. Those wishing odd jobs may leave their name with the employer referral service.

Positions on campus and in the community are available for work-study students. Those students who have received an allocation of work-study funds in their financial aids award should use the Office of Academic Advising, Career Planning, and Placement to obtain work-study employment.

Upperclass Advising Program The upperclass advising program continues where the Freshman Advising Program leaves off. Upperclass students who have chosen an academic major should obtain an advisor in their major department. Those who have not chosen a major may continue with their freshman advisor. Students wishing to discuss a change of advisors are encouraged to do so with the office staff. During registration the only acceptable advisor’s signature will be that of the student’s advisor of record. This list is maintained both by the Office of Academic Advising, Career Planning, and Placement and the Office of the Registrar.
Special Programs for Professional Careers Students planning to enter graduate or professional schools should consult with their faculty advisors regarding an appropriate course of study. Committees organized to offer specific information on professional schools, advise students on admission requirements, expectations, and limitations of various professional schools. Those who wish further information about these committees should contact the Office of Academic Advising, Career Planning and Placement.

Graduate school choices should be researched through the resources available in the Collins Library. Additionally, consultation with faculty in a similar or identical field will provide candid advice on the quality of graduate programs and their suitability to a student's plans, interests, and abilities.

Learning Skills Center
Director: Dorothy Lee

The Learning Skills Center, located in Howarth 118, offers UPS students a wide range of programs in which they can acquire needed learning skills or enrich existing skills. Students can develop more effective reading, math, writing, vocabulary and study skills in individualized one-to-one sessions, in small groups, or in special mini-courses and workshops with professional Learning Skills Center staff. The center also provides individual self-help learning programs and a tutorial service in specialized content areas. Handouts, books, tapes, and equipment are available for student use. There is no charge for LSC services (except tutoring). For information, visit the center, or call 756-3395.

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.

A student may petition the Academic Standards Committee for the waiver of a university academic regulation when extraordinary conditions indicate such a waiver is in the student's best educational interest. The nine unit residency and 36 unit graduation requirements are not petitionable. Petition forms may be obtained from the Secretary to the Registrar, Jones 07.

Academic Standing The Academic Standards Committee will review the record of any student whose cumulative grade point average falls below 2.0 at the end of each term. A student whose average is below 2.0 will be put on academic probation for one term. If the average remains below 2.0 for a second term, the student will be academically dismissed from the University, unless the student is a freshman, in which case an average of less than 2.0 for three consecutive terms will lead to dismissal.
When a student has been dismissed academically, he or she may petition the Academic Standards Committee to be considered for continued enrollment. Permission to continue may be granted in extraordinary situations.

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 intercollegiate 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, male students 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 It is the University’s policy that access to University programs and services should be based upon necessary qualifications and regulations and that no such opportunity should ever be denied on the basis of sex, race, color, creed, national origin, or physical handicap.

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 catalog in the front of this catalog. All registration is by appointment. Any questions concerning registration should be directed to the Office of the Registrar.

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.

Concurrent Enrollment A student may not be enrolled at the University of Puget Sound and any other institution of higher learning during the same term. Exceptions to this regulation are made when circumstances warrant by the Academic Standards Committee.

Graduation

In order to be recommended for graduation from the University of Puget Sound, a student must:

1. Have completed successfully 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 successfully a minimum of 9 units, 4 of which must be in a 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 term in which the student plans to graduate.

Graduation with Two Majors Students who wish to earn the baccalaureate degree with two majors may do so with clearance of the majors by the respective departments or schools. Whichever major is declared as the first major controls the degree to be awarded. Both majors will appear on the transcript.
Students who complete requirements for the second major after the awarding of the baccalaureate degree should inform the Registrar of the date of completion of requirements for the second major. The student must declare the intention to earn a second major by registering in additional course work within one year from the date of graduation. The major requirements current at the date of post-baccalaureate enrollment will apply.

Requirements for a Second Baccalaureate Degree

Students who wish to earn a second baccalaureate degree must complete a minimum of nine additional units in residence including all major requirements current as of the date of post-baccalaureate enrollment.

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 30 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 permission. A 5 unit load requires the approval of the student's advisor. A load of more than 5 units requires the approval of the Dean of the University. Students carrying loads in excess of 4 units 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. No overloads are permitted during the Winterim, during which 1 unit constitutes a full load, except when an activity course is also taken, in which case 1 ½ units is a full load.

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 or 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.

EXPLANATION OF CREDIT

Courses offered under the 4-1-4 calendar at the University are computed in units of credits 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 Explanation</th>
<th>Grade Points per Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Unusual Excellence</td>
<td>4</td>
</tr>
<tr>
<td>B Superior</td>
<td>3</td>
</tr>
<tr>
<td>C Average</td>
<td>2</td>
</tr>
<tr>
<td>D Passing</td>
<td>1</td>
</tr>
<tr>
<td>F Failure</td>
<td>0*</td>
</tr>
<tr>
<td>AU Audit</td>
<td>0</td>
</tr>
<tr>
<td>W Withdrawal (see below)</td>
<td>0</td>
</tr>
<tr>
<td>WF Withdrawal Failing (see below)</td>
<td>0*</td>
</tr>
<tr>
<td>P Pass (see below)</td>
<td>0</td>
</tr>
<tr>
<td>I Incomplete (see below)</td>
<td>0</td>
</tr>
<tr>
<td>IP In Progress (see below)</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. Auditors must register in the Registrar’s Office within two days after the end of the regular add/drop period. Audit registrations are permitted on a space-available basis, and require the permission of the instructor. One free audit is allowed each student with a maximum of two per year, including the Winterim. However, the following courses may not be audited without full tuition payment; Reading and Conference, Seminar, Independent Research, Independent Thesis, Applied or Studio classes, the laboratory part of any science class, any activity class, any discussion group, student teaching, internship, Foreign Language lab, Home Economics lab, Applied Music, Occupational Therapy lab, field experience, or experimental courses such as those offered in Psychology and Comparative Sociology.

Audit privileges are extended to retired alumni without cost. They register on a space-available basis in those courses which may be audited by enrolled students without charge.

Withdrawal Without Record  On the official transcript is permissible through the first four weeks of the fall and spring terms where a student completes official withdrawal procedures.

Withdrawal without record during the Winterim is permissible when a student completes official withdrawal procedures by the end of the first week of the Winterim.

Withdrawal Passing (W)  With a grade of W is granted from the fourth through the eighth weeks of the fall and spring terms, and during the second week of the Winterim, when a student completes official withdrawal procedures.

After the eighth week of the fall and spring terms and after the second week of the Winterim, 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 fall and spring terms, and after the second week of the Winterim. (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.

**Repeats** A student may repeat a course in which a higher grade is desired. Only the higher of the two grades earned will count toward the degree. It is the student’s responsibility to indicate on the Registration Form that a course is a repeat. All grades will be entered on the permanent record.

**In Progress (IP)** IP grades may be used for specific courses, e.g., independent research, thesis, or intern programs, which are planned to extend over two or more terms. 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 grade may be given.

**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.

**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 3½ semester hours. Thirty-six units are required for graduation. Credits of students transferring from other institutions will be evaluated upon application to the University. 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.
General University Requirements

1. Written Communication (one unit required) A course in the development and practice of written expository composition, to be taken preferably during the first year.

2. Oral Communication (one unit required) A course in the development and practice of expressing ideas in various forms of public address, either in English or another language, to be taken preferably in the first year.

3. Quantification (one unit required) A course to develop understanding of quantitative inquiry, including statistics, certain computer courses, or courses in mathematics, to be taken preferably in the first year.

4. Historical Perspective (one unit required) A course to develop understanding of the historical process and the relationship of the present to the past, to be taken during the first two years.

5. Humanistic Perspective (one unit required) A course to develop an understanding of knowledge as a subjective process and an awareness of the effect of such subjectivity upon various systems of thought, to be taken during the first two years.

6. Natural World (two units required) Courses to develop an understanding of the natural world and the impact of scientific technology upon humans, involving regular use of laboratory or field work.

7. Society (two units required) Courses to develop an understanding of social, economic, or political systems through the use of analytical tools.

8. Fine Arts (one unit required) A course to develop an understanding of forms of artistic expression through the study of theoretical bases and experience.

9. Comparative Values (one unit required) A course to develop an understanding of the process of making value judgments and the traditions which condition such judgments. To be taken after completion of all other general University requirements, preferably in the last year.

In addition to a course in Comparative Values, the student should take two general University core courses in the last two years.
Major Requirements

1. Declaration of a Major Students who have decided to declare a major area of academic interest should formalize this declaration through the Office of the Registrar or the Office of Academic Advising, Career Planning, and Placement. The appropriate forms for this declaration may be obtained in both offices.

Students who have completed 16 units of academic work may declare a major. Prior to doing so, they should discuss their plan with their advisor. Once a major has been declared, an advisor in that major should be obtained.

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 Students must file an application for graduation (Diploma Card) with the Office of the Registrar no later than the beginning of the term in which the student intends to graduate. 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. 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. In the case of an interdisciplinary minor, the requirements must meet the same procedural criteria as the interdisciplinary major.
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: Barry Bauska, English; David Brubaker, Urban Affairs; Terry Cooney, History; Ronald M. Fields, Art; Charles Frank, English; J. Tim Hansen, English

A major in American Studies is offered jointly by the Departments of History, English, Art, Religion, Music, Political Science, Economics, Urban Affairs, and Ethnic Studies. Its purpose is to promote investigation of the diverse American experience, 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: American Minority Groups / History 251 or 252 History of the United States; either Art 429 American Art or Religion 361 Three Centuries of Religion in American Society.

2. Parallel courses in Literature and History—4 units to include: English 421 / American Literature: Puritanism with History 351 / Colonial Period of American History; or English 422 American Literature: Revolution to Civil War, with History
Studies and will students of the University without the director of the Colloquium of Asian Studies, an 111 History and Intellectuals of Literature: American History Major Recent Literature: American Literature: After the Great War; and History 357 / The United States Since Pearl Harbor.


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

5. Ethnic Studies courses, currently under revision, may apply toward these requirements. Consult the Director of the American Studies Program.

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.

Cooperative Education Program
Director: Robert W. Denomy

The Cooperative Education Program enables students to explore career alternatives, enhance career qualifications, and validate career choices prior to graduation. Qualified students in any major may participate in this unique experience which enables students to spend alternate semesters in the classroom, or in an academically related work experience. The program is tailored to junior, senior and second year transfer students who seek work experience, monetary compensation, and a head start on their career objectives.

CO-OP participants receive academic credit for their off-campus work experiences, and they receive pay commensurate with their background and the particular CO-OP assignment. Compensation historically has ranged from $500-$900 per month in a full-time working situation. The program enjoys healthy support from employers in both the public and private sectors throughout the Puget Sound area. Students may also locate, and participate in their own CO-OP arrangements anywhere in the nation. More than 300 students have participated in Cooperative Education since its introduction in 1969.

Inquiries should be directed to: Director of Cooperative Education, University of Puget Sound, Tacoma, WA 98416, Telephone: (206) 756-3161.
Freshman Writing

Freshman Writing is 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 Freshman Writing 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: Redmond Barnett

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.

Interdisciplinary Studies Program

Director: Wolfred Bauer

This is a special program intended to provide an additional opportunity for a broad, liberal education. A student may design a major program which is not contained within a single department or existing major. This major program is to be designed in consultation with faculty advisors of the student's choosing and submitted for approval to the Interdisciplinary Studies Committee.

General requirements for the Interdisciplinary Studies major:

1. Completion of a minimum of 12 units to be selected from two or more departments, 6 units of which must be taken at the 300 or 400 level (at least 2 of which must be in the same department).
2. A grade point average of at least 2.0 must be earned in the major. A course grade in the major below 2.0 may not be applied toward major requirements.
3. A minimum of 12 units of University work must be completed after the student declares her/his intention to pursue an Interdisciplinary Studies major. Exceptions are permitted only with the approval of the Director of the Program.
4. Completion of a senior thesis or project, addressing a significant problem in the major and integrating the various fields comprising the major. An oral examination on the thesis or project is also required, conducted by a faculty committee.

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: Terry Cooney

The Living-Learning Program at UPS helps to extend the educational experience beyond the classroom walls by conducting and/or sponsoring academic, cultural, and social events. Students representing a number of academic disciplines live together in the same housing area in order that they may share ideas as well as co-ordinate and participate in activities together.

Academically, the Program is characterized by seminars, lectures, and discussions on the great books of Western Civilization. UPS professors from a range of disciplines lecture regularly and lead discussions on themes suggested by the readings.

Members of the Program arrange and participate in a variety of social and cultural events—films, debates, folk music concerts and ethnic meals. They are also encouraged to attend theatre, ballet, opera and symphony in the area.

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 (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

Although it is a young school, the University of Puget Sound School of Law has established itself as a training ground of outstanding merit in the field of law.

Established in 1972, the school reached its full growth by 1974, with a student body of approximately 800 full- and part-time students. The career faculty of 21 is augmented by a select ancillary staff of prominent specialists, chosen from both the bench and the bar.

The school is presently located in the South Tacoma Business Park, six miles from the main campus, where two modern buildings house the spacious classrooms and seminar rooms, student lounges, law library, and administrative and faculty offices. In the near future, the University plans construction on the main campus of a permanent building for the School of Law.

Tacoma's close proximity both to Seattle and to the state capital, Olympia, facilitates student participation in and observation of the legislative, executive and judicial processes of the state and federal governments. It also makes possible part-time clerkships and internships in law firms and agencies in these cities during the final year of law school.
The law library is an exceptionally fine one for a young law school. The collection of 100,000 volumes is being improved and expanded to meet the needs of the students. Legal research materials are available in microfilm and in audio-cassette, as well as in book form. A terminal for computer-assisted legal research will be available for use within this year.

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

Study Abroad Programs
Coordinator: Dorothy J. Morris

In recognition of the growing intercultural exchange required for a modern education, the University offers study programs in several international locations. In addition to its annual programs, the University has recently sponsored Winterim courses centered in England, France, Guatemala and Canada.

In a consortium with four other independent colleges and universities 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 the Institute of Christian Studies with library privileges at Senate House, 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 students interested in international relations a year-long 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.

From time to time the University sponsors programs in locales other than those mentioned above. In the 1977-78 academic year, a Pacific Rim/India program is offered which includes study stops in Japan, Taiwan, Korea, Thailand, India, Nepal and travel through Afghanistan, Iran, Turkey and Europe. Courses will be taught primarily in the area of Humanities and the Social Sciences.

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.

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 academic 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. 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
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 to 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, Embryology, Histology, Genetics, Mycology.
2. 5 units, Chemistry, to include: 2 units, general college Chemistry. Remaining units in courses requiring prerequisites no higher than general Chemistry.
3. 1 unit, general college Mathematics.
4. Recommended electives, to include: broad, general education in English, Social Studies, Arts, Humanities, advanced Mathematics, Statistics, Computer Science, Biochemistry, Physics, Typing.

Medicine
Medical schools have varied admission requirements. A student who has a specific school in mind should become acquainted with its requirements. (These are available through the Pre-medical—Pre-dental Advisory 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. 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, knowledge and experience in medically related areas 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 planning to attend graduate schools of Theology should confer with the Religion faculty to ensure that they follow a course of study which meets undergraduate recommendations of the American Association of Theological Schools.

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

Options

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.

Military Centers
Director: George Stricker
Coordinators: Patti Baker, McChord; Anita Epstein, Fort Lewis

Military personnel, their dependents, and civilians may enroll in classes offered by the University at Fort Lewis 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, Public Administration and Accounting Science; a master of Business Administration, and a master of Public Administration. Electives from other University departments (Religion, Mathematics, English, Science, etc.) are also offered.

A schedule of the classes, which are offered between 5 p.m. and 10 p.m. over eight or ten-week terms, and instructions for registration may be obtained at the Education Office of each base or at the University. Civilians may enroll at the Office of the Registrar on the main campus or at the appropriate base.

For more information contact Continuing Education or: Building 132, McChord AFB (588-0465) or Building 4248, Fort Lewis (967-5350).
Seattle and Olympia Campuses
Director: Michael E. Randall

The Seattle and Olympia Campuses were established to serve educational needs of students who are employed full-time. Courses offered at the Seattle Campus lead to bachelor's and master's degrees in both Public Administration and Business Administration; at the Olympia Campus courses offered lead to master's degrees in both Public and Business Administration. The classes are taught by regular members of the UPS faculty and public and private sector administrators drawn from the community. Courses are held between 5:30 and 9:45 p.m. in convenient downtown locations: 110 Prefontaine Place South in Seattle, and 1065 South Capitol Way in Olympia. All credits earned at either campus are considered resident credit. Degree-seeking students who enroll in Seattle or Olympia Campus courses must meet all UPS academic requirements and must have completed two or more years of college.

More detailed information may be obtained by contacting University of Puget Sound/Seattle Campus, 110 Prefontaine Place South, Seattle, WA 98104, Telephone: (206) 682-0210 or University of Puget Sound/Olympia Campus, 1065 South Capitol Way, Olympia, WA 98501, Telephone: (206) 352-7966.

For detailed information regarding admission to either campus, see the Admissions section of this catalog.

Continuing Education / ENCORE
Director: George Stricker
Coordinators: Susan Knowlton, Barbara Lowman, Susan Wilson

The Continuing Education/ENCORE program is designed primarily for the part-time adult student, whether interested in career change, job development, personal growth, a degree, professional licensing and certification or other individual purpose. Students of all ages and from all segments of society are involved in the program.

The program provides a variety of credit and non-credit courses and activities both on and off campus and in the daytime and evening. Options include: courses from the University catalog, workshops, seminars, educational travel opportunities, telecourses, conferences and short courses. In some cases, special programs are developed and negotiated by contract for particular groups of interested students.

Persons of acknowledged skill and expertise in their areas of instruction teach in the program, along with members of the UPS faculty. The Continuing Education publication, ENCORE! is published in the fall and spring.

For more information contact: Continuing Education Office, 3208 N. 14th, Tacoma, WA 98416, 756-3306.
Courses
Aerospace to Women Studies
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 consists of 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 (GMC) 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. There is no military commitment for non-scholarship students in the GMC.

The Professional Officers Course (POC) 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

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

PROFESSIONAL OFFICER 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 approach 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, Chair; Monte B. Morrison

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

Assistant Professor: Marcia S. Jartun, John McCuistion, Nora Nercessian, Fredric Rennels

Lecturers: Helen Gregory, Russell Hamamoto

About the Department

All programs of the Department promote a knowledge and understanding of art as an enjoyable and enriching aspect of life.

Through historical studies and direct, studio experience, students can explore cultural values and forms of artistic expression as well as his/her own talents and creative potential.

The Visual Arts are vital to studies in the Humanities and they have importance to diverse professions including business, drama, occupational therapy, urban and environmental planning. Good design concepts and visual sensitivity, as well as accompanying artistic manual skills, have much to offer in 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.

Requirements for a Major:

B.A. Degree/Art Major

Completion of the 10 listed Art Units is required: Art 101, 102, 105, 106, 109, 147, 150, 265, 339, 381

A maximum of 8 additional elective units is available in art and art-related fields which provide concentration, depth, and choices for the art major in painting, ceramics, drawing, printmaking and others. Advisors: Professors Colby, Jartun, McCuistion, Morrison, Stevens, Vogel.

B.A. Degree/Art History Major:

Completion of the 8 listed Art Units and 4 art history electives are required: Art 101, 102, 105, 106, 207, 421. Electives: 4 units from 321, 322, 323, 324, 325, 326. Advisor: Professor Fields.

Requirements for a Minor:

Art

Completion of a minimum of 6 units to include:

1) 101, 102, 207, 3 Art electives, 3) A specialized 6 unit art minor may also be determined in consultation with the Art Department Chairman.

Art History

Completion of the 5 units listed is required:

1) Art 101, 102, 105, 106, 207, 2) A specialized 6 unit art history major may be determined in consultation with the Art History Advisor.

Course Offerings

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

101 Studio Experiences: 2-D*

Introductory visual projects designed to emphasize the materials and processes for 2-dimensional visual experiences. Stress on design, drawing, painting and printmaking. Available for non-art majors.

102 Studio Experiences: 3-D*

Introductory visual projects 3-dimensional impact. A variety of techniques in the processes of ceramics, sculpture and jewelry involving design and drawing. Available for non-art majors.

105 Studies in Western Art I: Ancient Art to 1450—Slide lecture 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* Visual study of shape 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 101, 102.

150 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 101, 102.


209 Figure Drawing Investigating aesthetic possibilities through drawing media of the human form. The human figure as a design format and the figure placed in an environment. Prerequisite for art major, Art 101, 102.

247 Ceramics II* Ceramic material and processes, advanced methods of construction, glaze theory, surface textural exploration. Prerequisite for art major, Art 101, 102.
250/350/450 Painting II, III, IV* Theory and philosophy of painting, as well as technical aspects of the medium; conceptual aspects of painting. Advanced painting. Terminal senior painting major project. Prerequisite for art major, Art 101, 102.


309/509 Advanced Drawing I, II* Advanced problems in use and expression with traditional and experimental form and content approaches. Prerequisite for art major, Art 101, 102.

315 Gallery Design* Advanced composition approach to display, design in art galleries, field trips to various Northwest museums, galleries. Advanced work. Prerequisite for art major, Art 101, 102.

321/521 Ancient Art Prehistoric and ancient art of Europe and the Near East; emphasis on Egyptian, Greek and Roman art.

322/522 Medieval Art Major and minor art forms in Italy, France, Germany, and Byzantium from 300 A.D. through the High Gothic period; religious and political milieu in which the forms found their expression.

323/523 Renaissance Art Renaissance and pre-Renaissance art from 1350 to 1600 in Italy, Tuscan art, in particular, Florentine achievements; other Italian centers.

324/524 Baroque Art Painting, sculpture, architecture of Italy, France, the Lowlands; the Church Triumphant, the Establishment of Absolute Monarchy; Netherlands perception of nature.

325/525 American Art Painting, architecture, sculpture, graphics, decorative arts of 17th, 18th, 19th centuries.

326/526 Oriental Art Sculpture and painting of India, ceramics, painting, sculpture of China, sculpture, painting, prints and ceramics of Japan.

333 Calligraphy Lettering Study and use of artistic script and ornamental lettering styles; special projects in poster and book design.

339/439/539 Jewelry I, II* Design and construction of contemporary jewelry, including an investigation of enameling. Advanced concepts in silver casting. Prerequisite for art major, Art 101, 102.


357/457/557 Figure 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 101, 102, 209.

365/465 Sculpture II, III* Advanced techniques based on contemporary concepts. Investigation of various media suitable for 3-dimensional forms. Advanced sculpture. Terminal senior sculpture project. Prerequisite for art major, Art 101, 102.

381 Printmaking I* Processes, techniques of etching, wood-cuts, serigraphy, lithography, collagraph. Prerequisite for art major, Art 101, 102.

382/482/582 Printmaking II, III, IV* Problems in selected graphic processes; photo images for silk screen, etching and lithography. Techniques juxtaposed with conceptual expression. Prerequisite for art major, Art 101, 102.
Asian Studies Program

Director: Del Langbauer, Religion

Committee: Suzanne Barnett, History; Bill Colby, Art; Ernest Combs, Economics; Richard Hodges, Education; Jai-hyup Kim, Political Science; John Knutsen, Business and Public Administration; John Magee, Philosophy; Hamlin Robinson, Business and Public Administration; Chang Sik Yun, Foreign Languages

The Asian Studies Program provides opportunities for interdisciplinary cross-cultural study involving China, Japan and India. Asian Studies is neither an established academic discipline nor a department, but an organizing principle and interdepartmental curriculum. In most cases Asian Studies courses are presented as offerings in established University departments. The Asian Studies Program integrates these courses on Asia into a coherent pattern of study related to individual student needs and interests. The preparation of a senior research project by each Asian Studies major and its presentation at one of the Asian Studies Colloquia is especially important in achieving an integrated program appropriate for each student. Students may begin work in Asian Studies with an introductory course at the 100 level, a survey course at the 200 level, or with an advanced or more specialized course.

The specific objectives of the program are to provide coordinated opportunities for the study of Chinese, Japanese and Indian traditions and their modern transformations. The faculty attempts to equip students with skills useful in dealing with Asia as a part of their own history. Balancing this concern is the goal of introducing students to Asia as intrinsically interesting and significant in itself. Students will be expected to learn how to evaluate for themselves Asian subject matter from the viewpoints suggested by the methods of study associated with the different disciplines involved. The program emphasizes a sympathetic understanding of Asian life and thought. This process should, finally, facilitate the development of new perspectives on our own culture as well as the major Asian traditions.

Requirements for the Major

A major in Asian Studies consists of 10 units: 1) 8 units of approved courses (see listing below), at least 4 of which must be at the 300/400 level. 2) 2 units, research project-colloquium; 1 unit of independent study in a relevant discipline normally taken in the fall or spring of the senior year, with an additional unit of related independent study in the Winterim.

The additional unit may be waived if a student wishes to coordinate the colloquium project and an approved research course taken previously among the 8 course units. In such a case, the total units required for the major would be 9.

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

Requirements for the Minor

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 326, 2) History 245 or 247, or Comparative Literature 210, 3) Religion 371 or 372

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 major in Asian Studies. A student may count a maximum of 1 unit of Japanese, Chinese or Hindi toward the minor in Asian Studies. Students majoring in Asian Studies also will be expected to attend events 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 programs with the Director and should make arrangements to have advisors in the Program.

I. Lower-Level Courses:

Approaches to Asian Studies

INTERDISCIPLINARY:

Asian Studies 144 Asian Societies Past and Present Introduction to China, India, and Japan in the 20th century. Appreciation for the distinctive features of these Asian societies both before and after World War II,
Asian Studies 150  The Civilization of India  This course is an interdisciplinary introduction to the civilization of India. The general focus is the theme of continuity and change in Indian cultural history. This theme will be pursued by noting the manner in which Indian values, attitudes, and social structures from the ancient period have affected medieval and modern social and political developments. After a brief presentation of Indian history from the period of the Muslim invasions to independence, discussion will turn to contemporary problems of development. These will be analyzed to determine how they have been influenced by traditional Indian values and thought forms, and in what ways they are products of India's unique medieval and modern history.

Humanities 105  The Japanese Film

Introductory survey or thematic treatment:
Comparative Literature 210  Literary Traditions of China, Japan, and Korea

with special references to problems of socio-political organization, economic change, and the tenacity of tradition.

History 145  The West in China and Japan
History 245  Chinese Civilization
History 247  The Forging of the Japanese Tradition
Economics 200  Economics of China and Japan: An Introductory Approach

LANGUAGE COURSES:
Japanese 101/102  Introduction to Japanese Language and Culture
Japanese 201/202  Intermediate Japanese

II. Upper-Level Courses: Encounter with Asia

ANALYTICAL SURVEYS:
Art 326  Oriental Art
History 346  China Since 1800: Reform and Revolution
History 348  Japan's Modern Century, 1868-1970
Philosophy 463  Philosophical Systems of India and China
Political Science 347  The Governments & Politics of China, Japan, Korea
Religion 371  Hinduism
Religion 372  The Buddhist Tradition in India, China, and Japan

TOPICAL FOCUS:
Business Administration 348  Business Trade and Development in Southeast Asia
Comparative Literature 310  The Modern Japanese Novel
History W345  "Misunderstanding China": Values, American Perceptions, and the Chinese Revolution
History 391C  Research Seminar in Historical Method (East Asia)
Political Science 494  Senior Seminar: Business and Politics in Modern Japan
Biology

Professor: Gordon D. Alcorn, Emeritus; Edward Herbert, Chair; Ernest Karlstrom

Associate Professor: Michael Gardiner, Eric Lindgren, Eileen Solie

Assistant Professor: Beverly Pierson, Jeffery Morse, Pamela Yorks

Research Professor: Murray Johnson

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 skill and a variety of oceanographic and sampling gear. The Puget Sound Museum of Natural History serves not only the students and the staff of Biology but also the entire Northwest region.

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 Biology, 4) Economics 104, 5) Four units of Mathematics: 121 or equivalent, and 271 or Computer Science 161, 6) Four or five units of Chemistry, through Organic Chemistry.

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, 258, 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 five units of Biology (3 units of core course work and 2 units of any Advanced course work) is required for a minor in Biology.

NOTE:
1. Students selecting 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 department 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.

Course Offerings
101 General Biology Fundamental relationships of plants, animals; general biological problems related to human culture, progress.
102 Plants and Man Basic characteristics of the structure and function of plants as organisms with emphasis on those plants that are of economic importance to man. Major topics include; plant growth and anatomy, plant nutrition, agricultural practices, reproduction and propagation of agricultural species, and plant materials for human nutrition, medicine and fiber.
103 Classic Experiments in Biology A historical approach to the development of current major concepts in the life sciences from molecules-cells through evolution of populations.
104 Human Genetics An experimental approach to modern genetics emphasizing the impact of new biological knowledge to the further evolution of the human species. Topics include the biological basis of inheritance, probability, sex determination and mutations.
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.

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 is 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.

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.

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

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.

354 Ornithology Field and museum study of the life cycles and unique characteristics of birds.

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

360 Vascular Plant Systematics Basic principles of classification and phylogeny of vascular plants; laboratory and field work illustrating principles and methods of systematic botany, including plant identification and family recognition.

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 Advanced Genetics Investigation of patterns, mechanisms and controls of inheritance, races, populations. Application of recent developments to laboratory problems. Prerequisite, Biology core courses.

415/416 Molecular Biology Credit 1 1/4 units each course of either pair. Integrated sequence of the biochemistry, structure and physiology of cells. Prerequisites, Chemistry 250 and 251 or 301 and 302, and Biology 204.

452 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.

453 Electron Microscopy Introduction to laboratory techniques and instrumentation used in ultrastructure examination. Research problem development in areas of student interest.

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

460 Plant Ecology Interrelationships between the individual plant and its environment; plant population dynamics; the structure, development, and function of plant communities. Laboratory and field work illustrating principles and methods of plant ecology, with emphasis on vegetation analysis.

478 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 prerequisite.

491 Reading and Conference ½ - 1 unit credit. Individual investigation of selected topics and weekly conferences with faculty member. Prerequisite, consent of instructor.

493/494 Seminar Credit ½ unit each.

495 Directed Research Investigation of laboratory or library research projects. Varied credit. Prerequisite, consent of instructor.


595 Graduate Research Credit arranged. Investigation of a research project in preparation for the Master of Science Degree in Biology.

697 Master's Thesis Preparation for the Master's thesis with seminar presentation.
Business and Public Administration

Professor: Homer Hamner, John Prins, Emeritus, Robert Waldo, Director

Associate Professor: Paul Anton, William Baarsma, Mitchell Bloom, Robert Hollister, Jr., Gene Jones, John Knutsen, Keith Maxwell, James Morris, Douglas Pearson, Roy Polley, Steven Thrasher

Assistant Professor: William Baugh, M. Harvey Segall, Clayton Thwing

Instructor: Patricia Gregory, George Hanby

Adjunct Professor: Leonard Guss, Hamlin Robinson

Lecturer: Wilton Crosby, William Daugherty, Glen Graves, Gordon Miller, Herman Swanson

About the School/Business Administration

In the Business Administration field, the School offers a Bachelor of Arts degree with a major in Business Administration, a professional Bachelor of Accounting Science degree with a major in accounting and a Master of Business Administration. All programs 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 preparatory to teaching in secondary schools.

Evening programs, for students who have at least two years of college and wish to pursue a degree after work, are offered at our satellite campuses in Seattle, in Olympia, at Ft. Lewis, and at McChord AFB. For information on these programs see the Options section of this catalog.

The Bachelor of Accounting Science and the B.A. degree with a major in Business Administration (marketing and accounting concentrations only) are also offered in the evening on the main campus.

Requirements for a Major in Business Administration

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.

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

Fifteen courses: 9 units in the Core; 4 units in the Area; 2 units, Electives in B and PA. 15 units total.
CORE REQUIREMENTS
The following core courses are required of all majors in Business Administration; and are generally taken prior to the area courses:
Econ 101 Principles of Economics: Micro
Econ 110 Principles of Economics: Macro
BA 110 Principles of Financial Accounting
BA 205 Law & Society
BA 230 Principles of Managerial Accounting
Math 271 Elements of Applied Statistics
BA 330 Financial Management
BA 340 Introduction to Marketing
BA 350 Principles of Management

A sequence including both Math 257, Finite Mathematics, and Math 272, Applied Statistics, may be substituted for Math 271. Students choosing the systems analysis area of concentration are encouraged to take this alternative sequence.

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

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

Accounting:
BA 312 Intermediate Financial Accounting I
BA 313 Intermediate Financial Accounting II
BA 315 Managerial Cost Accounting I
BA 410/510 Auditing
BA 414/514 Tax Accounting I
BA 415/515 Tax Accounting II
BPA 511 Managerial Cost Accounting II
BA 512 Advanced Financial Accounting
BA 516 Accounting Theory
PA 518 Fund (Government) Accounting
BA 519 CPA Problems

Finance:
Econ 331 Economics of Money & Banking
BA 360 Risk & Insurance Principles
Econ 361 Economics of Public Finance
Econ 403 Monetary Economics
BA 432/532 Investment Analysis

BA 531 Problems in Finance
BA 533 Security Analysis
BA 534 Management of Financial Institutions

International Business:
BPA 348 Business, Trade & Development in Southeast Asia
Econ 371 International Economics
Econ 404 Economic Growth & Development
BA 464/564 Comparative Business Environmental Systems
BA 466/566 German Cultures & the World of Business
BA 543 International Marketing
BPA 546 Business & Economic Relationships with Developing Countries
BA 547 Marketing in Japan
BA 563 International Business

Management:
BA 341 Retail Management
BA 352/552 Human Resource Management
BA 358/558 Labor Relations
Econ 402 Manpower & Human Resource Economics
BPA 451 Organizational Behavior
BA 460/560 Organizational Environment
BA 462/562 Regulation of Competition
BA 541 Sales Management
BPA 550 Managerial Decision Making
BPA 551 Organizational Theory
BA 554 Business Policy
BA 555 Applied Behavioral Science
BA 557 Managerial Seminar
BA 559 Operations Management
BA 570 Small Business Management
BA 571 Small Business Institute
BA 601 Business Environment
BA 651 Management Issues

Marketing:
BA 341 Retail Management
BA 344 Advertising
BA 442/542 Principles of Salesmanship
BA 444 Marketing Management
BA 446 Public Policy & Marketing
BA 447 Industrial Marketing
BA 449/549 Consumer Behavior Analysis
HE 450 Textile and Apparel Industry
BA 540 Marketing Research
BA 541 Sales Management
BA 543 International Marketing
BA 545 Marketing Seminar
BA 563 International Business
BA 644 Marketing Management Strategy
Fashion Merchandising—(refer to Home Economics, Textiles and Clothing Major)

Systems Analysis:
Students choosing a major concentration in Systems Analysis are required to take the following area courses:
- PA 302 Introduction to Quantitative Methods
- BPA 305/517 Management Information Systems and Program Evaluation
- BPA 455 Systems Management

and one of the following, to complete their four area courses:
- BPA 511 Managerial Cost Accounting
- BPA 556 Operations Research
- BPA 567 Systems Simulation

In addition, a minor in business computer science, consisting of the following courses, is required with this area of concentration:
- CSci 161 Introduction to Computer Science
- CSci 261 Introduction to Business Data Processing
- CSci 262 Computer Science II
- CSci 361 Assembly Language—Machine Orientation

Electives:
- BA 301 Analysis of Decisions Under Uncertainty
- BA 305 Law of Trade I
- BA 306 Law of Trade II
- BA 307 Ethics for a Technological Era
- BA 364 Personal & Family Finance
- BA 372 Transportation
- BA 491/492 Reading & Conference
- BA 493/494 Seminar
- BA 495/496 Independent Research
- BA 505 Law of Business Organizations
- BA 530 Managerial Accounting
- BA 591/592 Reading & Conference
- BA 593/594 Seminar
- BA 595/596 Independent Research
- BA 697/698 Thesis

CTA 460/580 Organizational Communication
Econ 221 Economic History of the U.S.
Econ 301 Intermediate Microeconomic Theory
Econ 310 Intermediate Macroeconomic Theory
Econ 341 Urban Economics
Econ 351 Environmental Economics
Math 258 Calculus for Business

Electives can be taken from any area outside of the core including Public Administration courses.

Business Education:
Courses of study are individually arranged by the student with his advisor.

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.

Requirements for a Bachelor of Accounting Science Degree
1. A minimum of nine units are required in residence to obtain the BAS degree and the student must already hold a baccalaureate degree. The Bachelor of Accounting Science is not a substitute for the first BA degree but is a professional degree to be awarded after the attainment of the first undergraduate degree.

2. Prerequisite coursework: Students with a baccalaureate degree in Business Administration will have met most, if not all, prerequisites. Students with degrees in other fields must complete the following courses or their equivalents, prior to acceptance to candidacy for the BAS degree:
   - Econ 101 Principles of Economics: Micro
   - Math 271 Elements of Applied Statistics
   - BA 110 Principles of Financial Accounting
   - BA 305/306 Law of Trade I & II
   - BA 330 Principles of Managerial Accounting
   - BA 340 Financial Management
   - BA 350 Principles of Management
   - CSci 361 Introduction to Business Data Processing

3. Candidates will all complete the following courses in the accounting core:
   - BA 312/313 Intermediate Financial Accounting I & II
   - BA 315/311 Managerial Cost Accounting I & II
   - BA 410 Auditing
   - BA 516 Accounting Theory

Students who hold the professional certificate of CPA, CMA or CIA will be assumed to have completed the accounting core requirements.

4. Candidates will complete a minimum of three additional courses beyond the six in the accounting core. These courses will be selected by the student, with the approval of his advisor, to complement his career goals. The nature of the courses selected will depend upon the student's area of interest—public accounting, managerial or financial accounting or governmental accounting. Students who have already completed the accounting core through prior course work or professional certification will complete an approved program of nine units selected jointly with their advisor from any courses in the Business Administration curriculum, or from relevant courses in other departments.

Requirements for a Master's Degree in Business Administration
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 course work and the comprehensive examination.

Students who are interested in the Masters in Business Administration degree program should consult the Graduate Studies Bulletin.

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.

Evening programs, for students who have at least two years of college and wish to pursue a degree after work, are offered at our satellite campuses in Seattle, in Olympia, at Ft. Lewis, and on the main UPS campus.

Requirements for a Major in Public Administration

CORE REQUIREMENTS
The following core courses are required for all majors in Public Administration:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 111</td>
<td>U.S. Government &amp; Politics</td>
</tr>
<tr>
<td>Econ 101</td>
<td>Principles of Economics: Micro</td>
</tr>
<tr>
<td>Econ 110</td>
<td>Principles of Economics: Macro</td>
</tr>
<tr>
<td>BA 110</td>
<td>Principles of Financial Accounting</td>
</tr>
<tr>
<td>BA 205</td>
<td>Law and Society</td>
</tr>
<tr>
<td>PA 300</td>
<td>Planning in the Public Sector</td>
</tr>
<tr>
<td>PA 301</td>
<td>Governmental Budgeting</td>
</tr>
<tr>
<td>PA 302</td>
<td>Introduction to Quantitative Methods</td>
</tr>
<tr>
<td>PA 493/494</td>
<td>Seminar examining issues and priorities in state and local governments or internship in the public sector (to be taken in the senior year).</td>
</tr>
</tbody>
</table>

Three elective courses from one of the following three areas:

General Administration:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 305/517</td>
<td>Management Information Systems &amp; Program Evaluation</td>
</tr>
<tr>
<td>PS 306</td>
<td>Public Administration</td>
</tr>
<tr>
<td>BA 350</td>
<td>Principles of Management</td>
</tr>
</tbody>
</table>

BA 352 Human Resource Management
BA 358 Labor Relations
BA 559 Operations Management

Government & Urban Policy:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PA 303</td>
<td>Administration of Intergovernmental Programs</td>
</tr>
<tr>
<td>PA 306</td>
<td>Administration of Community-Based Programs</td>
</tr>
<tr>
<td>PA 307</td>
<td>Lobbying and Public Relations in Government</td>
</tr>
<tr>
<td>UA 109</td>
<td>Introduction to Urban Problems</td>
</tr>
<tr>
<td>UA 222</td>
<td>Shaping the Urban Environment</td>
</tr>
<tr>
<td>PS 307</td>
<td>Introduction to Urban Planning</td>
</tr>
<tr>
<td>Econ 361</td>
<td>Economics of State and Local Government</td>
</tr>
<tr>
<td>CSoc 102</td>
<td>The Individual in Society</td>
</tr>
<tr>
<td>CSoc 103</td>
<td>Social Problems</td>
</tr>
<tr>
<td>CSoc 363</td>
<td>Law, Order &amp; Society</td>
</tr>
<tr>
<td>CSoc 365</td>
<td>Sociology of Law</td>
</tr>
<tr>
<td>CSoc 214</td>
<td>Criminology</td>
</tr>
</tbody>
</table>

Additional or substitute courses may be arranged with the approval of the advisor.

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.

Requirements for a Master's Degree, Public Administration

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 coursework 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.

Students who are interested in the Masters in Public Administration program should consult the Graduate Studies Bulletin.

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 government to the business system. Non-business majors only.

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

205 Law & Society Basic legal concepts; history and philosophy of 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.

305 Law of Trade I 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 Trade II A survey of the law of property—personal property, bailments; real property conveyances, mortgages; negotiable instruments. The quasi-socratic case methods of instruction will be used. Prerequisite, BA 205 or permission of instructor.
307 Ethics for a Technological Era
Emerging global society and 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.

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.

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

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, product, 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
Interdisciplinary 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
A broad overview of the general nature of the labor-management relationship as it exists in the U.S. The negotiation process as well as the major content of the labor contract itself are examined. Some incidents and cases are studied to illustrate various aspects of labor relations. Students participate in a mock negotiating session using an actual labor contract.

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

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.

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

414/514 Tax Accounting I
A detailed look at the law of income and deductions to furnish the accountant with the basic tools for preparing tax returns and rendering tax planning advice to individual taxpayers.

415/515 Tax Accounting II
In this continuation of federal income tax study, the emphasis is on partnerships, corporations, estates and 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 investment programs for an individual.

442/542 Principles of Salesmanship
Emphasis on ability to influence and understand people.

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. Prerequisite, BA 340 or equivalent.

446 Public Policy and Marketing
What are current public policy decisions affecting the marketing of goods and services? Leads to understanding of governmental influences, the impact on a firm's marketing programs by consumer groups and the firm's reactions to those groups. Prerequisite, BA 340 or equivalent.

447 Industrial Marketing
An introduction to the essential differences in marketing strategy for firms oriented to producers, resellers, and the government market rather than to consumer markets. Analysis of the functions of organizational buyers and the decision processes of organizations in purchasing goods and services. Prerequisite, BA 340.

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 Organizational Environment
How the organization copes with change in its environment. Examination of alternative societal futures as projected by futurists; survey of forecasting methods currently in use.

462/562 Regulation of Competition
A study of public policy toward business with emphasis on antitrust policy and its effect on the structure and behavior of the competitive market. Readings and U.S. Supreme Court decisions studied and discussed. Prerequisite, BA 205.

464/564 Comparative Business Environmental Systems
Comparative analysis of economic, political environment of business institutions in countries having capitalistic, mixed-economic, fascist, socialist, communist systems.

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

491/492/591/592 Reading and Conference
Credit arranged. Emphasis on providing in-depth knowledge of socially 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.

505 Law of Business Organizations
The student will study the law concerning the rights, privileges, responsibilities, and duties of business managers, the historical development, current status of the law and current critical comment with a view toward developing an informal awareness of statute and case law as the boundaries of the management process in particular, and their impact on the evolution of the business corporation in general.

512 Advanced Financial Accounting
Partnerships, consolidations statements, ventures and allied subjects are studied in the light of generally accepted principles and concepts in the field of accounting.

516 Accounting Theory
This course will provide a frame of reference to income determination, asset valuation and the history of accounting thought.

519 C.P.A. Problems
An intensive course of study to prepare candidates for the C.P.A. examination.

530 Managerial Accounting
Accounting information, services and systems are applied to the solution of management problems in business.

531 Problems in Finance
This course will inquire into problems in budgeting, capital investing, sources and mechanics of fund raising as well as studying the effects of income and property taxes, depreciation and inventory controls.

533 Security Analysis
Examination of tools used in analyzing the national economy, followed by an analysis of the 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 acquaints students with the management practices of the major financial institutions (banks, savings and loans, finance companies, insurance companies and credit unions). Where do they get their money? How do they use it?

540 Marketing Research
Modern approaches are used to determine market demand and characteristics. Both statistical and verbal design methods will be analyzed. The course will include a practical problem in the field.

541 Sales Management
The ability to manage sales programs and organizations is emphasized in this course which combines the essential elements of sales theory and practice in a managerial context.

543 International Marketing
The comparative analysis of marketing and the similarities and differences between domestic and international marketing are studied. Students have an opportunity to develop and improve their negotiation skills in a role playing simulation of a joint venture agreement.

545 Marketing Seminar for Graduates
Advanced marketing concepts and applications are the subjects for extensive and in-depth reading and discussion.
Focuses on the marketing sector—the giant international trading companies, the distribution chain, and the governmental agencies dealing with imports and exports. Prerequisite, one previous course in the international business area.

554 Business Policy  This capstone course provides the business student with the opportunity to integrate and apply managerial skills to the analysis of a variety of cases from the top management policy and administrative viewpoint.

555 Applied Behavioral Science Applied behavioral techniques to human interaction with emphasis on the solution of problems and introduction of change.

557 Managerial Seminar The development of interdisciplinary diagnostic skills are related to the understanding and evaluation of management and administrative applications and practices.

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

563 International Business Problems arise when business firms cross national boundaries. Here institutions, practices and environments of multinational firms are considered with regard to their influence on domestic and international business.

570 Small Business Management Focuses attention on the nation's small business sector, as a vital part of our economic and social system. History, structure and investigation into possibilities of entrepreneurship for graduates of UPS. Students will have the experience of establishing their own business.

571 Small Business Institute Offers students an opportunity to work at the practical application of helping a real small business in the community cope with its problems by providing management assistance of various kinds. Conducted in cooperation with the U.S. Small Business Administration.

593/594 Seminar Special seminar topics dealing with significant future business conditions and environments.

601 Business Environment This seminar for graduate students will consider business ethics, social responsibilities and governmental controls affecting the business environment.

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

651 Management Issues A seminar which actively investigates issues that increasingly challenge the capabilities of enterprise and organization managers. Students will have an opportunity to discuss and assess the concepts involved, and to develop perspectives by doing research and being responsible for conducting one or more of the seminars.

697/698 Thesis This research project will involve scholarly and empirical research using approved research techniques and culminating in a formally written and approved thesis.

BUSINESS & PUBLIC ADMINISTRATION

348 Business, Trade & Development in Southeast Asia Examination of rapid changes taking place in Southeast Asia; implications for international investment, business and trade; and its relationship with India, Japan, and China.

451 Organizational Behavior Study of social and psychological factors and processes affecting human work behavior and performance. Topics covered in depth include
roles, communication, motivation, leadership, social influence and intra- and inter-group dynamics. Prerequisite, BA 350 recommended.

511 Advanced Cost Accounting The advanced study of cost analysis, capital budgeting, transfer pricing, inventory control is considered as a motivational factor in business. Prerequisites, Business Administration 315.

517 Management Information Systems and Program Evaluation The design, analysis and implementation of total information systems is approached as used in the management of complex organizations. Emphasizes evaluation of an information system's performance, the impact of the system on the organization, management of data bases, collection of input data, and formulation of useful output formats. Prerequisites, Mathematics 271, Computer Science 261, Business Administration 350, and Public Administration 302.

546 Business and Economic Relationships with Developing Countries The problems of trade, aid, financial and investment relationships with this group of countries since World War II are examined. Emphasis of American economic policies and practices and the principle institutions and international forums dealing with these issues.

550 Managerial Decision Making Advanced planning techniques and the decision-making process are reviewed, analyzed and discussed. Emphasis is on the interdisciplinary and integrative aspects of planning as a framework for decision-making and the concept of rational decisions. Prerequisite, Business Administration 350.

551 Organizational Theory A review, analysis and discussion of established and emerging conceptual models and theoretical constructs, this course deals with the formal and informal structure of complex organizations.

556 Operations Research Principles of optimization analysis and statistical methods are applied to the solution of complex business problems. Prerequisite, Business and Public Administration 565.

565 Systems Management An integrative course in the principles, tools and application of systems analysis. The environment of a system, strategic planning and methods of forecasting the future of a system are examined. Prerequisites, Mathematics 271 and Public Administration 302.

567 Systems Simulation A study of the basic tools and techniques used in constructing and operating models of complex feedback systems found in business and government organizations and in the social environment. Prerequisite, Business and Public Administration 565.

PUBLIC ADMINISTRATION

300 Planning in the Public Sector Basic concepts of planning theory; how concepts relate to practical problems faced by public administrator. 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 Introduction to Quantitative Methods Mathematical methods for decision-making, role of data processing, concept of information systems and operational analysis; techniques in forecasting and program evaluation. Prerequisite, Math 271.

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 Management Information Systems and Program Evaluation (see Business and Public Administration 517).

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.

307 Lobbying and Public Relations in Government Effective representation of private, public programs to decision-makers in the public sector. Case study, discussion.

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

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

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

557 Managerial Seminar: Values and Ethical Issues in Public Administration Current issues in public administration, including what has been termed "the new public administration", the role of the public administrator in modern society and the impact of values and ethics in the public sector. Prerequisites, Business Administration 350.

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

650 Policy and Administration Development of basic theories of administrative organization, administrative relationships, and behavioral patterns in execution of public policy. Prerequisite, Masters in P.A. core requirements or permission of the instructor.
Chemistry

Professor: Keith Berry, Chair; Darrell Medcalf
Associate Professor; H. James Clifford, L. Curtis Menhaff, Wesley Nigh, Jeffrey Bland
Assistant Professor: John Randolph, Kenneth Roussiang, Thomas Rowland

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 (or 101, 102*), 214, 301, 302 (or 250, 251*), 401, 420; 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 (or 101, 102*), 301, 302, 401, 402, 404, 406, 410, 420, 5) Participation in department seminars and other activities

*With approval of departmental advisor

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

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.


106 Introduction to Drug Activity A survey of the nature of drug response and the factors modifying drug response. It includes discussion of various types of drugs, both drugs of abuse and ethical pharmaceuticals. Drugs will be described by their activity, symptoms of use, treatment and toxicity.
107 Chemistry of Food and Nutrition
The nutritional biochemistry of food and food supplements; examination of the relationship between physiology and the biochemistry of nutrition; history of the food industry in America and its impact upon human nutrition. Laboratory experiences and demonstrations. Laboratory fee: $10.

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.

214 Quantitative Analysis

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.

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 Hückel 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, nonaqueous 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.
Communication and Theatre Arts

Professor: Wilbur H. Baisinger, Gary L. Peterson, Paul Brandes

Associate Professor: Jerry D. Allen, Richard M. Tutor

Assistant Professor: Carl J. Clavadetscher, Carol L. Sloman, Chair, Thomas F. Somerville

About the Department

The Department of Communication and Theatre Arts offers study in three broadly based programs leading to a Bachelor of Arts degree in Communication and Theatre Arts.

1) Communication (interpersonal communication, small group communication, communication theory, organizational communication, public or presentational communication)
2) Theatre Arts
3) Communication Disorders (speech science, language development, speech correction, hearing)

The three programs share a two-unit core of departmental studies, but beyond that the programs vary according to the emphasis selected by the student.

Students majoring or minoring in Communication and Theatre Arts must earn a grade of C or higher in all courses which are taken in fulfillment of major or minor requirements. No courses taken on a pass/fail basis will be allowed to fulfill department requirements.

Communication Activities

The Department of Communication and Theatre Arts sponsors communication activities which include a competitive forensics program and practicums in campus media. Forensics activities include debate, oratory, extemporaneous and expository speaking, discussion, and oral interpretation. The department also sponsors the Washington Alpha Chapter of Pi Kappa Delta, national forensics honorary, and Alpha Psi Omega, national dramatic fraternity. Campus media activities include the campus weekly newspaper, The Trail, other campus publications, and the student-operated KUPS-FM. Participation in these projects is open to all university students. Activity credit may be granted with prior approval of the department.

The Inside Theatre

This intimate theatre, located in Jones Hall, serves as the performance center for the Department of Communication and Theatre Arts. Each season the Inside Theatre presents at least four major productions, several student-directed showcases, and a summer program. The Inside Theatre also houses Opera Workshops, Students, faculty members, and members of the community at large are welcome to audition for Inside Theatre productions and to assist in the technical aspects of the production.

Requirements for a Major

All majors in Communication and Theatre Arts will be required to take the following two courses which will constitute the departmental core: CTA 100 Foundations of Human Communication / CTA 275 Survey of Theatre

In addition to the departmental core, each student will select one of the areas of
primary emphasis detailed below. Options are available within each of the primary areas of emphasis to allow some individualization of each student's program.

**COMMUNICATION**

Undergraduate preparation in this emphasis area provides study in interpersonal communication, small group communication, public communication, communication theory, organizational communication, and mass communication. Emphasis in the communication area will provide the background necessary to pursue graduate study in addition to preparing the student for employment in a variety of occupations. Options available within this emphasis area will allow students to focus on specific subject areas which best fit their individual needs and goals. Students electing an emphasis in this area are strongly encouraged to supplement their programs with supporting courses in other disciplines.

Required courses: 1) Department core: CTA 100, 275, 2) Communication core: CTA 200, 202, 3) Six units selected and approved through advisement from CTA 122, 203, 204, 205, 222, 322, 330, 332, 340, 434, 442, 460, 462, 464, 466.

Recommended courses: In addition to the 10 required courses detailed above, students electing the communication emphasis are strongly encouraged to supplement their major program with supporting courses drawn from areas outside the Department of Communication and Theatre Arts. Generally, this will involve course work in research methodology and/or the election of cognate or complementary program of courses from other departments. The research methodology option would involve the selection, through advisement, of three courses dealing with research design, data collection, statistical analysis, and data interpretation. The cognate would involve the selection, through advisement, of at least five additional courses which complement the student's major program emphasis. Cognate areas might be selected in areas such as Business Administration/Marketing/Public Relations, English/Writing, Counseling, or Public Administration. A cognate might also be drawn from other academic areas or from a combination of areas. In any event, the choice of specific courses comprising a cognate must be worked out with and approved by the student's advisor so that the selections will constitute an academically sound program which relates to the student's individual needs and goals.

**THEATRE ARTS**

The Theatre Arts program is an integral part of the Communication field, the entire theatrical/artistic process being, in fact, a process of communication involving physical, verbal, visual, symbolic and rhythmic forms. The Theatre Arts area of the department offers a wide range of introductory and advanced courses in acting, directing, technical theatre, and theatre history. The theatre arts area requires that students not only study theatre in the classroom, but also participate actively as creative artists. Professional standards are encouraged, and opportunity for intense involvement is provided.

Students electing a major emphasis in theatre arts are also required to select a secondary area of emphasis in either technical theatre or in acting and directing.


Students electing a primary emphasis in theatre will also be required to complete a design, acting, or directing project for graduation.


**COMMUNICATION DISORDERS**

(Speech/Language Development & Pathology)

The Department of Communication and Theatre Arts offers a major in Communication Disorders. This is a broadly based preprofessional program which includes courses in speech/language development and pathology, specified requirements in Psychology, Statistics, Biology, and recommended electives in Education and related areas. A preprofessional program contrasts with a strictly professional program, which would require substantially more units than UPS offers. Students who plan a career in Communication Disorders should plan on completing additional undergraduate hours at an institution that offers a clinical masters degree. Completion of a clinical masters degree, followed by full-time employment for one year, enables a student to apply for clinical certification by the American Speech and Hearing Association.

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

Required courses: 1) Department core: CTA 100, 275, 2) Department elective: 2 units from CTA 200, 202, 332, 340, 434, 3) Communication Disorders Emphasis: CTA 280, 380, 382, 386, 484, 488, 4) Required outside of the department: Biology 221, 222 (Biology 101 is a prerequisite; Chemistry 101 is recommended). Psychology 220, 240, 440. Math 271 (or equivalent unit in statistical methods)

Recommended courses: Additional units in Psychology, Education, Occupational and Physical Therapy are strongly recommended. These courses should be selected through advisement.

**COMMUNICATION & THEATRE EDUCATION**

A student who completes the communication or theatre emphasis major program may also elect certain courses in the School of Education to qualify as a secondary school teacher. The Communication and Theatre Arts Department recognizes the need to insure quality instruction in communication and theatre arts at the secondary school level, and offers within its curriculum the opportunity to meet the requirements for a major and also to meet the requirements for the secondary education certificate.
Requirements for a Minor

A minor may be taken in the department of Communication and Theatre Arts in any of the three emphasis areas.

I. Communication Emphasis: Completion of 6 units to include CTA 100, 200, 202, and 3 units selected and approved through advisement from the following: CTA 122, 203, 204, 205, 222, 322, 330, 332, 340, 434, 442, 460, 462, 464, 466.

II. Theatre Arts Emphasis: Completion of the following 6 units: CTA 100, 111, 217, 275, 313, 371 (or 372).

III. Communication Disorders Emphasis: Completion of the following 6 units, CTA 200, 202, 332, or 434, 280, 380, 382, 484, 488.

Course Descriptions

Courses numbered 300 and 400 are intended for juniors and seniors only. Courses numbered 500 are intended for graduate students only. Any exceptions must be approved by the department. Lab fee for courses marked with asterisk.

100 Foundations of Human Communication Introductory level course incorporating study and application of the principles of human communication. Explores interpersonal, small group, and public settings for communication. Emphasis on personal communication skill development in laboratory and applied sessions. For freshmen and sophomores.

111 Acting I Study of the principles of the art of acting via active development of basic resources—body, voice, imagination. Initial focus upon self-awareness and progress toward script and character analysis/ rehearsal and performance techniques.

113 Stage Makeup* Credit ½ unit. Introduction to basic stage makeup techniques for the actor. Emphasis on creation of age and character and the modeling of features through makeup. Students purchase their own makeup kits.

122 Introduction to Mass Communication Effects of news media upon American audiences through analysis of historical factors affecting news definition and coverage, contemporary news operations and cycles, advertising and governmental factors affecting news coverage, and final products; adequacy of coverage for groups and interests.

200 Interpersonal Communication Study of communication behaviors in face-to-face interactions. Theories and principles of dyadic communication, with emphasis on skill development.

202 Discussion & Conference Leadership Principles and methods of deliberation, leadership, communication in small groups. Group dynamics and structure, role-playing, decision-making, leading a conference. Application and practice of principles and skills.

203 Presentational Communication Practical experience in the public forms of communicating. Various modes and purposes of speaking are experienced, including report presentation. Emphasis on receiver analysis, composition or preparation of messages, evaluation of results.

204 Argumentation & Debate Analysis of perspectives, concepts, research approaches and presentational aspects of argumentation. Equally theoretical and practical, stressing oral and written argumentative communication. Debate used as in-class structure for argumentative practice.

205 Personal Growth & Self-Development Designed to facilitate personal growth. Texts, objectives, procedures organized so as to develop self-sufficiency in determining and achieving individual living and learning goals. Communication skills, interpersonal and personal awareness are emphasized.

211 Oral Interpretation Introduction to the study of imaginative literature through the medium of oral performance. Analysis and interpretation of verse, prose and drama.

217 Technical Theatre* Basic stagecraft skills, fundamental drafting techniques and perspective. Practical experience in backstage procedures and organization. Lab required. Prerequisite for Scene Design (CTA 317). To be taken concurrently with Theatre Production, CTA 291.

222 The Television Medium: Its Effects on Society A short history of the medium, followed by in-depth studies of practical effects and how they can be controlled and/or influenced by performance and programmer. Prominent critics, theorists and practitioners in the T.V. field will be studied. Independent and group research projects and presentations included.
271 Ideas & Characters Credit 1/2 unit. A reading program in Theatre Arts. The reading of notable plays (at least one a week) followed by discussion period with Theatre Arts staff, focusing upon historical and theatrical perspectives, styles and methods of presentation, form and content. May be repeated.

275 Theatre Survey* Overview of the various aspects of Theatre and its relevance as a composite art: acting, design, play interpretation, directing, etc. Aesthetic appreciation of theatrical periods, selected plays and their technical and visual advancements. Lab required.

280 Introduction to Speech Science Articulatory and acoustic phonetics are used as a basis for understanding the sound system of normal English speech, basic anatomy and functioning of the peripheral speech mechanism is studied.

291 Theatre Production Credit 1/4 activity unit, each. Student participation in acting, scenery construction, lighting, costuming, and properties for a major production.

292 Communication Activities Credit 1/4 activity unit, each. Participation in inter-collegiate forensics, campus media, on- and off-campus communication activities.

293 Clinical Observation Credit 1/4 activity unit, each. Observation, assistance to regularly assigned teacher or therapist. Sites such as Speech and Hearing Clinic of Mary Bridge Health Center, Mary Bridge Developmental Learning Center, school therapy programs. Permission of instructor required.

311 Acting II Styles and theories. An advanced course, encompassing a variety of approaches and techniques. Scripts from various periods, such as Greek, Roman, Medieval, Commedia dell'arte, Elizabethan, used for analysis and performance. Extensive outside reading. Prerequisite, Acting I (CTA 111) or equivalent experience.

313 Directing 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.

317 Scene Design In-depth study and practical application of principles of design. Script analysis for designing various types of scenery. Models, perspective watercolor sketches and the practical uses for the director and actor. Prerequisite, CTA 217 (Technical Theatre).

319 Costuming for the Theatre Theory fundamentals of costume design with practical application by rendering designs for specific characters in assigned plays. Discussion and criticism of student designs. A general overview of costume history, period pattern-drafting, and construction.

322 Film Studies* Study of film designed to make the student aware of the chronological development of film making and film art; study of social and philosophical effects and forces of film medium and comparison of desired artistic effects and techniques of different major film makers to their finished products, and developing a critical awareness of these elements through observation and analysis of these products.

330 Nonverbal Communication Examination of the effects of physical behaviors, environment and space, physical appearance, facial expressions, and vocal cues, on the human communication process. Prerequisite, CTA 100 or permission of instructor.

332 Communication Theory Study of human communication behavior and the relational process. Examines major models of human interaction. Prerequisite, CTA 100 or permission of instructor.

340 Group Process Advanced study of characteristics of the group communication process. Emphasis on communication theory, dealing with problems of interaction and leadership, interpersonal variables, conflict, member performance and satisfaction. Prerequisite, CTA 202 or permission of instructor.

371/571 Theatre History I Primitive through Elizabethan. Study of theatre as a producing institution, and the effects of a specific time and culture on methods and approaches to playwrights, directors, actors, architecture, production procedure and techniques. Reading of major texts, plays.

373/573 Theatre History II French Neoclassic to Modern. Study of theatre as a producing institution and the effects of a specific time and culture on methods and approaches of playwrights, directors, actors, architecture, production design, procedure and techniques. Includes reading of major texts, plays, and independent research.

380 Introduction to Communication Disorders Survey of the principal disorders of speech and language in children and adults, with emphasis on the personal and social impact of the handicapping condition Functional, organic, and psychogenic problems will be considered, and the role of the classroom teacher in cooperating with Communication Disorder Specialist.

382/582 Language Acquisition & Function In Children Nature and acquisition of normal language and communication skills during the child's first four or five years of life; assessment and management of language problems in children.

386/586 Speech & Language Problems of Developmentally Delayed Children Planning and administration of small-step language programs designed to improve the language-speech functioning of developmentally delayed children (age 2-5 yrs.). Consultation with speech-language pathologists; guest lecturers. Survey of the language-speech problems.

434 Communication Facilitation An advanced course in applied interpersonal communication, with laboratory experience in the development and use of skills used to facilitate communication in personal and professional relationships. Prerequisite, CTA 200 and 202, senior standing, or permission of instructor.

442 Communication & Social Influence Examines the formation and change of attitudes, beliefs, and behaviors through the communication process. Theories, research paradigms, persuasive strategies. Prerequisite, CTA 100, senior standing, or permission of instructor.

460/560 Organizational Communication What is the function of communication within organizational structures and processes?
Theories and conceptual models which deal with human communication as part of the managerial process in complex organizations. Prerequisite for 460, CTA 100, 200, 202, senior standing or permission of instructor. Prerequisite for 560, graduate standing only.

462 Directed Projects in Communication
Variable credit, up to 1 unit. Supervised observation and development of communication skills in practical application experiences. Emphasizing on-the-job experience in business, professional or educational environment. Prerequisite, senior standing in department major or minor; permission of department and supervising agency required. May be repeated, maximum one unit applied to major requirements.

464 Topics in Communication
In-depth seminars in various areas of the communication discipline. Course content varies with each offering. May be repeated.

465 Topics in Theatre Arts
Seminars in various areas of the theatre discipline, such as: aesthetics, theory and criticism, management, directing, theories, theatre architecture. Course content varies with each offering. May be repeated.

484/584 Organic Disorders of Communication
Study of etiology, characteristics, assessment and remediation of principal organic disorders which impair communication (dysarthria, aphasia, cerebral palsy, voice, cleft palate). Observation of cases.

488/588 Hearing & Deafness
Anatomy and functioning of hearing, types of hearing loss, screening and assessment procedures, role of the classroom teacher in assisting the acoustically handicapped child; impact of hearing loss on the communication and adjustment of children and adults.

495/496 Independent Study
Prerequisites, departmental approval and proposal submitted at least two weeks prior to term in which credit is to be given. May be repeated.

Comparative Literature

Director: Philip Hager, Professor

Comparative Literature Program Committee:
English Department: Ralph Corkrum, Professor; Charles Frank, Associate Professor
Foreign Languages Department: Jacqueline Martin, Professor; Esperanza Gurza, Associate Professor; Robert Herschbach, Associate Professor; Michel Rocchi, Assistant Professor; Chang Yun, Assistant Professor

About the Program
The Comparative Literature Program, in conjunction with the Departments of English and Foreign Languages, offers a Bachelor of Arts degree and Master of Arts degree in Comparative Literature. The program concentrates on main currents, periods, and movements in literary history, literary influences in one or more national literatures; and the interrelationships of several literatures. Courses are provided by the Department of English (identified below as "E"), the Department of Foreign Languages ("FL"), and the Comparative Literature Program ("CL").

Requirements for a Major
1. Foreign language competency at the 202 level
2. Ten (10) units, to be selected from these categories:
   I. Methodology (2 courses, the first course and one of the other two) / Methodology of Comparative Literature (CL) / Introduction to Literary Studies (FL) / Literary Theory (E)
   II. Thematic courses (1) / Twentieth-century Perspective on Myths (CL) / World Literature
   II: Legends, Myths, and National Epics (E) / African and Caribbean Authors: Negritude and Acculturation (CL) / Social Revolution (FL) / The Faust Tradition & the Faustian Quest (CL)
III. Genre courses (1) / The Japanese Film (CL) / The Modern Japanese Novel (FL) / International Avant-garde Theatre (FL) / Existential Literature (FL)

IV. Literary history courses (3) / The Literary Tradition of China, Japan, and Korea (CL) / Ancient Near East (E) / Graeco-Roman Literature (E) / Medieval Literature (E) / World Literature I: Origins of the Modern World (E) / World Literature III: The Twentieth Century (CL) / Late Eighteenth-century European Literature and Thought (CL) / Latin-American Literature (FL) / Renaissance in France, Italy, & Spain (FL) / Medieval Literature of France, Germany, & Spain (FL)

V. Electives (3 courses any upper-division literature courses in the Departments of English or Foreign Languages)

Requirements for a Minor
One course selected from each of the five categories above.

Course Offerings
105 The Japanese Film Humanities.

210 Literary Tradition of China, Japan, and Korea Reading in English translation of the classical literature of China, Japan, and Korea.

220 Twentieth-century Perspective on Myths Study of the renaissance of Greek and Hebrew myths in twentieth-century Western drama. Reading and discussions of plays based on the myths of Oedipus, Electra, the Trojan War, or Biblical themes. Lectures and discussions. One term paper.

233 World Literature III: Contemporary Literature Examination of modern, national literature which reflects significant literary movements, currents, and interrelationships.

280 Late Eighteenth-century European Literature and Thought Examination of writings that reflect the major themes of the Age of Enlightenment, the ideas of rationalism, and the reactions to it. Texts will be available in the original language and in translation. Discussions will be held in English, though special sessions on material in German can be arranged.

290 African and Caribbean Authors: Negritude and Acculturation Novels, plays, and poetry by contemporary African and Caribbean writers which emphasize the negritude movement and the phenomenon of acculturation. Lectures, discussions, reports, short papers.

300/500 Methodology of Comparative Literature Introduction to procedures of comparative literature study through examination of movements, influences, and relationships of national literatures.

350 Social Revolution Examination of the social and political implications of late eighteenth- and nineteenth-century literature. Students desiring foreign language credit should register for one of the following: French 350, Spanish 350, German 350.

390/590 International Avant-garde Theatre French.

410/510 A Critical Study of Existential Novels and Plays French. Examination of significant works associated with the literary perspective of the Existentialist movement.

410/510 Latin-American Literature Spanish. Content may vary from contemporary Latin-American literature to specific genre study or highlights of the literature of a selected Latin-American country.

420/520 The Faust Tradition and the Faustian Quest Study of the complexity of the intellectual, ethical, and aesthetic tradition of Faust from the sixteenth to the twentieth century.

450/550 Medieval Literature of France, Germany, and Spain Survey of medieval literature through intensive study of selected masterpieces. Students desiring foreign language credit should register for French 450, Spanish 450 or German 450.

595/596 Independent Study Advanced study in comparative literature, arranged in consultation with the specific professor.

600 Critique in Comparative Literature Thesis representing a critical estimate or discussion of a genre, period, theme, or author. Specific details available from the program director.
Comparative Sociology

Professor: John Phillips, Frank Peterson
Associate Professor: Charles A. Ibsen, Chair; Phoebe Miller
Assistant Professor: John Finney, George Guillmet, 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 of analysis and communication. The department offers not only a wide range of subject areas consistent with a general liberal arts experience, but also specialization suitable for advanced study in Sociology, Anthropology, social work 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 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; religion manifested in social life.
204 Social Stratification Analysis of social differentiation and its consequences for members of societies.
205 Industry in Social Life Consideration of the work setting as a social organization in industrial, non-industrial societies.
206 Deviant Behavior in Society Definition of and reaction to deviant behavior in societies.
207 Medical Beliefs and Practices Organization and practice of medicine in societies.
208 Social Communities 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 anthropology 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.
271 Elements of Applied Statistics
See Mathematics 271.
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 Comparative 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 & 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 Comparative Sociology at 300 level of permission of instructor.

420 Comparative Analysis II  Prerequisite, 1 unit Comparative 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.

*This course cannot be used to fulfill requirements for a major or minor in Comparative Sociology.

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**Computer Science**

Associate Professor: Jerrill Kerrick

Assistant Professor: Dale Mueller

**About the Program**

In today's world, it is important for every educated individual to know something about computers and the ways in which they are programmed to process information, solve problems and make decisions. Computers influence our lives, directly or indirectly, in an increasing variety of ways, and the consequences are far too important for them to be left only in the hands of 'experts.'

The introductory courses, 155 and 161, satisfy the general University quantitative requirement and are designed to meet the basic needs of students majoring in a variety of fields. 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.

**Requirements for a Minor**

1. Five courses including Computer Science 161 or 155 (but not both), 262 and 381. Computer Science 161 should be taken instead of 155, however, it is possible for a student who has done well in Computer Science 155, and who has the permission of the instructor, to proceed to Computer Science 262 and then go on to complete a minor. 2. Math 121, Math 271 or Math 257 and Math 272.

**Course Offerings**

155 Introduction to Computer Science for Liberal Arts  Partial fulfillment of the quantitative requirement. The objective is to train business and liberal arts students in the use of the computer. Topics include: the development of the computer, the role of the computer in society and an introduction to computer programming with applications in Business, Humanities and Social Sciences.

161 Introduction to Computer Science  Introduction to computer programming in FORTRAN IV and BASIC. This course affords the basic knowledge and experience needed to use computers effectively in the solution of problems. It can be a service course for students in such fields as business, science, and mathematics as well as an introductory course for the computer science minor. Prerequisite, three years of high school math, or Math 111 or equivalent.

251 Business Data Processing  Introduction to data processing with emphasis on programming. Introduction to COBOL and RPG II with applications to business problems. Prerequisite, Computer Science 155 or 161.

262 Computer Science II  Advanced topics for FORTRAN and BASIC. Structured programming. Brief introduction to discrete-structures, Introduction to data-structures, matrix operations and file processing. Prerequisite, Computer Science 161 or Computer Science 155 with permission of instructor.
Economics

Professor: Ernest Combs, Chair; Homer Hamner
Assistant Professor: Bruce Mann, Michael Veseth, Douglas E. Goodman

About the Department
Economics focuses on the basic problem of making intelligent individual and social 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 or 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 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 calculus and linear algebra. Those students who wish to enter the job market immediately after receiving the B.A. are encouraged to take courses in Business or Public Administration.

Economics also provides an excellent background for graduate work in Law and Business and Public Administration. Currently, a number of interesting graduate programs in Environmental Economics and the Economics of Medicine are offered. Majors in Science, Mathematics, Political Science, Comparative Sociology, Business and Public Administration should consider a double major in Economics.

It will considerably enrich their education and will give them greater flexibility in choosing a graduate program, e.g., 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 or her professional career and improve his or her ability to compete in the job market.

Requirements for a Major
In order to better satisfy the individual needs of economics majors, a three-track program has been developed. Track I is an unusually high-quality program specifically designed for those intending to pursue Masters and Doctors degrees in Economics, Business Administration, Public Administration, and Operations Management. Track II is a high-quality degree program designed for the economics major who may go to graduate school but initially plans to enter the job market. Track III is designed for double majors and pre-law students who do not wish the degree of quantitative rigor of the Track II program. Track II and III students can pursue graduate work in Business Administration, Public Administration, and Economics with additional course work in Mathematics. The three-track system is shown below:

**TRACK I**
Math 121, 122; 220 or 221; 232. Econ 101, 110; 301, 310; 401 or 402. One course minimum from upper level economics* 12 unit total.

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310 Numerical Analysis  See Mathematics 310.
381 Assembly Language & Machine Organization  Introduction to machine and assembly language, machine organization and structure; internal representation and processing of data, use of macro language, introduction to compilers and interpreters. Prerequisite, Computer Science 162.
331 Systems Programming  Operating systems fundamentals. Parallel processing and interrupt handling, Multiprogramming and time-sharing systems. System modules and utility programs.
517 Management Information Systems  See Business and Public Administration 517.
**TRACK II**
Math 257, 258, 272. Econ 101, 110, 301, 310 and one of: 402, 403, 404. Two courses from upper level economics* 10 unit total.

**TRACK III**
Math 257, 272. Econ 101, 110, 301, 310. Three courses from upper level economics* 10 unit total.

*Acceptable Upper Level Electives include Econ 321, 322, 331, 341, 351, 361, 371, 401, 402, 403, 404.

**Requirements for a Minor**
Completion of 5 units to include:
1. Economics 101, 110 and 301 or 310
2. 2 upper level electives from the following list: 301, 310, 321, 322, 331, 341, 351, 361, 371, 401, 402, 403, 404

**Course Offerings**

**101A Principles of Economics: Micro**
Analysis of the concepts and principles of microeconomics and contemporary problems and policies.

**101E Principles of Economics: Micro**
An Environmental Approach Analysis of the concepts and principles of microeconomics and contemporary problems and policies as they relate to the environment.

**101U Principles of Economics: Micro**
An Urban Approach Analysis of the concepts and principles of microeconomics and contemporary problems and policies of the urban sector.

**110 Principles of Economics: Macro**
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.

**200A Introduction to Economics**
A terminal course for students without college background in economics. This course explores the functioning of markets, the basis for economic decisions in the private sector, and analysis of the national and international economies.

**200C Economics of China & Japan: An Introductory Approach**
Introduces students to the economics of two very different Asian economies. Compares the allocation system of a market economy, Japan, with that of a command economy, China. Analyzes the economic growth and development process in the two economies. Analyzes the contemporary economic problems of unemployment, underemployment, inflation, efficiency, income distribution, environmental policies in China and Japan.

**221 Economic History of the United States**
Development of American economic institutions from their European background to the 20th century.

**222 Recent Economic History of the United States**
Development of American economic institutions during the 20th century.

**301 Intermediate Microeconomic Theory**
Consumption, production, and pricing under perfect and imperfect competitive conditions; welfare economics; general equilibrium analysis. Prerequisite, Economics 101 and Mathematics 257.

**310 Intermediate Macroeconomic Theory**
Basic principles of national income determination. Selected special problems; effect of changes in price levels upon macroeconomic equilibria; role of foreign trade and payments; economic growth. Prerequisites, Economics 101, 110 and Mathematics 257.

**321 History of Economic Doctrine**
Development of economic thought from mercantilists until the 20th century; relation of economic doctrines to other scientific thought. Prerequisites, Economics 101, 110.

**322 Recent History of Economic Doctrine**
Development of economic thought during the 20th century; relation of economic doctrine to other scientific thought of the period. Prerequisites, Economics 101, 110.

**331 The Economics of Money & Banking**
The role of money in a modern economy. Financial and monetary institutions and theories. Prerequisites, Economics 101, 110.

**341 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 and demand for local public goods, housing problems and policies, and transportation systems. Prerequisite, Economics 101.

**351 Environmental Economics**
Economic consequences of overpopulation, air pollution, water pollution, waste disposal, exhausting our irreplaceable natural resources; governmental policies designed to cope with these problems. Prerequisite, Economics 101.

**361 The Economics of Public Finance**
An analysis of the economics of the public sector. Taxation, public expenditures, public debt and stabilization policy are examined. Federal, state and local government policies are discussed. Prerequisites, Economics 101, 110.

**371 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 disequilibria. Prerequisites, Economics 101, 110.

**401 Mathematical Economics**
Senior seminar which applies calculus and linear algebra to the analysis of microeconomics theory. The tools of mathematical optimization and programming and game theory are developed with direct application to the analysis of the problems of consumer behavior, the theory of the firm, market equilibria, imperfect competition and linear programming. Prerequisites, Economics 301, and one semester each of differential calculus and linear algebra.

**402 Manpower & Human Resource Economics**
Senior seminar devoted to a microeconomic analysis of the labor sector in the U.S. economy. 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
Education

Professor: Edith M. Gifford, Richard E. Hodges, Director; Robert Hostetter, Milton Hoyt, Annabel Lee

Associate Professor: Robert C. Ford, LaVerne Goman (Adjunct), Norman Heimgartner, Steven J. Morelan, John W. Robinson, Ray L. Roussin

Assistant Professor: John T. English, Grace Kirchner, Stephen T. Kerr, Sandra Meggert

Lecturer: Barbara A. Holme, Pamela Stevens, Linda Cockrell, Joan Rapp

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 Elementary 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

403 Monetary Economics Senior seminar concerned with the role of money in modern economic theory. The demand for money and the monetary mechanism are examined from the neo-classical, Keynesian, and monetarist points of view. Inflation, interest rates, and the role of money in economic activity are also discussed. Prerequisites, Economics 301, 310, Mathematics 272 or 372.

404 Economic Growth & Development Senior seminar concerned with the process of economic growth and development in advanced and less developed economies. Examines functional relationships of technological change, education, population, savings, investment and economic growth and development. Prerequisites, Economics 301, 310 and Mathematics 272 or 372.

491/492 Reading & Conference Credit arranged. Specially selected areas or subjects explored under academic guidance of a faculty member. Prerequisites, Economics 101, 110

495/496 Independent Research Credit arranged. Specific areas as selected. Prerequisites, Economics 101, 110.

507 Advanced Economic Theory Selected topics in economic theory. Prerequisites, Economics 301, 310.
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 Washington Provisional Elementary Certificate with recommendation for assignment to the elementary or junior high school level;
2. A program that leads to the Washington Provisional Elementary 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 elementary and secondary 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. 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.

**General Information on Job Availabilities**

The number of school districts that regularly approach U.P.S. for teachers is 35-40.

In addition, the U.P.S. Career Service Office receives written or phone contacts from numerous other districts seeking to fill a specific teaching need.

In 1977-78 the average beginning salary in the Puget Sound area is approximately $10,000.

In 1976 approximately 35% of the total number of students completing the certification sequence were employed in regular full time teaching positions. An additional 20-25% have been teaching fairly regularly in substitute teaching positions. Approximately 15% of our graduates did not enter the teaching market (housewives, graduate school, military did not want to teach).

**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. Secondary Education 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 the Elementary Certificate

The program leading to the Washington Provisional Elementary Teaching Certificate requires completion (with grade of C or better) of the following non-professional courses to include: 1) 1 unit, English Composition, 2) 1 unit from Communications and Theatre Arts 100, 200, 202, 203, 204, 205, 340, 3) Psychology 101, 4) Mathematics 341.

In addition, 5 units in each of two academic areas are required and may be selected from:
1) Language Arts
   English; Communications and Theatre Arts; Foreign Language
2) Social Studies
   Comparative Sociology; Economics: History; Political Science; Psychology
3) Mathematics and Science
   Biology; Chemistry; Environmental Science; Geology; Mathematics; Physical Science; Physics
4) Health and Physical Education
   Health; Physical Education; Recreation
5) Fine and Applied Arts
   Art; Music; Home Economics
6) Humanities
   Philosophy; Religion; Humanities

The following professional Education courses are required:
1) Education 201, 202, 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

The program leading to the Provisional Secondary Teaching Certificate requires completion of the following non-professional courses to include:
1) 1 unit from Communications and Theatre Arts 101, 220, 225, 239, 240, 272, 335, 341, 2) English 101, 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.

Teaching at the secondary level requires completion of degree requirements in one of the following areas:
Art / Biology / Business Education / Chemistry / Communication and Theatre Arts / English / Foreign Language French, German or Spanish / Home Economics / Mathematics / Music / Natural Science / Physical Education / Physics / Psychology / Social Science, History and Political Science.

Teaching Minors:
The following teaching minors are allowed for secondary teachers:
Art / Biology / Chemistry / English / French / German / Geology / History / Home Economics / Physical Education / Political Science / Sociology / Spanish / Speech / Theatre.

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 Education degree.

Bachelor of Education

The degree of Bachelor of Education is a postgraduate 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.

306 Humanistic Education & Group Processes Integrating intellectual, emotional, experimental learning; teaching skills and techniques; classroom applications.


345 Social Studies in the Elementary School Teaching strategies; current research; practical aspects of teaching social studies. Laboratory experiences and micro-teaching. Prerequisites, Education 201, 202.

347 Activities in the Elementary School Introduces basic principles for teaching art, music, physical education in the elementary school. Instructors are specialists from the three departments. Strongly recommended for every elementary teacher.

349 Reading & Language Arts In the Elementary School Language arts as interrelated communication processes; analysis of program objectives, methods, materials; development of teaching-learning strategies in laboratory school settings. Prerequisites, Education 201, 202.

350 Mathematics in the Elementary School Techniques of teaching elementary school mathematics; examination of texts, reports from book consultants; films, class presentations; individual tutoring of elementary students. Prerequisites, Education 201, 202, or permission of instructor. Mathematics 341 must be taken prior to or concurrently with this course.

359 Teaching Strategies in the Secondary School Curricular, organization patterns in secondary schools; emphasis on teaching techniques (i.e. lecture, seminar, inquiry,
questioning strategies, and use of community resources). An additional unit in teaching subject matter is to be taught in each of the academic departments having teacher education candidates. Course intended for juniors.

365 Science for Elementary Teachers Background in biological, physical sciences recommended. Development of skills in using a science program and materials into a learning experience for children. 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 reading readiness), organization and scheduling. Prerequisite: Education 201.

401 Elementary School Student Teaching Credit 4 units. Directed student teaching in student's preferred grade of public elementary schools, daily for a full term; seminar in advanced methods included. School of Education endorsement required. Required for the Provisional Elementary Certificate.

402 Secondary School Student Teaching Credit 4 units. Directed student teaching in student's major and minor fields of concentration at the junior high and/or high school level for 4-6 class periods daily during a full term. Seminars will be arranged. Prerequisites: Education 201, 202, 359 School of Education and major department endorsement required.

403 Undergraduate Practicum Credit maximum 2 units. Field experience. Application of special skills, techniques, theories. Permission of instructor and the Director of Undergraduate Studies in Education required.

404 Undergraduate Internship Credit arranged, maximum 4 units. Field experience. Independent responsibility for an educational program in student’s area of specialization. Permission of instructor and the Director of Undergraduate Studies in Education required.

408 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 & 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 knowledge of counseling are taught and the perspective on counseling is introduced. 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.

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.


471 Problems & 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 & 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.

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.
519 Current Issues & 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.
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, K-12  Credit ½ unit. Curriculum patterns, issues in the language arts; critique of methods and materials; development of effective programs, procedures.
526 Essential Elements of Instruction  Based upon institutional theory into practice as set forth by Dr. Madeline Hunter of UCLA to analyze the crucial elements of instruction. Seminars, discussions, practice.
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.
531 Piaget: Educational Implications  Credit ½ unit. Explores general implications of Piaget's theory for the educational setting, including early childhood programs for educationally handicapped, and implications of Piaget's theory in mathematics.
532 Developmental Guidance  Credit ½ unit. Instructional programs for personal and interpersonal growth and development. Prerequisites, Education 437, and 538.
533 Management & Accountability for Counselors  Credit ½ unit. A study of the Result System Management model. Students learn to be accountable for results rather than procedures. Prerequisites, Education 437, 538, 539, 540, and 541.
534 Theories of Counseling  Credit ½ unit. Continuation of individual intervention technology as derived from basic theories such as Gestalt, Transactional Analysis, and non-directive. Prerequisite, Education 437.
535 Counseling Methods  Credit ½ unit. Continuation of individual intervention technology to include behavior modification, art and poetry therapy. Prerequisites, Education 437 and 535.
536 Diagnosis of Human Behavior  Credit ½ unit. Methods of understanding behavior, according to several psychological theories. Prerequisites, Education 437 and 536.
537 Group Leadership  Credit ½ unit. Group leadership and use of interventions in the group setting. Prerequisites, Education 437 and 538.
538 The Technology of Guidance  Credit ½ unit. Diagnosis technology through the use of psychological instruments and other data producing technologies. Prerequisites, Education 437, 538, 539, 540, and 541.
539 Remedial Reading Disabilities  Credit ½ unit. Remedial reading theory; diagnostic case study of severely disabled reader; analysis of suitable materials; specialized techniques of instruction. Prerequisites, Education 437 and 540. Concurrent registration in a practicum in Remedial Reading recommended.
Psychology of Reading  Credit ½ unit. Aspects of cognitive, attitudinal, psychomotor, physiological development as they affect individual styles in learning, teaching of reading.


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.

Educational Leadership  Credit ½ unit. Comparison of leadership styles to leader personality and to organizational situation. Leadership theory, group processes, and basic communication.

School & 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.

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.

The Public Schools & 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.

Research in Early Childhood Education  Emphasis on research concerning the growth and development of the young child age two through eight. Prerequisite, Education 501.

Design & 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.

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.

Independent Study  Credit and time to be arranged.

Research Seminar  Credit arranged. Exploration of programs in areas not found in curricular offerings.

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.

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

Advanced Counseling Practicum  Credit ½ unit. Students carry small case loads and receive supervision at UPS Counseling Center. Prerequisite, Education 638.

Internship in Guidance & 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.

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.

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.

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.
English

Professor: Tim Hansen, Philip Hager, Esther Wagner, Rosemary VanArsdel

Associate Professor: LeRoy Annis, Barry Bauska, Raymond Berry, Ralph Corkrum,
Chair: Francis Cousens, Michael Curley, Charles Frank, Florence Sandier, Robert Garrett, Ellin Ringler

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.

Course Offerings

101 Freshman Writing Extensive and intensive practice in writing. A book of readings and a manual are selected by each instructor, according to the special interest of the seminar. Every student paper discussed in one-to-one conference with instructor. Seminar topics include Characters in Conflict, Greek Heritage, The American Dream, Mythology: Primitive and Contemporary, Search for Meaning in Value, About Ideas, Literature and American Cultural Groups, Modern Literature, American Life Styles, World of Make-Believe, Understanding and Evaluating Literature, Literature of Education, History: the Biographical Approach, Developing a Personal Writing Style, Expository Writing, Writing Tellingly: A Human Process, Rebel in Literature, Islamic Tradition, Writing to Make a Point

201 Advanced Composition Practice in writing longer papers; organizing, paragraphing, revising: vocabulary building and spelling review.

202 Introductory Creative Writing: Prose Introduction to the theory and practice of creative writing in prose; short fiction and the personal essay.

203 Introductory Creative Writing: Poetry How is poetry created? An introduction to the theory and practice of writing and criticizing poetry, through reading, writing and personal contact with poets.

209 Introduction to Newswriting Fundamentals of the journalistic style of writing, including standard editing, writing the basic news story, fact-finding, writing from speeches and interviews, some feature writing. Guest speakers from mass media.

220 Introduction to Literature Literature as a particular kind of human creative expression; how the stories, dramas and poems which become literature differ from other written materials.

221 Ancient Near East Through a study of the art and literature which has come to light through archaeological digs, an exploration of how those cultural concepts came about which have been transmitted to us through Judaism, Christianity and other western religions which originated in the Near East

222 Greco-Roman World A survey, through some of the most important Greco-Roman writings, of the intellectual history of the ancient world. Texts from the time of Homer to St. Augustine, studied as reflections of their historical setting and as influences upon the intellectual character of our own time.

231 World Literature I, From Origins to the Modern World From ancient Babylon and Egypt to the present day East and West, some major works of literature which are seen as the expression of universal human experience in different cultural and temporal contexts.

232 World Literature II, Legends, Myths, and National Epics National literature generated by popular legends and the major Greek, Roman, and Scandinavian myths.

235 Women in Literature The feminine experience in its literary expression, the varying images of women in literature, women who have become successful authors.

237 Popular Literature Mystery stories, romances, westerns, counter-culture literature, minority fiction, propaganda, and science fiction; how popular literature draws upon a rich and complex tradition of theme, genre, language, character.

239 Ethical Choice in Literature A look at man the thinker, through the eyes of authors ancient and modern; the imaginative literature in which man's ethical choice is of primary importance.

241 Anglo-American Literary Tradition I

242 Anglo-American Literary Tradition II English and American literatures, considered simultaneously as aspects of the same literary currents: from Beowulf to present.

245 Nineteenth Century Studies A broad view of aesthetic trends in England and on the Continent during the 19th century; history, literature, science, art, music.

251 Shakespeare at Ashland A study of the dramatic works of William Shakespeare, through reading the plays and seeing them produced at the Ashland Shakespeare Festival.

301/501 Writing and Rhetoric The various methods by which a writing assignment may be approached: comparison and contrast, classification, extended definition, cause and effect, process, analogy. Methods of revision and proof-reading.

302/502 Advanced Creative Writing Prose Advanced studies in the writing of fiction and non-fiction.

303/503 Advanced Creative Writing Intensive work in the writing and criticism of poetry. Prerequisite, English 202 or permission of instructor.

304/504 History of the English Language Investigates the family tree of modern English, from its British and American branches to its Anglo-Saxon roots.

305/505 Advanced Linguistics The application of current transformational and generative grammar theories to the English language; analysis of specific semantic, syntactic, and phonological problems in the language.
309/509 Advanced Newswriting Writing the feature and interpretive stories, editorial writing; writing for radio and television. Prerequisite, English 209 or permission of instructor.

314/514 Literary Theory The nature, function and purpose of imaginative literature in Western civilization; ideals of literary expression; relationships between literature, perception and reality; and the ethical role of imaginative writing.

351/551 Shakespeare Close study of selected plays of Shakespeare, with particular emphasis upon recurring themes, motifs, images, and dramatic techniques.

352/552 Shakespeare Through a study of selected plays, an introduction to the poetry and penetrating insight of William Shakespeare.

360/560 Major Authors Selected major writers in English, American, World literature. A different selection offered each term: Twain, Adams, James Joyce, Lawrence, Shaw, William Blake, Thomas Hardy.

362/562 Literary Genre: Poetry

363/563 Literary Genre: Drama

364/564 Literary Genre: Prose (fiction)

365/565 Literary Genre: Prose (non-fiction) Literature studied according to its major types or classes, poetry, fiction, drama, non-fiction such as autobiography/biography, and the literary essay. The formal and technical aspects of each type, the conventions and its development as modern literature.

367/567 Literary Theme The central or dominating subjects or ideas which produce and develop a unity in a literary work or works.

401 The Writing Institute Advanced course for experienced writers expecting to use writing seriously in careers. The course is divided chronologically into three sections. The first offers intensive review of the principles of writing, and the polishing of style and rhetoric. Section two deals with techniques of editing, proofreading, revision. The third section consists of a "language internship" in a business, professional or scientific situation in which people are hired because they can write. Prerequisite, interview and permission of instructor.

421/521 Colonial American Literature Primarily, the literature of colonial New England which exemplifies the Puritan attempt to apply a Biblical ideal to life in the American Wilderness. The Puritans' typological idea of history, and the preoccupation with conscience which left as its legacy a peculiarly American self-consciousness.

422/522 American Literature: Revolution to Civil War How American 19th century authors developed a new literature of great distinction, largely formulated in their withdrawal from the mainstream of American history. The particular significance of American literature, through consideration of such writers as Jefferson, Irving, Thoreau, Emerson, Poe, Hawthorne, Melville, Whitman and Dickinson.

423/523 American Literature: The Civil War to WWI Major writers and trends in American literature between the Civil War and World War I.

424/524 American Literature Since WWI Major writers and trends in American literature since World War I.

448/548 Medieval Literature The literature produced in Europe from the close of the ancient world to the Renaissance of the 15th century. The development of epic, romance, saga, and of miracle and morality drama, with the varying literary forms studied against the cultural background which produced them.

450/550 The English Renaissance The major literary figures of the English Renaissance, including Sidney, Marlowe, and Spenser. Emphasis on poetry and drama.

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

454/554 Liberty & Authority Traces the ramifications of the Protestant Reformation in English society and culture from 1520 to 1688, with particular attention to literature and politics.
456/556  The Age of Wit  English literature from the restoration of Charles II to the death of Samuel Johnson, with emphasis on satire, neoclassicism, and Augustan humanism. Such literary figures as Dryden, Swift, Pope, Fielding, Hogarth and Johnson are read in the context of their intellectual, political, and cultural milieus.

457/557  The English Romantics  Readings in poetry and prose from the early years of the 19th century: Wordsworth, Coleridge, Byron, Keats, Shelley.

459/559  The Edwardians  A survey of important English literary artists from the latter part of the 19th century to World War I. Emerging themes of decadence, anarchy, socialism and aestheticism exemplified in such authors as: Thomas Hardy, Henry James, Arnold Bennett, George Moore, Joseph Conrad, Oscar Wilde, George Bernard Shaw and W B. Yeats.

458/558  The English Victorians  Major English Victorian literary figures, including poets, novelists, and prose essayists: Tennyson, Browning, Arnold, the Rossettis, Swinburne, Dickens, Thackeray, Eliot, Mill, Carlyle, Ruskin and Macaulay.

460/560  Modern British Literature  An examination of important literary movements—symbolism, Freudianism, realism and nationalism—through the works of major 20th century writers of Britain and Ireland.


Environmental Science

About the Program
A Bachelor of Science degree is offered in Environmental Science with an emphasis in Biology, Physics, or Chemistry. The program is administered within the individual departments.

This program is designed to give the student a broad background in science and stresses the development of fundamental skills relating to the science of the environment. This education is intended to be broad enough to allow a diversity of postgraduate opportunities, 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.
3) Mathematics 121, 122.
4) Physics 201, 202 or 211, 212.
5) Geology 101.
6) Economics 101 and/or Economics 351.
7) Environmental Science 105, 450, 460.

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 meetings. Specific programs arranged with departmental advisors. Prerequisite, Environmental Science 450.
Foreign Languages

Professor Jacqueline Martin
Associate Professor: Esperanza Gurza, Robert Herschbach
Assistant Professor: Renate Hodges, Mark D. Johnston, Michel Rocchi, Chair; Diane F. Urey, Chang Yun

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.

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.

Various Majors Offered:
1) Major in Modern Languages and Literature (French, German and Spanish), 2) Major in Modern Languages, 3) Major in Comparative Literature

The two following majors are being discussed as interdisciplinary majors:
4) Major in Comparative Politics/International Relations, 5) Major in International and Foreign Affairs

(Details may be obtained from the department.)

Also: Foreign Language majors electing to teach may do so by satisfying the requirements of the School of Education for the Elementary or Secondary Teaching certificates.

Requirements for a Major

B.A. Degree in French, German or Spanish
1) Completion of 4 units on the 200 level, 2) Completion of 4 units on the 300 or 400 level, 3) Completion of 1 unit of Linguistics 200. 4) Completion of 1 unit of Introductory to Literary Studies 300
Total 10 units

B.A. Degree in Modern Languages
1) Completion of 6 units above the 102 level in one language, 2) Completion of 4 units above the 101 level in a second language, 3) Completion of 1 unit of Linguistics 200
Total 11 units

B.A. Degree in Comparative Literature
10 units to be specified by the Comparative Literature Program. Details may be obtained from the Director: Professor P. Hager

Requirements for a Minor

French, German, or Spanish Completion of a minimum of 5 units above the 102 level

Transfer of Units: Foreign Language course work completed at other accredited institutions or with Advanced Placement Examinations will be accepted towards major areas of concentrations up to a maximum of 4 units for the major and up to a maximum of 2 units for the minor.

Course Offerings

FOREIGN LANGUAGES: (Taught in English)
100 Introduction to Language & Language Learning Theories of language, first language acquisition and second language learning. Application of the theories and limited practice in the learning of French, German, Japanese, Latin and Spanish.

200 Introduction to Linguistics Stress on transformational grammar, generative syntax, formal systems, bilingualism, philology and formal logic.

300 Introduction to Literary Studies Elements of style through various methods of literary analysis. Examination of major European genres and movements.

FRENCH:

* Asterisks indicate that courses are taught primarily in English. Readings, assignments and discussion sessions are arranged in the target language for language majors.

101/102 Elementary French Classroom and laboratory practice to develop basic aural, oral, reading and writing skills.

201/202 Intermediate French Review of grammar, oral and written composition, readings of contemporary authors.

240 Contemporary Cultural Perspectives Practical applications of French through readings, writing and discussions based upon contemporary cultural perspectives.


270 Seminar in French Writing Fundamentals of composition. Practice in various styles of writing.

310 Language Studies in Commerce and the Media Expansion and application of French in the area of business, banking, foreign trade, and introduction to news media.

350* Social Revolution Examination of literary works in the context of the social and the political implications during the late eighteenth and nineteenth centuries.

380 Major Authors of French Classicism and Enlightenment Survey of seventeenth and eighteenth century French letters and philosophy with in-depth study of selected masterpieces.

390* International Avant-Garde Theatre Highlights of international Avant-Garde drama with emphasis on European and American theatre.

410* Existential Literature Study of leading literary works of the Existential movement.
430 Renaissance in France, Italy & Spain Study of masterpieces of three Romance language countries reflecting the great intellectual, political, philosophical, artistic and social upheaval caused by the Renaissance.

450* Medieval Literature of France, Germany and Spain Survey of Medieval literature with in-depth study of selected masterpieces.

480 Seminar in French Literature Synthesis of various aspects of literary studies.

GERMAN:
*Asterisks indicate that courses are taught primarily in English. Readings, assignments and discussion sessions are arranged in the target language for language majors.

101/102 Elementary German Classroom and laboratory practice to develop basic aural, oral, reading and writing skills.

110 Communication Skills & Cultural Contexts Discussion of communication skills and acquisition of basic elements of German with direct application in interaction.

201/202 Intermediate German Review of grammar, oral and written composition, readings of contemporary authors.

240 Contemporary Cultural Perspectives Practical applications of German through readings, writing and discussions based upon contemporary cultural perspectives.

250* German History & Culture Survey of the phases and turning points of German history and the cultural heritage of the German speaking people.

260 Advanced German Emphasis beyond general syntax and conversation. Deals with problems in language, translation, general linguistics and advanced grammar.

310 Language Studies in Commerce & the Media Expansion and application of German in the area of business, banking, foreign trade, and introduction to news media.

350* Social Revolution Examination of literary works in the context of the social and the political implications during the late eighteenth and nineteenth centuries.

390 Social Criticism in 20th Century German Literature Study of social, political and economic conditions in German society as documented in contemporary German literature.

410 20th Century German Literature Examinations of individual visions of and reactions to the general context of cultural crisis in 20th century Germany. Authors studied are Thomas Mann, Hesse, Hofmannsthal, Kafka, Schnitzler, Kaiser, Rilke and others.

430 The Age of Goethe Readings and discussion of the classical German literature.

450* Medieval Literature of Germany, France & Spain Survey of Medieval literature with in-depth study of selected masterpieces.

480 Seminar in German Literature Synthesis of various aspects of literary studies.

JAPANESE:

101/102 Elementary Japanese Classroom and laboratory practice to develop basic aural, oral, reading and writing skills.


310 Modern Japanese Novel A study in English of novels by major Japanese writers of this century.

See also Humanities 105 (The Japanese Film), Comp Lit 210 (Literary Tradition of China, Japan, Korea).

LATIN:

101/102 Elementary Latin Development of basic reading and writing skills.

SPANISH

*Asterisks indicate that courses are taught primarily in English. Readings, assignments and discussion sessions are arranged in the target language for language majors.

101/102 Elementary Spanish Classroom and laboratory practice to develop basic aural, oral, reading and writing skills.

201/202 Intermediate Spanish Review of grammar, oral and written composition, readings of contemporary authors.

240 Contemporary Cultural Perspectives Practical applications of Spanish through readings, writing and discussions based upon contemporary cultural perspectives.

250* The Hispanic World Survey of the history of Spain and Spanish America and their relationship to the American Southwest.

260 Advanced Spanish Emphasis beyond general syntax and conversation. Deals with problems in language, translation, general linguistics, and advanced grammar.


310 Language Studies in Commerce & the Media Expansions and application of Spanish in the area of business, banking, foreign trade, and introduction to news media.

350* Social Revolution Examination of literary works in the context of the social and the political implications during the late eighteenth and nineteenth centuries.

390 20th Century Spanish Literature Content may vary from the study of the generation of '98 to the period previous to the Civil War or post-Civil War period to our days.

410* Latin American Literature Content may vary from contemporary Latin American literature to specific genre study or highlights of the literature of a selected Latin American country.

430 The Golden Age of Spanish Literature Survey of the Spanish Golden Age with in-depth study of selected masterpieces.

450* Medieval Literature of Spain, France & Germany Survey of Medieval literature with in-depth study of selected masterpieces.

480 Seminar in Spanish Literature Synthesis of various aspects of literary studies.

490 Advanced Spanish Emphasis beyond general syntax and conversation. Deals with problems in language, translation, general linguistics, and advanced grammar.
Geology

Professor: Norman R. Anderson, Chair; 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.

Students graduating in Geology enter directly into professional positions or continue their studies at a graduate level. UPS Geology graduates are currently employed in industry, governmental agencies and educational institutions, both in the United States and abroad.

Requirements for a Major

Geology is the application of Biology, Chemistry, Mathematics and Physics to the study of the earth. A Geology major must understand the principles and techniques of these disciplines as well as the basic skills and concepts of Geology.

A Geology major consists of the following sequence of related courses:

1. 10 Geology units to include: 101, 102, 201, 202, 301, 302, 401, 402, 455 (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. Physics 201-202 or 211-212. 3 additional units in Mathematics, Chemistry, Physics or Biology beyond the introductory year level.
3. Completion of a Language requirement which can be met in one of the following ways: Completing a 202 level language course in French, German or Russian. Passing an examination in translation of French, German, Russian or Spanish geologic literature into English. Completing Computer Science 161, Mathematics 271, plus 1 additional unit in Mathematics, Chemistry, Physics or Biology beyond the introductory year level and not used to fulfill requirement (2) above.

Course Offerings

101 Physical Geology Survey of physical processes acting on, within, the earth. Includes laboratory.

102 Historical Geology Historical development of earth and its inhabitants; methods employed in studying earth history. Includes laboratory. Prerequisite, Geology 101, or instructor's permission.

171/172 Introductory Geophysics See Physics 171/172.

201 Mineralogy The identification, structure, and genesis of minerals. Prerequisite, Geology 101 or instructor's permission.

202 Petrology and Field Methods The structure, composition, occurrence, and genesis of igneous, sedimentary and metamorphic rocks. Some weekend field trips required. Prerequisite, Geology 201.

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 & Conference
495 Undergraduate Research Required of all majors.
History

Professor: Wolfred Bauer, C. Brewster Couler, Walter E. Lowrie, John Rodes (visiting)

Associate Professor: David F. Smith, Chair; Theodore Taranovski, Acting Chair

Assistant Professor: Redmond J. Barnett, Suzanne W. Barnett, Terry Cooney

About the Department

All courses in History are open to any student and do not require previous work in the field. Most courses are numbered at three levels, which indicate increasing degrees of sophistication, difficulty of material, and workload. All courses aim to offer intellectual excitement and presume different talents and abilities of students. Most students with no college work in History first take a 100- or 200-level course; juniors and seniors in other departments, however, often take their first History course at the 300 level without encountering any difficulties. Students interested in particular courses are encouraged to consult members of the Department or the instructor.

In short, the Department's academic requirements and instructional methods are designed to enable students to acquire factual and theoretical material as well as 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.

Course Offerings

101 Roots of the Western Experience

An inquiry into those aspects of the Western experience that will engender appreciation for the continuities and discontinuities of its ancestral societies, from ancient Sumeria and Egypt to the Industrial Revolution. Concentration is on the human material world and its relationship to the intellectual culture of small and large social groups.

102A Western Civilization: The Rise of the Modern State

A thematic introduction to modern European history (15th-20th centuries). Institutional and organizational evolution of the modern state and of socio-economic forces which have shaped it; investigation of the changing scope and content of governmental activity, analysis of political theories and ideologies which reflect and justify this evolutionary process. Offered once every two years; to be omitted 1978-79.

102B The Rise of an Industrial Society

The development of social and political forces that have shaped modern Europe since the Industrial Revolution. Offered annually, but omitted 1977-78.

105A Western Revolutions

Comparative analysis of English, French and Russian revolutions (17th-20th centuries) concentrating on the interrelationship of political, social, cultural, and intellectual forces that produced fundamental changes in European society. Offered once every two years, next 1978-79.

105B Western Revolutions

A survey of significant revolutions in Europe from 1789 to recent times. Offered 1977-78 only.

111 Intellectual Transformation in Modern Europe

A survey of changing frames of thought from the Age of Reason to the pre-World War I era. Offered 1977-78 only.

145 The West in China & Japan

Perspectives on the interaction of China, Japan, European nations, and especially the United States, in the evolution of New China and postwar Japan. Emphasis on personal encounter with East Asian history and identification of particular perceptions associated with authors, historical figures, and course participants. Considerations include dynamics of Western expansion, shifting patterns of Japanese isolation and external contact, and Chinese resistance to outside cultural models. Offered once every two years, to be omitted 1978-79.

151 The Heritage of Slavery in Our Time

Explores the claim that American slavery created conditions which still determine racial relations, and that events after the Civil War were almost irrelevant to the present conditions of black and white Americans. Offered two years out of every three; to be omitted 1978-79.
153 A Perspective on American Concerns
United States history since the late nineteenth
century, organized thematically around four
major contemporary concerns: big
government, a consumer economy, the family
and roles, and social groups. Emphasis on
historical developments relevant to these
areas.

230 The Roots of English Society &
Politics An examination of the salient
developments in English society and politics
from pre-Roman Britain to the 17th century
Offered annually, but omitted 1977-78.

231 Is Britain Dying? An assessment of
both the problems and achievements of
British society in the 20th century. Offered
annually, but omitted 1977-78.

245 Chinese Civilization Foundations and
evolution of China's cultural tradition to about
1800. Conceptual emphasis on how a
civilization survives by means of a lasting
institutional structure supported by enduring
ideology. Confucianism (and its malcontents)
in changing times. Offered once every two
years, next 1978-79.

247 The Forging of the Japanese
Tradition Introductory survey of Japanese
culture from its beginnings to about 1840.
Central concern: how a traditional society
accommates innovations, both indigenous
and from outside. The formation of enduring
values and social practices despite changes
in the Japanese state. Offered once every two
years, to be omitted 1978-79.

251 Foundations of United States History
to 1877 A broad-based survey, organized
around problems of economic abundance. Did
wealth, not morals, shape American society?
Did economic abundance change attitudes,
values, and organizations of all Americans, or
only those of the affluent and powerful?
Offered three years out of every four; to be
omitted 1980-81.

252 Survey of United States History
Since the Civil War The work of the
railroads in tying the country together; the rise
of big business; expansion of the West;
political reform movements, agrarian protest;
the Progressive Period; the developments of
the 1920s, the Great Depression and the New
Deal, World War II; conservative resurgence
and the new liberalism of the 1960s and
1970s. Offered annually.

261 American Character & American
Values Interpretations of American national
character from the colonial period to the
present, and investigation of the specific
values underlying such interpretations. How
does the individual American experience
affect U.S. national history, and vice versa?
Offered two years out of every three; to be
omitted 1979-80.

262 Nature & the West in American
Culture How such people as Christopher
Columbus, James Fenimore Cooper, Thoreau,
Owen Wister and other Europeans and
Americans perceived and responded to the
'wide open spaces' of our continent. Through
writings, art, films, an examination of
changing attitudes from discovery of the New
World to the present. Offered two years out of
every three, next 1978-79.

265 Pacific Slope from the Beginnings
into the 20th Century A comprehensive
regional survey covering exploration, pioneer
settlement, the work of the transcontinental
railroads in developing the cities, agriculture,
and industry of the American West. The clash
between lumber and labor in the first two
decades of the 20th century was epoch
making. It ends with the development of public
power and the aerospace industries in the era
of the Great Depression and World War II
Offered annually.

303 The Middle Ages Gradual fusion of
Classical, Christian, Germanic elements into a
distinctive civilization, impact of social and
economic change on development and
decline of medieval institutions, value
systems.

304 Europe in the Age of Renaissance &
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. Offered once every two years, next
1978-79.

306 The Modernization of Europe: From
Agrarian to Industrial Society The process
of modernization took essential, irrevocable
form during the 18th century. A look at the
profound demographic, economic, and
ideological movements which reshaped much
of the European experience. Offered once
every two years, next 1978-79.

308 Europe in the 20th Century Crisis
of European civilization. World War I and a
new balance of power interacting with social,
ideological forces to create turbulence
through World War II, resurgence of European
economy, cultural vitality during past two
decades. Offered once every two years, next
1979-80.

310 History of International Relations
Since 1815: Struggle for Dominance
Analysis of international relations during 19th-
20th centuries with special emphasis on the
transformation of an international order,
based on the idea of balance of power among
European states, into a global system
dominated by super-powers. Offered once
every two years; to be omitted 1978-79.

311 Great Britain & Europe, 1918-1939
A study of diplomatic dilemmas. Offered
1977-78 only.

315 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. Offered annually, omitted 1977-78.

317 Varieties of Socialism Doctrines,
aims, and practices of socialist groups from
the "Utopians" to the diverse "Marxists" of
today. Offered 1977-78 only.

323 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 underlying breaks as
well as continuities between past and present.
Offered once every two years, next 1978-79.

324 History of Russia & 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. Offered once
every two years, next 1978-79.
328 France, the Development of a National Consciousness Analysis of geographical, cultural and institutional factors, which, combined with the roles of remarkable individuals and the masses of "common" people, gradually created a flourishing, distinctive society. Offered once every two years, omitted 1978-79.

329 Modern France: The Search for Identity From the French Revolution through modern-day France, attention is directed to continuing social and economic change, and its effects on the exercise of power. Impact of that power on: society, economics, ideology and politics in France. Offered once every two years, next 1979-80.

330 Liberty & Authority & State in 16th & 17th Century England A historical and literary analysis, tracing the ramifications of the Protestant Reformation in English society and culture from 1520 to 1688. Particular attention to literature and politics. Offered once every two years, next 1979-80.

332 Britain in the 19th Century: Industry & Empire The political, social, economic and intellectual forces that worked to shape Britain in the 19th century. Offered once every two years, next 1979-80.

333 Russia & the West: Search for Cultural Identity Cultural interaction between Russia and the West as reflected in ideas of Russian statesmen, intellectuals, writers, artists: emphasis on 18-20th centuries. Offered annually.

334 Division & Unity in German History The problem of political fragmentation despite cultural cohesion in German history, from medieval times to the present. Offered 1977-78 only.

335 The Rise & Demise of National Socialism in Germany The legacy of World War I: disintegration of the Weimar Republic: Nazi ideology: Hitler's success and undoing. Offered 1977-78 only.

W345 "Misunderstanding China": Values, American Perceptions, & the Chinese Revolution China as perceived by Americans and the role of value judgments in American-Chinese interaction. Focus period: 1930s, 1940s, with special reference to the emergence of Maoist society and the values of New China. Offered during the Winterim only, next 1979.

346 China Since 1800: Reform & Revolution The emergence of contemporary China through the overlapping processes of reform and revolution in the 19th and 20th centuries. How a traditional society remakes itself from within Considerations: Western intrusion, popular protest, cultural adjustment, economic modernization, national integration, elitism to egalitarianism. Offered once every two years; to be omitted 1978-79.

348 Japan's Modern Century, 1868-1970 Perspectives on the rise of modern Japan from before the Meiji Restoration (1868), through imperial triumph and tragedy, and beyond postwar recovery. How does a traditional society find identity, power, and wealth in the modern world? Offered once every two years, next 1978-79.

351 Colonial Period of American History The development of America, from the Portuguese discoveries through the establishment of a British trading empire which planted colonies in North America. Colonial character and culture and, finally, independence from the mother country. Offered annually.

352 The New Republic As the product of a clash between two conflicting ideologies—Hamiltonian Federalism and Jeffersonian Democracy—and the competition between two goals: a drive for territorial expansion, led mostly by Southerners, and a drive to build up the commercial and industrial productivity of the nation, led mostly by Northerners. Northern agitation against slavery and Southern defense of the slave system resulted in the Civil War. Offered annually.

355 The American Taming of Capitalism: Reform, Order, & Social Welfare in Early Twentieth-Century America Reform movements, their goals, and their impact from the late 1890s to the New Deal. Each student will have some opportunity to follow specific personal interests within the framework of the course. Offered once every two years, next 1978-79.

357 The United States Since Pearl Harbor: Anxious & Affluent Society The seemingly paradoxical combination of power and insecurity in foreign affairs, and domestic prosperity and unrest, this course examines such topics as World War II, the Cold War, McCarthyism, the Civil Rights movement, Vietnam, student revolt, and the Nixon administration. Offered three years out of every four; to be omitted 1978-80.

358 American Feminism: Past & Present The emergence of feminism during the Enlightenment and its development and differentiation up through the culmination of the suffrage movement in the 1920s; the context and ideas of the second wave of feminism which arose in the 1960s and its liberal, cultural and socialist variations in the past decade. Offered once every two years; to be omitted 1978-79.

362 United States Foreign Policy Since 1898 A study of United States foreign policy during its emergence as a global power after 1898, focusing upon both the long-term features of that policy and the modifications necessitated by events and circumstances. Offered once every two years; to be omitted 1978-79.

366 Pacific Slope in an Electric Age The role of the electric utility companies in creating a new electrified world; political reform movements which sought to curb the influence of big business; the problems of the farmer; the Great Depression; the emergence of public power and the aero-space industries; World War II; contemporary developments. How the pressures for rapid development have added to the tensions of life on the Pacific slope and force it to innovate along lines that outwardly have given its history a radical tinge. Offered annually.

371 Industrialization & Society in the United States: Social History in the 19th Century Examines changes in social organization and group consciousness in the United States, 1790-1910, and the value of social-scientific accounts of modernization and industrialization in understanding such changes. Offered once every two years; next 1978-79.
374 Social History of the American Woman Women's experience in American society, as it has influenced and been influenced by the complex interaction of economic, political, and social institutions from the Colonial period to the mid-20th century. Social myths and ideologies about "women's place"; the impact of industrialization, urbanization, immigration, and population control. Offered once every two years, next 1978-79.

375 American Intellectuals Face the Twentieth Century Covering the period from the 1890s to the 1940s, this course looks at intellectual responses to social, cultural, and political challenges of a new century. The definition of intellectual roles and on intellectuals' perceptions of their own situations. Offered once every two years; to be omitted 1978-79.

377 Contemporary Ideas: American Intellectuals Since 1950 The diversity and critical quality of recent viewpoints, studied through academic, political, and literary works addressing a range of contemporary concerns. A comparison of the values stated or implied in each position. Offered annually, but omitted 1977-78.

391 Research Seminar in Historical Method Practicum in methods and techniques of historical research and writing: independent research in primary source materials for advanced research paper. Content varies with instructor and may have European, American, or East Asian emphasis. Offered each term.

392 Meaning in History Topics in speculative and critical philosophy of history; evolution of history and historical thought; the meaning and significance of history as a scholarly discipline. Offered annually.

491/492 Independent Study: Reading & Conference Credit 1/2 - 1 unit each. Approval of instructor required.

495/496 Independent Study: Research Credit 1/2 - 1 unit each. Approval of instructor required.

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**Home Economics**

Assistant Professor: Amy Sinclair, Chair; Beverly Blackwell

Lecturer: Clara Wall, Maria Pelander

**About the Department**

Home Economics is an interdisciplinary study that brings together many liberal arts disciplines, theories, and teachings. The aim of the study 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.

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 vocational areas in which Home Economics can play a valuable role: Social Work, Urban Studies and other people-oriented careers / Elementary Education / Marketing / Occupational Therapy / Pre-Med, Nursing, Sciences / Theatre Arts / Physical Education

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

The expanding needs of the consumer and an increased concern for human ecology have 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 the following core courses:
   103, 107, 121, 203, 302, 353 or 354, 362, 307.
2. Chemistry 101 and 102, or the equivalent, are required (Any exceptions must be approved in writing by the Chairperson of the Home Economics Department.)

3. An additional requirement of 4 units taken in a related area or a minor as described by the appropriate department.

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

**FOODS & NUTRITION MAJOR/B.A. Degree**
This major is currently being developed. Consult the Department Chairperson if you are interested in a foods and nutrition major.

**TEXTILES AND CLOTHING MAJOR/B.A. Degree**
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.
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: Business Administration 110, 330 or 364, 340, 350, and/or Communications from 122 or 202, 203, 222.
4. Field experience available for interested persons.

Fashion Merchandising—Students interested specifically in retail-merchandising are encouraged to major in Business Administration, with an area requirement in Marketing; and minor in Textiles and Clothing.

A minor in Textiles and Clothing would consist of any five of the courses which are Textiles and Clothing related. The five recommended courses are: Home Economics 103, 107 or 327, 333, 450* and 497.

*450 will also fulfill one of the four courses required for a Marketing area of emphasis in Business Administration.

**HOME ECONOMICS EDUCATION MAJORS/B.A. 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) Home Economics major requirements.
2) Home Economics 204, 354 or 359, Business Administration 364, and Education 307.
3) Education 201, 202, 359, 419.
4) All-day student teaching (Education 402) for 4 units of credit

**GENERAL MAJORS/B.A. 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, 353 or 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.
4) Field experience available for interested persons.

**GENERAL MAJOR/B.S. 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, 353 or 354.
3) Biology 101, 221, 222, 350.
4) Chemistry 101, 102, 214, 250, 251.

**Requirements for a Minor**
A minor in Home Economics would consist of any 5 Home Economics courses 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.

**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 Comparative Sociology 121.

**203 Food 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.

**307 Human Development** See Education 307.

**327 Pattern Design and Advanced Construction** Dress design encompassing drafting, draping. Special emphasis on flat pattern techniques, 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 Home Planning  Physical, aesthetic, and functional considerations in planning or selecting a home. Emphasis on design principles and color theory. Field trips.

354 Interior Design  Interior design principles applied to aesthetic and functional environments. Design project required. Field trips.

359 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 Consumer Resource Management  A study of new developments in society as they affect the consumer in valuing, goal-setting, decision-making and the management of human and economic resources.

364 Personal and Family Finance  See Business Administration 364.

371 Sociocultural Aspects of Dress  Interrelationship of clothing, culture, human behavior.

391/392 Directed Study  Credit arranged.

450 Textile and Apparel 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 field experience or employment in an area of interest.

Humanities

Course offerings in the Humanities generally are offered within the departments of Art, English, Foreign Language, Comparative Literature, History, Philosophy, Religion, and Communication and Theatre Arts. A few cross-disciplinary courses, however, are offered under a general Humanities category.

Course Offerings

101 Science, the Arts, & Society: The Western Tradition  Survey of intellectual developments in Western civilization. Focuses on the integration of science and humanities in history. Considers how mankind creates certain models of the universe and examines the effects of this process on social and intellectual life.

105 The Japanese Film  A critical analysis of selected Japanese films portraying the human struggle for self-definition against the backdrop of various historical settings. Designed especially to sharpen the student's perception of the dilemma of Being in the context of Japanese culture.

150 The Civilization of India  An interdisciplinary introduction to the civilization of India, focusing on the theme of continuity and change in Indian cultural history. Investigates the manner in which Indian values, attitudes, and social structures from the ancient period have affected medieval and modern social and political developments.

200 Readings in Humanities  Independent reading of 15 books chosen from a list of 30 works representative of five periods. The selection must include three from each of these periods. A faculty committee examines the student on these readings, evaluating comprehension and expression of the ideas contained in the works read.

215 Arts: Modern Perspectives  History of ideas and their expression in literature, visual art, architecture, music, philosophy, and religion from the Renaissance to the twentieth century.

216 Arts: Contemporary Issues  An exploration, through the analysis of several art forms, of those judgments which contribute to our cultural and individual identity, emphasizing both the artists who reveal these values and other humanists who reflect on them.
Mathematics

Professor: Thomas A. Davis, Edward G. Gorman, John T. Lantz

Associate Professor: R. Bruce Lind, Chair; Wilbur T. Sims, Robert L. Snell, Ronald L. Van Enkevort

About the Department

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 upper division Mathematics courses excluding Math 341, to include Math 333 and either Math 320 or Math 401. 3) Maintain a cumulative grade point average of 2.0 on a 4.0 scale in the upper division courses.

Requirements for a Minor

1) Completion of a minimum of 5 units in Mathematics, excluding 101, 115, 341. One unit of credit taken from Computer Science may count toward the total of the 5 units that are needed. 2) Maintain a cumulative grade point average of 2.0 in the 5 units.

Course Offerings

101 Intermediate Algebra  Credit ½ unit. Fundamental principles of algebra; emphasis on manipulative skills.

111 College Algebra & Trigonometry  Algebraic, trigonometric, exponential and logarithmic functions. Prerequisite, 101 or equivalent.

112 Plane Trigonometry  Credit ½ unit. A study of circular and trigonometric functions and the applications of trigonometry. Not to be taken by students who have completed Mathematics 111.

115 Mathematics: Tools & Models  A model-oriented approach to the study of elementary mathematics and its applications. Designed to meet core requirements.

116 Mathematics of Finance  A study of compound interest, annuities (mortgage payments), bonds, depreciation, life annuities and life insurance.

121 Calculus & Analytic Geometry  Credit 1½ units. Calculus of functions of one variable, analytic geometry of the plane.

122 Calculus & Analytic Geometry  A continuation of 121.

220 Advising Section for Multivariable Calculus  Credit 1½ unit. In addition to the material in Math 221 it covers infinite series and a review of the calculus of one variable. Designed to enhance the transition of the student from high school calculus to college mathematics. This course is open only to first term freshmen.

221 Multivariable Calculus  Solid analytic geometry; calculus of functions of more than one variable. Not to be taken by students who have completed 220. Prerequisite, 122 or equivalent.

232 Linear Algebra  Vector spaces, linear transformations, matrices. Prerequisite, 122 or equivalent.

257 Finite Mathematics  A study of discrete probability, matrices, linear systems, linear programming and game theory; applications of these topics to business and the social sciences. Prerequisite, 101 or equivalent.

258 Calculus for Business, Behavioral & Social Sciences  Ideas, techniques of calculus with applications to problems selected from business and the behavioral and social sciences. Prerequisite, 257 or consent of instructor.

271 The Elements of Applied Statistics  Common statistical tools, techniques used in social and natural sciences, education and business. Prerequisite, 101 or equivalent.

272 Applied Statistics  A discussion of the techniques and tools of both descriptive and inferential statistics used in modern quantitative analysis. Not available for credit to people who have taken 271 or its equivalent. Prerequisite, 257 or equivalent.

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 and existence—uniqueness theory, with emphasis, where appropriate, on the connections with linear algebra. Prerequisite, 232 or equivalent.

310 Numerical Analysis  Numerical solutions of linear systems, matrices, characteristic value problems; polynomial approximations (interpolation and quadrature); curve fitting, numerical differentiation and integration; numerical solutions of ordinary differential equations; error analysis. Prerequisite, 221, 232 and knowledge of programming or permission of instructor.

320 Advanced Multivariable Calculus  A study of the multivariable differentiable calculus using the results of linear algebra. Includes study of the topology of Euclidean n-space, continuity and differentiability of mappings from m-space to n-space, classification of critical points, multivariable mean value theorem, inverse and implicit mapping theorems. Prerequisite, 221, 232.

333/334 Abstract Algebra 1, 2  Sets, mappings, groups, homomorphism theorems, Sylow theorems, rings, ideals, fields, field extensions, vector spaces, linear transformations, dual space, canonical forms. Prerequisite, 232 or permission of instructor.

341 Basic Concepts of Mathematics for Elementary Teachers  Provides mathematical background needed to teach mathematics at the elementary school level.
Music

Professor. Edward A. Hansen, Margaret Myles, Leroy Ostransky, Bruce Rodgers, Director; Edward Seferian

Associate Professor. Lawrence E. Ebert, Thomas D. Goleeke, Ilona Herlinger, Daniel L. Lynch, Robert C. Musser, Charles A. Pendleton

Lecturer. Dean Neel, Neil Smith

Supplementary Faculty. Robert Bonnevie, French horn, Mark Eubanks, Bassoon, James Harnett, String Bass, Richard E. Pressley, Trumpet, Kathy Ramm, Percussion, Douglas B. Rice, Jr., Guitar, Joseph Spano, Accordion

About the School

The University of Puget Sound’s School of Music, which is a member of the National Association of Schools of Music, offers courses leading to the Bachelor of Music degree, the Bachelor of Arts degree with a major in Music and the Master of Music degree.

The School has earned international as well as local and regional recognition for the quality of its faculty, the achievements of its students and the excellence of its music organizations, which include:

Adelphian Concert Choir Approximately 42 mixed voices, audition by audition only. The Adelphians annually make a 16-day tour throughout the western United States. In the 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.

University Chamber Orchestra Membership consists of University students. Makes public appearances throughout the year.

University Symphony Orchestra This student-only orchestra presents concerts on campus during the school 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 performance 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 several 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.

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.

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.

363 Complex Analysis Cauchy theorems; Taylor and Laurent series; residues, conformal mapping. Prerequisite, 221, 232.

366 Topics in Applied Mathematics Ordinary and partial differential equations; Laplace transforms; Fourier series; Bessel functions; finite differences. Prerequisite, 221, 232, 301 recommended.

371 Probability Theory & Its Applications Probability spaces, random variables and expectations, discrete and continuous distributions, generating functions, independence and dependence, binomial normal and Poisson laws, sampling distribution, laws of large numbers, central limit theorem. Prerequisite, 221, 232 or consent of instructor.

372 Mathematical Statistics Principles of statistical decision theory; point and interval estimation; regression analysis; analysis of variance; other selected topics. Theory, application of the above topics studied. Prerequisite, 371.

401/402 Real Analysis 1, 2 Real number systems, sequences; continuity; uniform continuity; mean value theorems; Riemann integral; sequences of functions; uniform convergence; differentials; implicit functions; functional dependence; arc length, differential forms. Prerequisite, 221, 232 or 333 recommended.

451 Advanced Topics The topic will be chosen each time to meet interests of students and instructor. Possible topics include topology, geometry, population dynamics, number theory, vector analysis. Prerequisite, two upper division courses in Mathematics.

471 Mathematical Modeling A study of the process of mathematical modeling as well as specific deterministic (both discrete and continuous) and stochastic models. Certain mathematical topics such as graph theory will be developed as needed. Prerequisite, 301, 371, computer programming or permission of instructor.

491/492 Directed Study Prerequisite, approval of supervising professor.
Small vocal and instrumental ensembles and concerts and recitals by faculty, visiting artists and students are presented on a regular basis during the academic year by the School of Music. All students majoring in Music must attend a majority of the concerts and recitals sponsored by the School.

A grade of D in a required Music course will not be counted toward a major in Music.

Requirements for a Major

1. Completion of a minimum of 36 units for the Bachelor of Music and B.A. degrees.
2. For Bachelor of Music candidates majoring in Applied Music, a minimum of 1/2 of a formal evening recital or 3 noon recital appearances in the 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 noon recitals in the principal performing medium in the junior year and a joint (1/2) 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
   (1/2 unit each term) / *6 units in the junior and senior years (1 1/2 units each term) / 2.
   1/2-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
   (1/2 unit each term) / 2 units in the junior year
   (1 unit each term) / 3 units in the senior year
   (1 1/2 units each term) / 2, 1/2-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
   (1/2 unit each term) / *6 units in the junior and senior years (1 1/2 units each term) / 2,
   *6 units in the junior and senior years (1 1/2 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 551 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 (½ unit each term) / *6 units in the junior and senior years (1 ½ units each term) / 2, ½-hour lessons per week; 2 or more hours of practice daily
2. 1 unit, Piano, to include: no more than ¼ unit each term / 1, ½-hour lesson per week; 1 or more hours of practice daily
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 (Adelphi Concert Choir, Choral Society) each term in residence. They may elect to participate 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 551, 552 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 junior and senior years (1 ½ units each term) / 2, ½-hour lesson per week; 3 or more hours of practice daily
2. 1 unit, Piano, to include: no more than ¼ unit each term / 1, ½-hour lesson per week; 1 or more hours of practice daily
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 ofMusic 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 504 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 (1 ½ units each term) / 2, 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.)

(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 504 Instrumental Conducting
6. 2 units, Ensemble (large)
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 must continue throughout the 4 years. At least 1 unit 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
   (Candidates 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: 1, ½-hour lesson per week; 1 or more hours of practice daily (¼ unit each term) (Secondary performing medium must be piano if principal performing medium is voice, and voice if principal performing medium is piano and/or organ. A student with vocal emphasis must demonstrate prior to graduation sufficient proficiency by passing a functional facility at the piano as determined by the piano department.)
   (Requirement may be waived by special examination if a student shows sufficient proficiency. If waived, student must take 1 unit in Music, as an elective.)
3. 5 units, Theory, to include: 2 units, Music 101, 102; 105, 106 First Year Theory / 2 units, Music 201, 202, 205, 206 Second Year Theory / 1 unit, Music 563 Orchestration (not required of Elementary teachers)
4. 2 units, Music 503, 504 Music Literature
5. 1 unit, Music 507 Choral Conducting
6. ½ unit, Music 553 Performance Practice and Literature
7. ½ unit, Music 380, 381 (Minor Instruments Class) Instrumental Methods
8. 1 unit, Music 359 or 378 Music Education (Students with an interest in Elementary level take Music 378. Students with an interest in Junior High and Senior High level take Music 359.)
9. 2 units, 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 ¼ unit, Music 380, 381, 382, 383, 384 Instrumental Methods

String majors take 380, 381, 384
Wind majors take 381, 382, 383
Percussion majors take 380, 381, 382, 383 (¼ unit each course)
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 the School of Education section of this Catalog.

Note that Music Education majors automatically have a 5-credit block in the area of Fine and Applied Arts. It should also be noted that many courses serve a dual purpose; that is, satisfy requirements for the areas of Professional Education, Non-Professional Education and the general University requirements. Candidates are requested to check with their advisor periodically.

### Bachelor of Arts/
#### Major in Music
1. 2 units, Applied Music, to include: 1, 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: 1, 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 ⅛ unit of credit.

### Course Offerings
Courses numbered in the 500's may be taken for graduate or undergraduate credit with the approval of the advisor.

#### 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 (¾ 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.

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.

#### 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 (1½ 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 bitonalism, 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, Lehár, 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 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, individual emphasis on basic problems. Credit 3 units.

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 form, 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 modern churches; trends in music, 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 study 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 technique, 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 Student 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 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. Pianists' role in accompanying and chamber music. Lectures, classes, 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 organ music 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.

Repertoire 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 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. Countertop, historical and comparative musicology; acoustics, etc. Permission of the Director of the School of Music required.

609 Research and Bibliography Methods, techniques of musicological research: applied work-projects in compiling, editing and publishing of works, 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 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: ¼ unit, $40, ½ unit, $60, Over ¼ unit, $80.

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, 1/2 or 1 1/2 units are offered according to the number of lessons per week, level of performance and the number of practice hours each day. In general:
1. 1/4 unit, 1 1/2-hour lesson per week; 1 or more hours of practice daily
2. 1/2 unit, 2 1/2-hour lessons per week; 2 or more hours of practice daily (Performance majors only during freshman and sophomore years.)
3. 1 1/2 units, 2 1/2-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 1 1/2-hour lesson per week receives 1/4 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 1 1/2-hour lesson per week receives 1/2 unit credit for: Theory-Composition majors
3. 2 private 1 1/2-hour lessons per week receives 1 1/2 unit credit for Performance majors and Applied Pedagogy majors (principal performing medium; freshman and sophomore years)
4. 2 private 1 1/2-hour lessons per week receives 1 unit credit for Applied Pedagogy majors (principal performing medium; junior year)
5. 2 private 1 1/2-hour lessons per week receives 1 1/2 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 1/2 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 1/2 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.

Lessons which fall on official University holidays cannot be made up. No make-up lessons for absences unless absence is due to illness.

Occupational Therapy and Physical Therapy

Associate Professor: Shelby J. Clayson, Steven J. Morelan, Harriett D. Richmond, Interim Director

Assistant Professor: Patricia Underdown, Mary Lou Henderson, Margo B. Hof, Carol Kus, Suzanne Olsen, Bradley E. Taft, Roger W. Williams

Technical Professor: Chris D. Miller, Watson W. Wade

About the School

The primary objective of the School of Occupational Therapy and Physical Therapy is to assist students in attaining the knowledge, skills, and attitudes required for the practice of occupational therapy or physical therapy. Because physical therapy and occupational therapy are closely allied health professions, a second major objective is to provide an interdisciplinary education and experiences so that students will understand and respect the goals and skills of the related professions and develop skills and attitudes to collaborate within the health care environment. Occupational therapists and physical therapists provide services to disabled individuals experiencing inability to function optimally. The physical therapist is concerned with and sets goals related to helping an individual achieve pain free strength, range and coordination of motion. If normal motor behavior cannot be developed or restored, the physical therapist helps the individual learn to adapt his/her motor performance within the limitations of a permanent loss. The occupational therapist is concerned with, and sets goals related to, helping the individual perform life tasks related to work, play and self-care. The inability to work, play or care for oneself may result from dysfunction of either motor or social behavior or both.
Occupational Therapy

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 of 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 in Occupational Therapy

There are three phases to the Occupational Therapy Program, pre-professional, professional and field experience. The pre-professional phase occurs during the freshman and sophomore years with major emphasis in liberal arts. During these two years, university core curriculum and completion of the prerequisites for admission to the Program are required. Application must be made prior to the junior year (see Application Procedure).

The second phase, the professional aspect of the program, generally occurs during the junior and senior years. The major emphasis of study during this phase is upon the roles and functions of the occupational therapist.

The field experience phase follows graduation from the University. During this phase the student spends a minimum of six months practice under a registered occupational therapist in a hospital or health care agency. Upon completion of field experience, the student is eligible to write the national certification examination.

Four Courses of Study are Offered:

1. Undergraduate education in occupational therapy, leading to bachelor of science degree, requires the completion of 36 units of study and a minimum of six months field experience following graduation.
2. Certificate Program (advanced standing) in occupational therapy designed for college graduates who wish to become occupational therapists. This program is two academic years plus a minimum of six months field experience. The award of a second baccalaureate degree is optional.
3. Basic Master's Program in occupational therapy leading to a master of science degree for college graduates who wish to become occupational therapists. The program, which includes a thesis, is two academic years plus a minimum of six months field experience. In addition to meeting admission requirements for occupational therapy, candidates must meet the admission requirements for graduate students at the University.
4. Master of Science degree program for those who are registered occupational therapists. The program focuses on the occupational therapy specialist with the exceptional child. A minimum of nine units of course work is required, including a thesis. Normally, one calendar year is required to complete the program. Candidates must meet general admission requirements for graduate students at the University.

Requirements

Undergraduate and Certificate Students Must:

1. Be admitted to the Occupational Therapy Program (see application procedures).
2. Complete all course work with a grade of B or better. A student will be placed on academic probation if he/she receives a grade of C, D, F or WF in a course.
3. A student will be disenrolled from the curriculum if he/she: a) receives a C, D, F or WF for the second time in a required course; or b) must repeat more than two of the required courses; or c) violates the standards of ethical practice observed by the academic and clinical educational programs in occupational therapy.
4. Complete a minimum of six months field experience in a hospital or health care agency that holds an Extended Campus Agreement with the Occupational Therapy Program.
5. Maintain professional liability insurance during the professional and field experience phases of the educational program.
6. Provide transportation for travel to clinical facilities.
7. Pay a fee for field work experience.

Application Procedures

UNDERGRADUATE AND CERTIFICATE STUDENTS

Students in the Undergraduate and Certificate program must be accepted into the professional phase of the program. This usually is the junior year for undergraduate students as the freshman and sophomore years are
considered the pre-therapy years. Applications for admission to the Occupational Therapy program must be made by March 1 for attendance in the fall term and by October 15 for attendance in the spring term. Applicants will be informed of selection decisions during April and November respectively. Approximately 40 students are admitted into the professional phase of the program for each fall and for each spring term. Decisions regarding admissibility of students who have completed the prerequisite courses at the University of Puget Sound are made prior to consideration of transfer students.

A. Prerequisites for admission to the professional aspect of the program:
1. Baccalaureate Program
   a) Anatomy and Physiology (with labs) 2 units. Bio. 221, 222 or equivalent. b) Deviant Behavior or Abnormal Psychology (1 unit). Soc. 206 or Psy. 240 or equivalent. c) Personal Growth Course: Communication & Theatre Arts, 200, 202, 205 (1 unit) or equivalent d) Human Development (1 unit) Ed. 307 or equivalent. e) University Core courses as required for freshmen or sophomores or equivalent.

2. Certificate Program
   a) Bachelor's degree from an accredited university. b) Anatomy & Physiology (with labs) 2 units. Bio. 221, 222 or equivalent. c) Deviant Behavior or Abnormal Psychology (1 unit). Soc. 206, or Psy. 240 or equivalent. d) Human Development (1 unit) Ed. 307 or equivalent. e) At least 2 units of psychology and/or sociology beyond the introductory level.

B. Admissions decisions will be based upon the best balance of the following:
1) academic ability (GPA of 2.75 or above) 2) communication skills, 3) involvement in service organizations and projects, 4) understanding of the role of occupational therapists, 5) necessary prerequisites (see above).

Specific instructions for application must be requested from the Director, Occupational Therapy Program. The instructions for application are subject to change from year to year. All application materials must be postmarked prior to March 1 for attendance in the fall term and prior to October 15 for attendance in the spring term.

Masters of Science Candidates
Candidates for the master of science degree 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.

An applicant will be expected to:
1. Apply to the Office of Admissions for admission to the University; application fee $150 transcripts sent from all colleges attended.
2. Apply to the Director of Graduate Studies for admission to graduate candidacy.
3. Present an undergraduate grade-point average of 3.0 or above at an accredited university, or a G.P.A above 3.0 in the last two academic years.
4. Present Graduate Record Examination scores above the 50th percentile.
5. Forward an essay to the Director of Graduate Studies stating your personal reasons for undertaking graduate study leading to a professional degree in occupational therapy. Essay guidelines will be provided upon request to the Occupational Therapy Program.
6. Send to the Director of Graduate Studies three (3) letters of recommendation on forms provided.
7. Arrange for a personal interview with a member or representative of the O.T. Graduate Admissions Committee.

A. Prerequisites to Master of Science Programs
1. Basic Professional Program
   a) Bachelor's degree from an accredited university. b) Anatomy & Physiology (with labs) 2 units. Bio. 221 and 222 or equivalent. c) Deviant Behavior or Abnormal Psychology (1 unit), Soc. 206 or Psy. 240 or equivalent. d) Human Development (1 unit), Ed. 307 or equivalent. e) At least 2 units of psychology and/or sociology beyond the introductory level.

2. Master of Science for the Registered Occupational Therapist
   a) Bachelor's degree from an approved School of Occupational Therapy. b) a minimum of one year clinical experience as a registered occupational therapist.

Specific instructions for application must be requested from the Director, Occupational Therapy Program. The instructions for applications are subject to change from year to year. All application materials must be postmarked prior to the May 1 deadline.

Course Offerings
Undergraduate and Certificate Programs
The Occupational Therapy program 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 automatically 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 Occupational Therapy program.

202 Basic Concepts of Occupational Therapy
Introduction to various roles of the occupational therapists; 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. Prerequisite, admission to program.
OCCUPATIONAL THERAPY / PHYSICAL THERAPY

210 Human Performance & 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. Prerequisite, for O.T. students only.


323 Human Performance in Adolescence & 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, 202 and 210.

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 for 330: 202 and 210; prerequisites for 331: 340, 450 and 460.

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. For OT students only. Prerequisites for 340: 322, 330, 341, prerequisites for 341: 202 and 210.

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, 322, 330, 341.

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, 322, 330, 341.

461 Seminar II  Development of skills in consultation, administration, supervision, and health care planning; responsibility for program implementation with selected clients. Prerequisite, 340, 450, 460.

491/492 Reading & 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 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, 522, 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.

Graduate Course Offerings

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. Prerequisite, admission to program.

512 Neurobehavioral Concepts
Neurobehavioral concepts for occupational therapy intervention within the context of occupational performance; application of neuroanatomy and neurophysiology to performance. Prerequisite, 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.

521 Theories of Development
Comparison of selected theoretical formulations related to man’s physical, psychological, social and cognitive development.

522 Theories & 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.

561 Occupational Therapy Treatment Programming & 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.

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 Physical 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
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:
Department of Labor and Industry
Rehabilitation Center / Seattle, Washington / Gloria Tolaro, OTR
Comprehensive Mental Health Center / Tacoma, Washington / Libby Hirschberg, OTR
Children’s Orthopedic Hospital / Seattle, Washington / Vicki Workman, OTR
Dormasch State Hospital / Wilsonville, Oregon / Dorothy Richards, OTR
Eastern State Hospital / Medical Lake, Washington / Polly Melcher, OTR

Emanuel Hospital / Portland, Oregon / Mary Ellen Barfield, OTR

Fairfax Hospital / Kirkland, Washington / Pat Magee, OTR

Good Samaritan Hospital / Puyallup, Washington / Wanda Harris, OTR

Good Samaritan Hospital and Rehabilitation Institute of Oregon / Portland, Oregon / Jean Cooley, OTR / Linda Yates, OTR

Good Samaritan Mental Health Center / Puyallup, Washington / Nellbyt Landstad, OTR

Harborview Medical Center / Seattle, Washington / Jeff Crabtree, OTR

Harborview Community Mental Health Center / Seattle, Washington / Maxine Lillie, OTR

Holladay Center, Portland Public Schools / Portland, Oregon / Judy Rowe, OTR

Lowell School / Seattle, Washington / Teru Kiyohara, OTR

Mary Bridge Hospital / Tacoma, Washington / Katie Wynkoop, OTR

Northwest Hospital / Seattle, Washington / Vicky Saunders, OTR

Oregon State Hospital / Salem, Oregon / Craig Schreiter, OTR

Portland Adventist Hospital / Portland, Oregon / Kay Frazel, OTR

Providence Hospital, Rehab Medicine / Seattle, Washington / Diane Taki, OTR

Providence Medical Center / Portland, Oregon / Martha Rushing, OTR

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

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

Truman School - Exceptional Wing / Tacoma, Washington / Sonja Koehler, OTR

University of Oregon Medical School Hospital, Child Development and Rehab. Center / Portland, Oregon / Brenda Moore, OTR

University of Oregon Health Sciences Center / Portland, Oregon / Christie Alexander, OTR / Andrea Wall, OTR / Sue Wright, OTR

University of Washington Hospital / Seattle, Washington / Marilyn Wittmeyer, OTR / Michal Schaeffer, OTR

United States Public Health Services Hospital / Seattle, Washington / Beverly Bell, OTR

Veterans Administration Hospital / American Lake, Washington / Frank Jackson, OTR

Veterans Administration Hospital / Portland, Oregon / Linda Christensen, OTR

Veterans Administration Hospital / Seattle, Washington / Ilene Fukuda, OTR / Vickie Becker, OTR

Western State Hospital / Fort Steilacoom, Washington / Steve Brockel, OTR

**Physical Therapy Program**

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 offers 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 judgments 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.

Physical therapists are employed in a variety of settings including hospitals (general or specialized), nursing homes, schools for the handicapped, public schools, physicians’ or physical therapists’ offices and clinics, long term care facilities, research facilities, sports medicine clinics; with county, state or other governmental agencies; educational centers offering programs for physical therapists, physical therapist assistants, and occupational therapists, and the Armed Forces. Physical therapy incorporates a broad spectrum of roles such as direct patient care, consultation, supervision, teaching, administration, research and community service.

Salaries are comparable to professions requiring similar educational preparation. They differ according to geographic location and local policies. Average salary ranges are: 1) recent graduates of four year or certificate programs, $8,000 to $10,000 per year; 2) supervisors, teachers, consultants, $14,000 to $20,000; 3) experienced, high-level physical therapists in clinical, consultative, educational or administrative positions, $15,000 to $25,000.

The Physical Therapy Program at UPS is in its first year of operation. The first class will graduate in 1978. A high rate of placement is anticipated.

Requirements for a Major

In addition to the general University core curriculum requirements, the student majoring in Physical Therapy must satisfactorily meet the following requirements:

1. Be admitted to the Physical Therapy Program (see application procedures).

2. Complete the following required courses: Chemistry 114, or 101 and 102, or equivalent, Physics 201 and 202, or equivalent; Biology 221 and 222, Sociology 206 and 207, Business Administration 350; Education 307; Physical Therapy 201, 210, 230, 330, 331, 340, 341, 430, 497 and 205.

3. Complete all courses required for the Physical Therapy major, including the required supporting courses given in other Departments, with a grade of C or better.

4. Maintain a cumulative grade point average of 2.5 on a 4.0 scale. A student will be placed on academic probation if cumulative grade point average falls below 2.5 but required course grades are all C or better. A student will not be certified for Clinical Internship while on academic probation. A student will be disenrolled from the curriculum if he/she a. receives a D, F or WF for the second time in a required course; or b. must repeat more than two of the required courses; or c. violates the standards of ethical practice observed by the academic and clinical educational programs in Physical Therapy

5. Complete 36 academic units plus 4 months of full time clinical internship under supervision of registered physical therapists in clinical facilities that hold an Extended Campus Agreement with the Physical Therapy Program.

6. Maintain professional liability insurance during the professional phase of the educational program.

7. Provide transportation for travel to clinical facilities.

Upon successful completion of the academic program and clinical internship, a Bachelor of Science degree is granted. The graduate is eligible to sit for the state licensure examinations for Physical Therapists.

Physical Therapy students are required to pay a fee for PT 497, Clinical internship.

Application Procedures

Application for admission to the Physical Therapy Program must be made by March 1 for attendance in fall term. Applicants will be informed of selection decisions during April.

Thirty students are admitted into the sophomore class each fall. An average of 150 applications are received for each class. While it is not our intent to deny anyone the privilege of applying, under present circumstances, we urge you to seriously consider the competitive nature of the selection process prior to making application.

Decisions regarding admisibility of students who have completed the prerequisite courses at the University of Puget Sound are made prior to consideration of transfer students.

All applicants must have completed chemistry and physics (UPS Chemistry 114, or 101 and 102, or equivalent; Physics 201 and 202, or equivalent) prior to application or describe specific plans for completion prior to matriculation.

The Physical Therapy admission committee strives to select those applicants whose educational record predicts academic success in the program, and whose interests, background, and professional goals are compatible with the philosophy and goals of the Physical Therapy Program. Admissions decisions will be based upon information related to the following: completion of all prerequisites prior to matriculation; academic ability (a minimum of 2.5 cumulative GPA and minimum 2.5 science GPA); exposure to the practice of physical therapy (for example, a job in a physical therapy clinic, volunteer work in a physical therapy clinic, living with someone who received physical therapy, or having personally been a patient in physical therapy); career goals, communication skills (oral and written); characteristics such as independence in learning, curiosity, flexibility and ability to follow directions; knowledge of physical therapy.

Specific instructions for application will be available after November 1 and must be requested from the Director, Physical Therapy Program. The instructions for application are subject to change from year to year. All application materials must be postmarked prior to March 1.

Course Offerings

In addition to the general University core curriculum requirements and the supporting courses given in other Departments, a major in Physical Therapy consists of ten required academic units including part-time clinical experience, plus four months of full-time clinical internship. The courses are: Physical Therapy 201, 210, 230, 330, 331, 340, 341, 430, 497 and Functional Anatomy of the Limbs and Back. Pre-therapy and/or physical therapy courses completed elsewhere will not automatically substitute for any of these required courses. Physical Therapy courses listed are professional courses open to non-majors only by special permission of the instructor and the Director of the Physical Therapy Program.
205 Functional Anatomy of the Limbs and Back. An intensive study of the musculo-skeletal system including the nervous and vascular systems as they pertain to it. Emphasis is placed on function of anatomical structures, through lecture, demonstration, and laboratory experience. Prerequisite, Biology 221, Physical Therapy 201.

201 Physical Therapy Concepts & Roles Exposure to various roles of the physical therapist through experiential and theoretical learning modules; issues and trends of physical therapy in the health care delivery system; basic skills and procedures which form the foundation of the Physical Therapy educational program. Laboratory and clinical experiences.

210 Human Performance & Its Control System Credit 2 units. See Occupational Therapy 210. Prerequisites for PT students only, Biology 221; Biology 222 or concurrent.

230/330/331 Concepts, Skills & Values of Physical Therapy Conceptualization of motion homeostasis at the person, system, organ and tissue levels with consideration for impact on the family and society. Problem solving approach to selection and performance of physical therapy evaluation and intervention procedures for attainment or restoration of optimum motion homeostasis, and for adaptation to permanent impairment or loss. Laboratory experiences for skill development. Clinical experience in the community. Prerequisite, Physics 201, 202; PT 201.

340/341 Causes of Performance Dysfunction See 340, 341. Prerequisites for PT students only, PT 201; PT 210; PT 330 or concurrent.

430 Analysis & Synthesis of Physical Therapy The analysis and synthesis of physical therapy concepts, skills and values utilizing a variety of methodologies including case studies, simulations, branching problems and clinical experience. Prerequisite, PT 331.

491/492 Reading & Conference Credit arranged. Examination of a particular area of interest. Approval of advisor and program faculty required.

493/494 Seminar Credit arranged. Undergraduate seminars to provide opportunity for implementation of special topics by students and faculty. Approval of advisor and program faculty required.

495/496 Independent Research Credit arranged. Independent Research leading to presentation of a written thesis or journal article for undergraduate students. Approval of advisor and program faculty required.

497 Clinical Internship Non-credit. Four months clinical internship with guided experiences to provide physical therapy services. Prerequisite, satisfactory completion of the Physical Therapy major and approval by the Director of Physical Therapy Program.

Physical Therapy Clinical Affiliates
The following clinical centers provide clinical experience for physical therapy students on either a part-time basis in conjunction with academic courses or full-time for PT 497, or both.

Primary clinical facilities:
Allenmore Hospital / Tacoma, Washington / William Borba, RPT

Good Samaritan Hospital / Puyallup, Washington / Wilma Ziegler, RPT

Tacoma General Hospital / Tacoma, Washington / Dan Feldhaus, RPT

Auburn School District, No. 401 / Auburn, Washington / Joanne Sullivan, RPT

Doctors Hospital / Tacoma, Washington / Robert Gwin, RPT

Evergreen General Hospital / Kirkland, Washington / Allison Gehring, RPT

Harborview Medical Center / Seattle, Washington / Kathy Jech, RPT

Lakewood General Hospital / Lakewood, Washington / Thomas Kabeary, RPT

Madigan Army Medical Center / Tacoma, Washington / Donald Sakson, RPT

Mason General Hospital and Fir Lane Terrace / Conventable Center / Shelton, Washington / Jill Floberg, RPT

Physician's Physical Therapy Services / Tacoma, Washington / Ben Johnston, RPT

Puget Sound Hospital / Tacoma, Washington / Margaret Chisholm, RPT

St. Peter Hospital / Olympia, Washington / Darrell Manning, RPT

South Kitsap School District / Madrona Heights School / Port Orchard, Washington / Dianne Lindsay, RPT

Joanne Sullivan, RPT / Private Practice / Puyallup, Washington

Thomas Sullivan, RPT / Private Practice / Tacoma, Washington

Tacoma-Pierce County Health Department / Tacoma, Washington / Anita Preston, RPT

United Cerebral Palsy of King and Snohomish County / Seattle, Washington / Helen Russell, RPT

Valley General Hospital / Monroe, Washington / Susan Bell, RPT

Washington State Department of Social and Health Services / Western State Hospital / Ft. Steilacoom, Washington / William Glaser, PT

Rainier School Hospital / Buckley, Washington / A. Sorensen, RPT

Advisory Committee for the Physical Therapy Program
Suzanne Barnett, Ph.D. / Assistant Professor of History
Zdenko F. Danes, Ph.D. / Professor of Physics
Judy Eills, RPT / Physical Therapy Assistant Program / Green River Community College
Dan Feldhaus, RPT / Tacoma General Hospital
Dianne Lindsay, RPT / South Kitsap School District / Madrona Heights School / Port Orchard, Washington
Anita Preston, RPT / Tacoma-Pierce County Health Department
Eileen Solie / Assistant Professor of Biology
Wilma Ziegler, RPT / Good Samaritan Hospital / Puyallup, Washington
Philosophy

Professor: John M. Magee, Chair
Associate Professor: David Berlinski
Assistant Professor: Bruce Allshuler

About the Department
The department takes an eclectic view of the role of philosophy so that students will be exposed to a wide range of philosophical perspectives. The staff is highly qualified in a range of philosophical methods which are deployed according to the needs of students and the problems at hand.

The faculty divide their energies among courses (A) with an historical emphasis, (B) with the focus on logic, mathematics, and science, and (C) emphasizing values.

The overall purpose of the department is to provide for the student: (1) Familiarity with the various modes and ways of doing philosophy. (2) An increase in the power of both analytic and synoptic thinking. (3) An increase in self-understanding that comes from the rigorous examination of beliefs, the nature of good reasons, the role of presuppositions, and the place for non-rational elements in human existence. (4) The acquisition of tools for making decisions about values both social and personal. (5) A knowledge of the history of the great thinkers of Western philosophy. (6) An opportunity to become aware of the wisdom of Eastern philosophy. (7) A knowledge of the way that history has shaped and still challenges our present culture. (8) A sense of the logical boundaries of the whole knowledge and belief enterprise.

Students planning to do graduate work will be well-prepared for advanced study.

Requirements for a Major
At least one year of a foreign language is highly recommended. Double majors may disregard this recommendation if they so desire.

Nine courses distributed as follows:
1) At least 3 courses in the history of philosophy, including 1 in the ancient period, 2) 1 course in logic, 3) 1 course in the philosophy of science and mathematics, 4) 4 electives, 2 of which must come from among the following: Ethics, Social Ethics, Philosophy of Art, Existentialism, and Philosophy of Religion.

Requirements for a Minor
Five courses distributed as follows:
1) 3 courses in the history of philosophy including 1 in the ancient period, 2) 1 course in logic, philosophy of science, or philosophy of mathematics, 3) 1 course from among the following: Ethics, Social Ethics, Philosophy of Art, Existentialism, and Philosophy of Religion.

Course Offerings
Philosophy 104 courses are open only to freshmen and sophomores. Freshmen may take any 200 courses except 250 and 280. Sophomores may take any course for which they are qualified, though they should seek instructor's permission for 400 courses.

104A Introduction to Philosophy Through a Comparison of Eastern and Western Modes of Thought
Centers around problems common to both Eastern and Western philosophy; What is philosophy, the nature of reality, the self, ethics, and theory of knowledge. Some western philosophers consulted: Plato, Anselm, Kierkegaard, Sartre, James, Kant, Descartes, Hume, and Blanshard. Eastern thinkers or writings: Upanisads, the Bhagavad Gita, Sankara, the Buddha, Nagarjuna, the Surangama Sutra, the Tao Te Ching, Zen writings, Confucius, Changtzu, and Chu Hsi.

104B An Introduction to Philosophy Through Analysis
Proceeds by taking pro/con positions on selected issues in philosophy using writings of major thinkers. The method is dialogue and the goal is skill in philosophical analysis.

104C Introduction to Philosophy: An Historical Approach
The student learns about philosophy through the reading and discussion of selected texts drawn from major figures in the history of western philosophy: Plato, Aristotle, Descartes, Hume, and Kant.

215 Ancient Philosophy
Ancient Greek philosophy beginning with the pre-Socratics, emphasizing such major figures as Plato and Aristotle.

219 Modern Philosophy from Descartes to Kant
A survey of the philosophy of the seventeenth and eighteenth centuries emphasizing such thinkers as Descartes, Leibnitz, Locke, Berkeley, Hume, and Kant.

221 Continental Rationalists: Descartes, Leibnitz & Spinoza
A survey of the beginnings of modern rationalism through its founders: Descartes, Leibnitz, and Spinoza.

250 The Human Prospect
An examination of the prospects for humanity in the light of selected philosophies of history. Such thinkers as Spengler, Toynbee, Marx, Sorokin, Heiblunen, and Kahn will be considered along with critics of this mode of thought such as Popper, Aaron, Marcel, and Jaspers.

273 A First Course in Logic
A basic first course in logic. No prerequisite. A discussion of the concept of inference, the propositional calculus, the predicate calculus without identity, and the predicate calculus with identity.

280 Religious Belief in the Post-Modern Era: Its Relation to History, Science, & the Humanities
A study of the prospects for religious and similar global beliefs in the post-modern era of critical scientific consciousness. These beliefs are examined in relation to history, science, and the humanities.

314 American Philosophy
An examination of major American philosophers: Pierce, James, Dewey, Royce, Santayana, Lewis, and Quine.

315 Contemporary Philosophy
A survey of 20th century analytic philosophy, logical positivism, and major figures like Russell, Wittgenstein, Moore, Austin, and Quine.

319 Philosophy of Mind & Language
An introductory course in philosophical analysis dealing with questions about the nature of the human mind and language. Topics: the concept of will and intention, the nature of privacy; emotions, sensations, behaviorism and mentalism; theories of meaning, verifiability, innate ideas and Chomsky grammars.
386 **Existentialism** Examine major concepts relevant to the question: “What does it mean to exist as a human being?” Chief authors: Kierkegaard, Nietzsche, Heidegger, Sartre, Jaspers, Marcel, Simone de Beauvoir, Merleau-Ponty, Martin Buber, and Paul Tillich.

391 **Comparative Philosophies of Meditation & Mysticism** An intercultural study of methods of meditation with their mystical counterparts. Classical methods of Hinduism, Buddhism, Islam, Judaism, and Christianity will be compared as to presuppositions, proposed outcomes, and values. Non-religious methods will also be examined. Guided meditation will be used to demonstrate some of the methods.

432 **Philosophy of the Physical & Social Sciences & Mathematics** A study of science as an intellectual activity, aiming at what is distinctive in scientific thought and what its limits are. Standard positions in the philosophy of science will be presented as well as special questions in the mathematical, physical, and social sciences.

443 **Aesthetics: Philosophy of Art** A critical examination of the problems that arise in trying to understand the creation, nature, and appreciation of art. Art will be viewed in its relation to other aspects of culture such as morality, economics, and ecology. A variety of classical and contemporary perspectives will be examined.

463 **Philosophical Systems of India & China** Major oriental philosophical schools and their systems; emphasis on orthodox Indian schools, the development of classical Chinese thought and its Buddhist variations.

482 **Philosophy of Religion** Aspects of religious faith provoking such philosophical questions as the meaning of religious language and experience, the function of reason, the “existence” of God, the problem of evil, non-scientific ways of certifying belief, and the significance of critical dialogue among competing religions.

491/492 **Reading & Conference** Advanced students only with approval of instructor. Individual investigation of selected topics, with written reports, conferences.

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**Physical Education**

**Associate Professor:** Donald A. Duncan, Chair; Donald C. Zech, Joseph Peyton, Jr., Paul J. Wallrul

**Assistant Professor:** Dawn Bowman, Ronald Simonson, Roberta Wilson

**Lecturer:** Thomas A. Cross, Jr., James D. Schuldt

**About the Department**

The Department offers a bachelor’s degree in Physical Education on the secondary level for men and women.

A program of activity courses is offered by the Department with the expectation that the participant will be motivated 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, 373, 461, 472, 3) Majors planning to complete requirements for teaching certification must include the following: Communication and Theater 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, 266.

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 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. Total of 5 units.

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 ongoing 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
105 Personal Health and First Aid
121 Theory and Methods of Teaching Tumbling and Gymnastics Credit ½ unit.
125 Teaching Individual and Team Sports
225 Kinesiology
227 Treatment and Prevention of Athletic Injuries Credit ½ unit. Athletes injuries, their cause and treatment.
268 First Aid Credit ½ unit. For non-majors.

302 Basic Nutrition for all Ages See Home Economics 302.
331 Methods of Coaching Football Credit ½ unit.
332 Methods of Coaching Basketball Credit ½ unit.
333 Methods of Coaching Track & Field Credit ½ unit.
334 Methods of Coaching 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
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.

Intercollegiate Varsity Sports
Credit ½ activity unit:
21 Football (men), 22 Baseball (men), 23 Basketball (men, women), 24 Track & Field (men), 25 Skiing (men, women), 26 Golf (men, women), 27 Swimming (men, women), 28 Tennis (men, women), 29 Wrestling (men), 30 Cross Country (men, women), 31 Soccer (men), 32 Crew (men, women), 33 Volleyball (women)

Activity Courses (½ unit)
1 Gym Activity Volleyball, Badminton, Basketball (men), 3 Weight Training and Conditioning (men, women), 5 SCUBA Diving (Beginning, Intermediate), 14 Restricted Physical Education Activity Prescribed activity for students for whom the health examination shows need of precaution in exercise (pass/fail only).
10 Body Mechanics, Conditioning
32 Volleyball (Beginning)
83 Volleyball (Intermediate)
31 Tennis and Badminton (Beginning, Intermediate, Advanced)
71 Tennis Theory
76 Folk Dance
76 Jazz Dance
66 Gymnastics
21 Swimming (Beginning)
33 Swimming (Intermediate)
49 Swimming (Advanced)
44 Lifeguarding Leads to Advanced Red Cross Lifesaving certificate.
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)
Physical Science

Professor: Bert Brown, Martin Nelson
Associate Professor: J. Stewart Lowther

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, Chair; 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 gives 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
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 & 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 & 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 & Nuclear Physics Development of quantum theory of matter. Prerequisites, Physics 306 and 352, or permission of instructor.
491/492 Independent Study & Conference
493/494 Seminar & Directed Study
495/496 Independent Research
Political Science

Professor: Paul H. Heppe, Philip M. Phibbs
Associate Professor: Craig G. Gunter
Assistant Professor: William G. Hobson,
Chair: Jai-Hyup Kim, David O'Brien
Lecturer: Lester P. Wohlers

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 offers 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 the 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
111 U.S. Government and Politics Organization, principles, actual workings of American federal government and its branches, including impact of political parties, public opinion on contemporary issues and public policy.
205 Law & 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 & the Legal Process Impact of criminal, civil, regulatory, administrative, legal processes on political institutions, behavior.
311/511 Introduction to Urban Politics
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 & 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 & 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.

345/545 Politics of the Third World
Problems of "development," conceptual and theoretical approaches of developmental problems; alternative strategies of underdevelopment and dependency, administrative infrastructure, economic planning, parties, the military, foreign aid.

347/547 Governments & Politics of China, Japan, & 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 & 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 ½ 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.

333/533 International Organization

POLITICAL PHILOSOPHY
313 Contemporary Ideologies
Comparative study of important ideological values, concepts, institutions: socialism, communism, fascism, capitalism, conservatism, liberalism.

413/513 Political & Social Thought:
Classical, Medieval & Early Modern
Basic principles, problems of political thought, selected writings of theorists from Plato through the Counter-Reformation.

414/514 Political & 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 major issues of politics, their historical origins and manifestations in contemporary political problems.

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
490/590 Political Internship
Credit arranged.

491/492/591/592 Readings in Political Science
Credit ½-1 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.

495/496/595/596 Independent Research in Political Science
Credit ½-1 unit. Approval of instructor required.

499 Off-Campus Study
Credit ½ unit. For Political Science majors participating in Cooperative Education Program.
Psychology

Professor: Terrence D. Fromong, Chair; Richard B. Hartley
Associate Professor: Ernest S. Graham, Theodore R. Sterling
Assistant Professor: Barry S. Anton, Donald Pannen, Steve Weber

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.

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 sequence 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, 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 which to view interpersonal behavior; principles of verbal, non-verbal communication theory, systems analysis. Freshmen only, fall semester; open enrollment spring.

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 & Motivation Major data of learning, inter-relationships with various concepts of motivation; laboratory testing of experimental variables.

221 Cognition & Perception Sensory processes, perception as an adaptive mechanism and cognitive aspects of the perceptual process.


321/322 Experimental Psychology & 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 humanists, contemporary learning systems
331 History & Systems of Psychology
Origins of present positions and practices in Psychology; development of ideas on the behavior of man.

341 Physiological Psychology
The behavior of organisms considered as lawful physiologic systems. Survey of central nervous system, biochemical, and genetic mechanisms.

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 & Adolescence
Development of the person from infancy through adolescent years; emphasis on intellectual, emotional, social factors.

432 Psychology of Adulthood & 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
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.

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**Religion**

Professor: Robert G. Albertson, Richard H. Overman, John W. Phillips

Associate Professor: Delmar N. Langbauer, Darrell L. Reeck, Chair

Lecturer: William L. Edelen, Richard Rosenthal

**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 Western history and its Jewish and Christian religious traditions. Together with students we seek to enrich the University in three ways:
1. By striving to understand more fully the meaning of Christian faith and its vision of the future.
2. By identifying important ways Western history and society are rooted in Jewish and Christian traditions.
3. By providing an atmosphere for careful study of the other religious traditions which also have shaped human existence on our planet and contend for loyalty today.

The curriculum in Religion is developed within eight areas:

Area 1: Introductory Courses 101, 102, 103, 104, 105, 201
Area 2: The Jewish & Christian Traditions 251, 252, 261, 262, 271, 361, 362
Area 3: Asian Religious Traditions 371, 372, Phil. 463
Area 4: Perspectives on Religion from other Disciplines, Phil 482, Comp Soc. 203 (Other courses may be approved by the Religion faculty.)
Area 5: Topics in Religious Thought 381, 451, 461, 481, 493
Area 6: Tutorial & Reading Courses 491, 495
Area 7: Senior Seminar 497
Area 8: Core Curriculum Courses in Comparative Values 301, 302, 303, 304, 307
Requirements for a Major
1) Reading fluency in a language at the 202 level (German, French, Greek, Hebrew, Latin, Japanese especially recommended), 2) 1 unit from Area 1 (recommended as a first course for those planning to major in Religion), 3) 1 unit from 251 or 252, 4) 1 unit from 261, 262, or 361, 5) 1 unit from Area 3, 6) 1 unit from Area 4, 7) 1 unit from 497, Senior Seminar, 8) 4 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 by a student and the Religion faculty.

Students who plan to enter graduate schools of theology should look under Special Programs for Professional Careers elsewhere in this catalog.

Requirements for a Minor
Completion of a minimum of five units, to include: 1) 1 unit from Area 1, 2) 1 unit from 251 or 252, 3) 1 unit from 261, 262, or 361, 4) 1 unit from Area 3, 5) 1 unit from Area 4

Course Offerings
101 The Religious Meaning of Being Human An introduction to the study of religion at the college level and a Humanistic Core Course. Definitions and classifications of religion are examined, and the literature of several living faiths studied, as well as the relationship between religious studies and other disciplines.

102 The Life & Teaching of Jesus The life and teaching of Jesus presented in cultural and historical context. Who was Jesus? How do people today come to know about him? How has he influenced our life and times?

103 Crossing the Threshold & Hearing the Call: Religion on Spaceship Earth How do "space-age" humans cross that threshold of unity to which religious and cultural visions call us? A study of this process of transformation, seeking to understand the origins and meaning of Jewish, Christian, Hindu, Buddhist, and Greek visions, and how they shape us as we look ahead.

104 Reaction & Reform: Religious History in India & the West A study of parallel religious movements in early Indian history and the ancient Near East. An analysis of the development of the Jewish self-understanding from the early biblical period to A.D. 70 followed by an analysis of the Christian movement during Hellenistic times. "Conservative" and "liberal" Jewish and Christian theological interpretations of the interactions of these two traditions will be considered. The second portion of the course is a similar study of Indian religious history. Special attention is given to the rise of Hinayana and Mahayana Buddhism as alternative responses to Brahmanic Hinduism during the 6th and 5th centuries B.C.

105 Modernity & Its Discontents A survey of the achievement of continuous growth in the Western world from about A.D. 1500 and in the world in general since the colonial era. Also, a study of how best to understand this rapid change, beginning with Max Weber's thesis of a Protestant ethic.

201 Science & Religion Is there a conflict between being "scientific" and being "religious"? Many people assume this—and our civilization is scarred by this tension. This course traces science and religion from 500 B.C. to present developments in physics and ecology, arriving at an organic view which finds room for both scientific and religious vision.

251 The History & Literature of Ancient Israel The history of Israel from Abraham to the Maccabees and the literature of Judaism (the Law, the Prophets, and the Writings) examined together; the mutual influences of event and description are traced.

252 The History and Literature of the New Testament All the writings of the New Testament are studied, in order to understand both the critical scholarly questions of date, authorship, purpose, etc., and the impact of these writings and their authors on the emerging Christian community.

261 The Forming of Christian Thought in Antiquity & the Middle Ages For a thousand years the Christian church was the one bearer of thought in Europe, producing ideas which shaped Western civilization then and our whole planet now. How were these ideas formed? How did they reflect the encounter of Christian, Jewish, Greek, and Roman visions? How faithful were they to the original experience of Jesus? Which of them are really important to us today? A study of primitive and Gnostic existence; the confluence of Greek rationality and Christian spirituality; Christian inwardness and Roman outwardness; the split between historical and visual symbols in the late Middle Ages.
Christian Thought as Source & Sufferer of the Modern Age. The Modern period (1500-1900) has been a time of unparalleled European and American interest in sense experience, clear conscious imagery, and manipulative power—and a time during which religious faith has declined as a force in culture. How and why did this happen? Which aspects of the modern age have been shaped by Christian thought? What may lie ahead? A study of faith and the rise of science; the divorce of "reason" and "faith"; Protestant and Roman Catholic attitudes toward the past; technological reason and "spirit" in our time.

Jewish Existence: History, Institutions & Literature. Jews have created a series of social forms and institutions to make possible their continued existence during centuries of living in every part of the world. The course examines the existence of Jewish people from both interior and exterior perspectives, showing the development of Jewish history within world history and concentrating especially on the 19th and 20th centuries.

Becoming: Values & Personal Knowledge. The purpose of this study is to become conscious of the history of the quest for some "master value"; a knowledge of the nature of the quest itself, along with development of discernment in various value systems; and the emergence of a learning theory which incorporates commitment as well as discernment.

Cultures & Emerging Values. How values emerge and guide cultures and people in those cultures, including our own. A study of primitive cultures in Melanesia and later cultures in Israel, Greece, and Rome.

The Organic Vision & the Healing of Civilization: Prospects for Recovery. Is Earth destined to suffer a sterile, mechanical future? Or can we hope for a balanced full life, free of nuclear threats and ecological disasters? A look at both the mechanical vision—which prizes power—and the organic—which prizes mutuality, novelty, variety, continuity with the past. Through Lewis Mumford’s writings, a study of ways to go beyond a world preoccupied with power and weaponry.

Culture Values, World Views & Human Existence. Increasing awareness of personal and cultural perspectives and values through a comparative study of the worldviews and value patterns in African folk societies, medieval Islamic society, and American sub-societies.

Ethics for a Technological Era. Ways in which persons can work in an emerging global society to shape a better world order. Key issues include world-wide economic and social justice, ecological balance, and assessment of the consequences of technological developments.

Three Centuries of Religion in American Society. A sociological and historical survey of the beliefs, life-styles, and forms of community brought forth by American religious groups, noting their contributions to national developments. Also, a study of two contrasting monographical interpretations of religion in American history. One or more field visits will be required.

Christian Thought & the Path Ahead. A study of some quite recent theological "probes," such as: Christian faith and Marxism—the problem of transcendence; linguistic philosophy and the problem of "God-language"; the question of authority in Roman Catholic thought; Christianity in a pluralistic world. Offered alternate years.

Hinduism. The various systems of myth, symbol, and ritual which have come to constitute modern Hinduism. An analysis of theological traditions and institutions associated with the Indus Valley civilization, Vedic and Upanishadic literature, Jainism, Puranic theism, and Tantrism. The approach draws primarily upon scriptural materials and secondarily on anthropological and sociological studies. Offered alternate years.

The Buddhist Tradition in India, China, and Japan. The movement of Buddhism out of India and across East Asia. Special emphasis is given to the evolution and development of Mahayana Buddhism, through an analysis of the interaction of Buddhist myths, symbols, and rituals with basic social and philosophic elements of indigenous Indian, Chinese, and Japanese culture. Offered alternate years.

Living & Dying. Examines the question of death as a part of life and affords the opportunity of dealing with feelings and religious values. Such areas as fear, terminal illness, grief, suicide, child death, aging, are covered through reading, discussion, films, and interviews with people involved in these specific areas.

The Language of Faith: Image & Myth, Symbol & Metaphor. This seminar enables students to examine the language of (rather than about) religion, to explore the shift from rational categories to intuitive imagination and aesthetic categories, to develop visual vocabulary and compare the power of poetry to the precision of prose.

Whitehead's Thought & the Creation of the Future. Alfred North Whitehead wrote, "The task of a university is the creation of the future, so far as rational thought and civilized modes of apprehension can affect the issue. The future is big with every possibility of achievement and tragedy." This course studies Whitehead's thought and its implications for life and civilization, especially the use of Whitehead's philosophy in "process theology." Offered alternate years.

Religious Thought & the Social Sciences. Trends of thought about the perspectives of both social science and religion on the social world. Do social-scientific and religious perspectives contradict, complement, or duplicate each other? Is a coherent synthesis of science and religious thought possible? Offered alternate years.

Reading & Conference. Student and teacher meet regularly in a tutorial setting to discuss a list of readings. Approval of the instructor is required.

Advanced Studies in Religion. A special topic, usually selected about a year in advance, is treated in seminar fashion.

Independent Study. Research for a written project under the supervision of a teacher. Approval of the instructor is required.
Urban Affairs

Associate Professors: William Baarsma, Public Administration; Jeffrey Bland, Environmental Science/Chemistry; Robert C. Ford, Education; Franklyn L. Hruza, Director; Public Administration; David F. Smith, History

Assistant Professors: David A. Brubaker, Urban Affairs; Bruce Mann, Economics; David M. O'Brien, Political Science; John Randolph, Environmental Science/Chemistry; Richard Scheig, Comparative Sociology

About the Program

The Urban Affairs Program was created in response to a growing need in today's society for educated men and women who are especially concerned with a better knowledge and understanding of the increasingly complex problems of urban areas. These include problems of environmental quality, crime, public policy, urban economics, poverty and welfare, discrimination, urban planning, education, housing, health care, employment, urban politics and intergovernmental relations. The goals of the program for its students are threefold: to make them aware of urban problems; to aid them in obtaining a firm grasp of fundamental knowledge, principles, theories, and methods of analysis; and to provide them with practical opportunities to apply these fundamentals to actual urban situations.

The program emphasizes relevance and applicability as well as creativity and rigor. This is accomplished through the careful selection of courses and faculty concerned with problems of modern societies. Urban problems have always been complex; what is changing is our recognition of their complexity and interrelatedness. In this program heavy emphasis is placed on a multidisciplinary learning approach. Students are encouraged to view urban problems through different relevant disciplines rather than through a series of interdisciplinary courses.

There is no segregation of the program into conventional departments. This is intended to encourage academic exchanges among experts from different disciplines. The disciplines represented within the Urban Affairs faculty cover an extremely broad range, including environmental science, economics, education, political science, comparative sociology, history, public administration, and urban planning. Each faculty member has in common an academic expertise which impinges directly upon urban affairs and shares a strong personal commitment to a multidisciplinary program concerned with the development and systemization of the knowledge and skills required for new and improved methods for dealing with contemporary urban problems.

The University of Puget Sound is situated near the center of one of this nation's larger metropolitan regions. Included are several major cities, many smaller towns and unincorporated communities, and the state's capitol, all within a maximum driving distance of one hour. Close working relations are maintained between the program and the wide range of public agencies, governmental organizations and private groups within this metropolitan region. Through the program's internship, students obtain a structured, applied work experience in the urban community. The intent of this part of the major is to provide students with observatories and laboratories in which complex urban processes can be studied and new approaches tested. Students are placed in positions where they must make decisions upon the kinds of information which are available in actual situations. Through a series of special seminar projects and a senior thesis, students learn to analyze complex situations, arrive at reasoned judgments in a systematic way and assemble the evidence that will enable them to justify their decisions or conclusions.

Specific learning objectives for each student are:

1. To understand the complex of problems inherent in an urban setting;
2. To develop competence in urban research and the ability to think logically and analytically;
3. To establish a broad knowledge base from a variety of disciplines which impinge upon urban affairs;
4. To apply within an urban setting knowledge, skills and experiences exposed to the student in a classroom setting;
5. To develop a comprehensive theme, in the form of a clearly and effectively written research thesis, which establishes for the student a culminating analytical end-product for his or her learning efforts.

Requirements for a Major

The program leading to a Bachelor of Arts degree in Urban Affairs requires a minimum of 9 units of course work (with a grade of C or better); the maximum units being determined by the student's educational objectives in the major, as developed in consultation with the advisor.

1. Introductory Core: 2 units: 1) Urban Affairs 107, Urban Semester: Experiencing the Community; 2) Urban Affairs 109, Introduction to Urban Problems
2. Urban Affairs 107, Urban Semester, is the basic course in the major and is a prerequisite to all other courses except Urban Affairs 109, Introduction to Urban Problems, which can be taken concurrently, by permission of the instructor, with Urban Affairs 107.
2. Methodology Requirement: 1 unit to be selected from approved list of courses.

3. Multidisciplinary Core: 4 units to be selected from approved list of courses in conference with the student’s advisor.

4. Preparation for the Advanced Core: Specialized course work reflecting the student’s educational objectives in the major (total number of units will vary).

5. Advanced Core: 2 units: 1) Urban Affairs 497, Internship/Seminar, 2) Urban Affairs 498, Internship/Senior Thesis

These two courses serve as the final integration of the student’s studies in Urban Affairs.

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

A list of approved courses which count toward a major in Urban Affairs may be obtained from the Director. Most of these courses are open to all students without prerequisites.

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; explores problem solving alternatives: political, social, and physical emphasis.

497 Internship/Seminar. Application of organizational, analytical and communication skills in understanding urban problems and solutions through an on-the-job work experience, a series of theory integration projects, and weekly seminar discussions. Offered fall only.

498 Internship/Senior Thesis. Continuation of internship experience begun in Urban Affairs 497; research and analysis effort culminating in senior thesis; seminar discussions of individual student’s thesis work. Offered spring only.

Women Studies

Assistant Professor: E. Ann Neel, Coordinator

Women Studies Program Committee: Comparative Sociology: Blenda Huebner, Dorie Klein, Charles Ilsen; English: Esther Wagner, History: David Smith; Home Economics: Amy Sinclair; Students: Sally Bailey, Charlene Davenport, Marie Paxton, Marcia Desy, Jean Phillips

About the Program

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 her/his relationships with others and the world, and to clarify options for the future.

Women Studies Activities

The Feminist Student Union is a supportive organization of students who are interested in women studies, the elimination of sexism, and issues which concern women today. The union sponsors social, educational and service activities. Membership is open to any student, throughout the year.

Requirements for a Minor

Completion of a minimum of 5 units to include 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 politics. Historical context and future possibilities are examined as these relate to the individual student.


226 Women in Literature. See English 226.

321 Women: Economics & Identity. What are the causes and effects of the division of labor by sex? An interdisciplinary approach examines conservative, liberal and radical explanations and analyzes women’s participation in the labor force, housewifery, and the psychology of exploitation.

358 American Feminism, Past & Present. See History 358.


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.
The Enterprise / Ways and Means
Admission to the University

Each applicant to the University is given individual consideration, including a careful evaluation of the curricular and extra curricular 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. Cumulative grade point average
3. Rank in graduating class (freshmen only)
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 letter of personal recommendation (freshmen only)

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 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.

Visitors purchase their own meals, off campus or in the Student Center or Union Avenue housing complex.

Limousine service is available from Seattle-Tacoma Airport to downtown Tacoma; bus 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 24-27, 1977; Christmas, December 17, 1977 through January 8, 1978. University classes will not be in session during spring recess, March 18-27, 1978.

For further information on any aspect of admissions, contact: Office of Admissions, University of Puget Sound, Tacoma, WA 98416. Telephone: (206) 756-3211.

Admissions Procedures

To Freshman Class

Prospective freshmen may apply for admission anytime after the beginning of the senior year in high school. Admission decisions are made as soon as one's application is complete. Applicants not clearly admissible or deniable, based on the record through the junior year, will be requested to provide a transcript of the first terms of the senior year before an admission decision is made.

To assure maximum consideration for financial assistance and on-campus housing, students applying to enter the University in the fall of 1978 should apply no later than February 1, 1978. The Admissions Committee will continue to consider applications received after this date on a space-available basis. The University subscribes to the National Candidates' Reply Date of May 1 and does not require advance payments prior to this date; however, those freshmen planning to reside on-campus should forward the housing deposit upon receipt of the residence hall reservation card since those reservations will be honored on a first-come, first-served basis. Housing reservations received after May 1 will be honored only if space is available in the residence halls. The advance tuition payment is also payable prior to May 1. Advance deposits are not refundable after June 1.

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

To apply for admission, a prospective freshman must submit the following credentials to the Office of Admissions:

1. A formal application for admission. This form is included in this catalog and can also be obtained from the University Office of Admissions. Section One of the application, the Personal Information section, should be completed by the applicant before presenting the form to his/her high school counselor. The counselor will complete Section Two, add a transcript of the applicant's academic record and a personal recommendation, and will forward the completed form to the Office of Admissions.
If you wish a teacher or other school official to submit a personal recommendation for you, please submit that recommendation to your counselor for forwarding with your application.

2. Scores on the Scholastic Aptitude Test (SAT). For those applicants who would be taking the Scholastic Aptitude Test solely for the purpose of applying to the University of Puget Sound, scores on the Washington Pre-College Test (WPCT), administered to Washington State residents, or on the American College Test (ACT) can be submitted.

Applicants are personally responsible for arranging to take the SAT, ACT or WPCT. Information regarding these tests can be acquired from one's high school counselor. When completing the test registration forms, the applicant should designate the University of Puget Sound as a recipient of his/her scores.

3. A $15 non-refundable processing fee. This fee should be mailed to the Office of Admissions at the time of initiating an application.

The University participates in the Advanced Placement Program of the College Entrance Examination Board. Scores of 5, 4 and 3 made an CEEB Advanced Placement Tests are accepted for advanced placement and college credit. 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 CREDIT

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 Associate in Arts (and Sciences) degree will be accepted for the first two years of work. A maximum of eight of the eleven general university requirements may be satisfied through the completion of specified courses. Students attending such institutions should consult an academic advisor for assistance in selecting these courses. The maximum amount of transferable credit is 18 units (90 quarter hours or 60 semester hours), including a maximum of two units of physical education and other activity credits.

2. Students entering UPS without the appropriate Associate 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 and may not overlap with completed courses.
From Four-Year Institutions
1. UPS 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. USAF1 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. Work taken at these institutions counts toward the freshman and sophomore years only.

2. Eighteen units must be taken at senior institutions to satisfy 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 a community or junior college to accrue credit toward a degree from the University of Puget Sound.

4. UPS will not grant credit for dual enrollment or simultaneous matriculation with two or more institutions.

5. UPS 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.

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

Credentials required for admission to the University with advanced standing include:
1. A formal application for admission as a transfer student 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 given by the applicant to the Office of the Dean of Students at the institution most recently attended as a regular matriculant. The Dean’s Report is not required for students applying to the Seattle or Olympia campuses, nor is it required for graduate students.

3. Transcript. Official transcripts of the student record from each college and university previously attended, and, upon request, a high school transcript, must be sent to the Office of Admissions. Any student who has completed less than one full year of college work should automatically submit a high school transcript. Such transcripts must be sent directly by the former institution to the University and not by way of the student. Official evaluation of the transcripts will be provided the student upon acceptance for admission.

4. $15 Processing Fee. This should be mailed to the Office of Admissions at the time of initiating application. It is not refundable and 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 providing 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)
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 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.
2. A student wishing to enroll in Community Service and Continuing Education 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 may be obtained from the 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 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
Students wishing to enroll for graduate work must submit the following credentials to the Office of Admissions:

1. An Advanced Standing Application for Admission 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.

To 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.

To Seattle/Olympia Campuses
The Seattle and Olympia campuses serve educational needs of students employed full-time in the greater Seattle and Olympia areas. All credits earned at these campuses are considered residence credits.

Applicants 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, 110 Prefontaine Place South, Seattle, WA 98104 or Olympia Campus, University of Puget Sound, 1065 S. Capitol Way, Olympia, WA 98501.

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 advance tuition deposit has been received by the Office of Admissions on the Tacoma campus. A $15 Processing 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 for 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 by June 1.

This advance tuition payment is refundable only if the request for refund reaches the Office of Admissions of the University before 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. A $50 advance room payment should be forwarded with the card. Students are advised to return the card immediately upon receiving their acceptance. This advance housing payment is refundable only if the request for refund reaches the Office of Admissions before June 1 preceding the fall term in which the student would have enrolled.

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

Director: Lloyd Matsunami, Coordinator: Ellen Porter

Group living situations at the University of Puget Sound exemplify the spirit that fosters unity in the student body and, at the same time, makes room for 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, after 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. Three Language Houses involve students in the study of the culture and languages of specific countries, and the International House encourages interaction between foreign students and their U.S. counterparts. The residence hall program also offers several “quiet floors” with a 24-hour study level of quiet.

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. 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.

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—Coordinate; Smith—Coordinate; Seward—Sorority.

*Coordinate. Separate sections for male and female.

Annex Houses
Approximately 25 annex houses are located within walking distance of the University. These are older homes, similar to the attractive, traditional dwellings which surround the University campus, and offer students a unique opportunity for small-group living not generally available at most colleges. Kitchen facilities 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 campuses 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.

Fraternities and Sororities
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.

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 completion 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.

Address inquiries to: Housing Office, University of Puget Sound, Tacoma, WA 98416, Telephone (206) 756-3317
Financing your Education

At the University of Puget Sound, the development of a strong sense of financial responsibility is considered an integral part of a person’s education for the future.

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 account is 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 $3,100
- Room and Board $1,500
- Student Government Fee $50

Estimated expenses amount to $4,650 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 1977-78 academic year is $3100. Tuition will be charged at registration each term (fall and spring) in accordance with the following schedule:

- Full-time student (3 or 4 units) $1,550
- More than 4 units, per unit $392
- Part-time student (less than 3 units), per unit $392

Tuition charges for fractional unit courses will be computed at the per unit rate of $392.

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—on 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 $196
Part-time or Winterim only student $392

Auditor’s Fees
Full unit, lecture, per course $196. Full unit, Laboratory and Creative Arts per course $392. 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 $25. Late Registration Fee $10. (Applicable on and after the first day of classes.)

<table>
<thead>
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<th>Voluntary Student Insurance</th>
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<th>Student and One Depend.</th>
<th>Student and Two or More Depend.</th>
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A descriptive brochure on this insurance may be obtained from the Safety Security Office.

**Sundry Fees**
Application for admission (payable only once): For enrollment Fall Term 1977 $10/For enrollment Winterim 1978 and thereafter $15/Deposit for personal locker (refundable) $3/Housing Key-Room Damage Deposit $15.

**Special Fees for Off-Campus and Physical Education Activities**
Alpine Climbing 25 / Bowling $10 / Basic Climbing $45 / Golf $22 / Riding (includes transportation) $60 / Scuba Diving $45 / Skiing (includes transportation) $50 / Cooperative Education Fee, per term $25.

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 $1,500 (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 1976 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 the 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 the 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 $25 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 $25 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 judgment 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 scholarship 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. Withdrawal before the end of: second calendar week—80%, third calendar week—60%, fourth calendar week—40%, fifth calendar week—20%, 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
Financial Aid

Director: Steven Thorndill

Any applicant for admission to the University is eligible and encouraged to apply for financial assistance. The University endorses the principle that financial aid granted to a student should be based on financial need. There are many factors which serve to establish a particular student's "need." We utilize the College Scholarship Service (CSS) of the College Entrance Examination Board (CEEB). This need analysis system is widely accepted among colleges and universities throughout the United States and satisfies the requirements of auditing agencies in providing documentation of applicants' need factors.

After the applicant has been sent to us by CSS, we send a Notice of Award specifying the amount of assistance. Assistance may be granted in any one or a combination of the following forms:

Financial aid granted by the University must be used for payment of tuition fees and room and board. Students are normally expected to use their own resources to buy required books and supplies and to pay personal expenses.

The aid awarded (except the work-study portion) is allocated so as to apply one-half to each term. Recipients of financial aid must be prepared to pay the balance of their accounts at the time of registration. Families wishing to satisfy the balances with other payment plans have options available to them, and any arrangements along these lines should be made directly with the Cashier's Office prior to registration.

Financial assistance is awarded for one year, and applications for renewal must be submitted annually. Whenever possible the University will continue assistance as long as the need continues and the student's performance merits it.

The Office of Financial Aid welcomes inquiries about the wide range of financial aid opportunities which are available to UPS students.

Procedures: How to Apply

Freshmen In order to be considered for financial assistance, all freshmen must submit the following materials:

1. A completed Financial Aid Form (FAF). 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 FAF be submitted to the College Scholarship Service no later than March 1.

2. All admissions credentials in connection with the application (transcripts of scholastic records, application for admission, test scores, application fee) must be filed with the Office of Admissions. No announcement 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 Financial Aid Form (FAF). This form may be obtained by writing to the Office of Financial Aid, University of Puget Sound. For priority consideration, the FAF must be submitted to the College Scholarship Service no later than March 1.
2. All admissions credentials (application for admission, transcripts, application fee) 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.

Late Applications Students who file late applications for aid are eligible for consideration, but they should be aware that certain categories of aid may be exhausted or quite limited.

Financially Independent (Self-supporting) Students

Procedures for application are identical to those above. 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 aid, 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.

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.

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 the FAF.

2. Federally Insured Student Loan Program (FISL) Funds are made available from banks, credit unions and savings and loan associations. These long term 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 short term loan requires the signature of guarantors. Individual arrangements are made through the Controller's Office.

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.

Air Force ROTC Students who enroll in Air Force ROTC are eligible to apply for Air Force ROTC scholarships which cover full tuition, cost of textbooks, and laboratory fees. Two and three year scholarships are available to qualified students. Students majoring in math, physics or chemistry have the best scholarship opportunity. Additionally, all students accepted into the Air Force ROTC Professional Officers Course receive subsistence pay of $100 per month while attending this course. Information is available through the Department of Aerospace Studies, University of Puget Sound, Tacoma, WA 98416.

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 of 1956 (Public Laws 844 and 97-815)

2. Chapter 34, Veterans Readjustment Benefit 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.

It is the veteran's responsibility to be fully informed of all academic regulations affecting his or her good standing with the Veteran's Administration. Questions should be referred to the Veterans Affairs Coordinator, Jones 07.

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 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. As a rule, 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 pre-ministerial 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 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.
Elmer Thune Ford Fund
Mary and Chapin Foster Memorial Scholarship Fund
Thomas and Della (parents) and Bethel Vella (wife) Glasscock Award For 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 Goudler 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 of 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  For 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  For 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 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 study 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. Pardue 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  For a worthy student on the basis of good character, creditable academic record and genuine need; preference to graduates of Stadium High School, 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.

James R. Slater Scholarship  At the discretion of the President.

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

Robert D. Sprenger Chemistry Award Fund  For books and supplies for a Chemistry student who shows outstanding evidence of sincere interest in and dedication to Chemistry, and 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

Lucille Thompson Scholarship  For sophomore or junior student, based on academic achievement and participation in extra-curricular activities.

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 of Music or Dramatics.

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

Minnie White Fund  For a needy student nominated by the President of the University.

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

Bernhardt and Martha Wirth Memorial Scholarship Fund  For 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 with Christian interests.

Dr. Ross D. Wright Medical Scholarship  For worthy pre-Medical students.

Fred S. Wyatt Memorial Scholarship Fund.
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Dessel Hamilton, Assistant Dean of Students
Faculty

Haran Stuart Abrahams
B.S. 1972, University of Nebraska; J.D. 1974, University of Nebraska College of Law. LLM, 1975, Harvard Law School.

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FACULTY 135

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Directions for communications

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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. 206 is the area code for the following telephone numbers.

Admissions 756-3211 Office
Academic Advising 756-3250 Director
Alumni Relations 756-3245 Director
Annual Fund 756-3184 Director
Associated Students 756-3273 ASB Office
Career Planning and Placement 756-3250 Director
Catalogs 756-3211 Admissions Office
Continuing Education/Military Centers Classes 756-3306 Director
Curriculum/Instruction 756-3205 Dean of the University
Fees/Tuition/Payment of Bills 756-3221 Student Accounts
Financial Aid 756-3214 Director
Foreign Students 756-3310 Advisor
Gifts/Grants 756-3358 Asst. Vice President
Learning Skills Center 756-3395 Director
Library 756-3257 Director
Summer School 756-3207 Associate Dean
Public Relations/News 756-3148 Director
Registration 756-3217 Registrar’s Office
Residence Hall Housing 756-3317 Director
Student Information 756-3363 Dean of Students
Transcripts/Records 756-3217 Registrar’s Office
University Relations 756-3150 Vice President
1. President's Home
2. Kilworth Chapel
3. Harrington Residence Hall
4. Schiff Residence Hall
5. Langdon Residence Hall
6. Anderson Residence Hall
7. Collins Memorial Library
8. Tenzler Residence Hall
9. Smith Residence Hall
10. Counseling Education
11. Cooperative Education
12. Ceramics Building
13. Kittredge Hall
14. Student Center
15. Continuing Education
16. McIntyre Hall
17. Jones Hall
18. Howarth Hall
19. Music Building
20. Thompson Hall
21. Union Ave. Residences
22. Tennis Courts
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
Calendar 1977-78

**Fall Term**
- **September 5** Monday: Residence Halls open 9:00 a.m.
- **September 5** Monday: Dining Halls open 12:00 noon
- **September 5-10** Monday: Freshman Convocation, Testing, Orientation
- **September 8-9** Monday: Registration
- **September 12** Monday: Classes Begin
- **September 14** Wednesday: Add-Drop Period Begins
- **September 19** Monday: Last Day to Add Classes
- **September 19** Monday: Last Day to Exercise P/F Option
- **September 20** Tuesday: Registration for Audit Classes
- **October 3** Monday: Last Day to Apply for December Graduation
- **October 7** Friday: Drop Without Record Ends
- **October 28** Friday: Mid-Term
- **October 28** Friday: Mid-Term Grades Due
- **November 1** Tuesday: Last Day to Apply for February Graduation
- **November 4** Friday: Last Day to Withdraw with "W"
- **November 23** Wednesday: Dining Halls close 6:00 p.m.
- **November 24-27** Thanksgiving Holiday
- **November 28** Monday: Dining Halls open 7:00 a.m.
- **Nov 28-Dec. 2** Mon.-Fri.: Winterim Registration
- **Nov 28-Dec. 2** Mon.-Fri.: Pre-Registration/ Spring
- **December 9** Friday: Last Day of Classes
- **December 12-16** Mon.-Fri.: Final Examinations
- **December 16** Friday: Graduation Convocation, 2:00 p.m.
- **December 16** Friday: Dining Halls close 6:00 p.m.
- **December 16** Friday: Residence Halls close 6:00 p.m.
- **December 27** Tuesday: Final Grades Due
- **December 27** Tuesday: Grades Clearing Spring and Summer "Inc."

**Winterim**
- **January 8** Sunday: Residence Halls open 12:00 noon
- **January 9** Monday: Dining Halls open 7:00 a.m.
- **January 9** Monday: Winterim Classes Begin
- **January 9** Monday: Add-Drop Period Begins
- **January 11** Wednesday: Last Day to Add a Class
- **January 11** Wednesday: Last Day to Exercise P/F Option
- **January 12** Thursday: Registration for Audit Classes
- **January 16** Monday: Drop Without Record Ends
- **January 23** Monday: Last Day to Withdraw with "W"
- **February 3** Friday: Winterim Classes End
- **February 10** Friday: Final Grades Due

**Spring Term**
- **February 9 & 10** Thursday-Friday: Advising and Registration
- **February 13** Monday: Classes Begin
- **February 15** Wednesday: Add-Drop Period Begins
- **February 20** Monday: Last Day to Add Classes
- **February 20** Monday: Last Day to Exercise P/F Option
- **February 21** Tuesday: Registration for Audit Classes
- **March 1** Monday: Drop Without Record Ends
- **March 10** Friday: Mid-Term
- **April 7** Friday: Mid-Term Grades Due
- **April 7** Friday: Last Day to Withdraw with "W"
- **April 14** Friday: Mid-Term Grades Due
- **April 14** Friday: Last Day to Withdraw with "W"
- **April 20** Friday: Mid-Term Grades Due
- **April 20** Friday: Last Day to Withdraw with "W"
- **April 27** Friday: Spring Recess
- **May 1** Monday: Early Registration for Summer Begins
- **May 10** Monday: Pre-Registration for Fall
- **May 19** Friday: Last Day of Regular Classes
- **May 20-26** Monday: Final Examinations
- **May 27** Saturday: Graduation Convocation 2:00 p.m.
- **May 27** Saturday: Residence Halls close 6:00 p.m.
- **June 1** Thursday: Last Day to Apply for August Graduation
- **June 2** Friday: Final Grades Due
- **June 2** Friday: Grades Clearing Fall and Winterim "Inc."
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University of Puget Sound
Freshman Application for Admission

For Admission To: Fall □ Spring □ Winterim □ Summer □ Summer Only □ 19_______

Personal Information  Please Type or Print in Ink

Legal Name ___________________________________ Male □ Female □ Social Security Number __________

Mailing Address ___________________________________ Phone ___ / _______

street number city state zip

Permanent Address ___________________________________ Phone ___ / _______

street number city state zip

Date of Birth / / Place of Birth city state county

If not a U.S. citizen, what nation? __________________________ Type of visa __________________________

Religious Preference (Optional) __________________________ Number of Brothers ______ Older ______ Younger ______

Number of Sisters ______ Older ______ Younger ______

Ethnic Origin (Optional) Asian American □ Black Afro-American □ White American □ American Indian □ Chicano, Mexican American or Other Spanish Surname □ Other □

Name of legal guardian if not a parent ___________________________________

In case of emergency notify: Name ___________________________________________

Father's name: ___________________________________

Father's address: ___________________________________

street number city state zip

Colleges attended by father ___________________________________

name year degrees

Father's occupation ___________________________________________

If deceased, date: ___________________________

Address ___________________________________

Phone ___ / _______

Mother's name: ___________________________________

Mother's address if different ___________________________________

street number city state zip

Colleges attended by mother ___________________________________

name year degree

Mother's occupation ___________________________________________

If deceased, date: ___________________________

Educational Information

Name of your high school ___________________________________

city state zip Graduation Date ______

If you are not a high school graduate, indicate highest grade completed and last year of attendance: Grade ______ Year ______

List name of all other high schools, special schools and colleges with dates of attendance.

School __________________________________ City __________________ State ______ Dates / / To / / / 

School __________________________________ City __________________ State ______ Dates / / To / / / 

School __________________________________ City __________________ State ______ Dates / / To / / / 

List your senior year classes in high school: _______________________________________________ 

______________________________________________

Your intended major area of study? ___________________________  What future career interests you most? ___________________________
I have taken/will take the following tests:

Date taken: ACT / / SAT / / WPCT / / Other (GRE etc.)

Are you applying for financial aid from UPS?  □ Yes  □ No

If yes, please note that the Parents' Confidential Statement (PCS) or the Financial Aid Form (FAF) must be filed with the College Scholarship Service no later than March 1. DATE FILED / / / 

In my first term at UPS, I plan to live: in campus housing  □   At Home  □   Other  □

For research purposes, we would appreciate knowing who or what initiated your interest in the University of Puget Sound. Please circle as many as apply: admissions representative, alumnus, current UPS student, advisor/counselor, location, UPS literature and publicity, parent, teacher, other ________

Please respond to the following questions on separate pieces of paper:
A. List your extra-curricular school and community activities, offices held, honors received during high school years.  B. Describe any circumstances such as family responsibilities, employment or illness that may have affected your academic record.  C. How has your high school career prepared you for college?  D. How do you expect a liberal education to be valuable to you and how do you expect UPS to help you achieve these goals?

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 and send it to the Office of Admissions. If a teacher or other school official submits a personal recommendation for you, please leave that recommendation with your counselor for forwarding with your application.

SCHOOL EVALUATION

High School Official: Please complete and forward with an official transcript to the University of Puget Sound, Tacoma, WA 98416.

This will certify that the above named student will be □ was □ was not □ graduated ______________________ date

He/She has a Grade Point Average of ______ and ranks ______ in a class of ______ Class average ______. (If precise rank unavailable, indicate: _______ decile from top)

Grading system ______ Lowest passing grade ________ This school is Accredited □  Not accredited □

Testing:

CEEB PSAT-NMSQT □ □ □ Date Taken / / / ACT; □ □ □ COMP □ □ Date Taken / / /

CEEB SAT □ □ □ Date Taken / / / WPCT; □ □ □ Date Taken / / /

Please attach a personal recommendation for this applicant. In compliance with the Family Education Rights and Privacy Act, personal comments will be removed from accepted applicants' admission files before permanent education records are made upon matriculation. We are particularly interested in the applicant's academic and personal characteristics, including intellectual promise, motivation, maturity, integrity, initiative, leadership, originality, enthusiasm, special talents.

SIGNATURE of Authorized Person _______________________________ Title __________________________

High School ____________________________ School Phone / / / Date / / / 

Rev. 7/77
**University of Puget Sound**  
**Advanced Standing Application for Admission**

### Personal Information

**Please Type or Print With Ink**

For admission to:  
- **Fall** ☐  
- **Winter Term Only** ☐  
- **Spring** ☐  
- **Summer** ☐  
- **Summer Only** ☐

Will be full-time student ☐  
- part-time ☐  
- late afternoon and evening ☐

- **Main Campus** ☐  
- **Seattle Campus** ☐  
- **Olympia Campus** ☐

**Legal Name:**  
- last  
- first  
- middle  
- Male ☐  
- Female ☐  
- Social Security Number _______________

**Present Mailing Address:**  
- Phone AC ____________________________

**Permanent Address:**  
- Phone ________________________________

**Place of Birth:**  
- Date of Birth __/___/____  
- Citizen of ____________________________

**Ethnic Origin:** (Optional)  
- Asian American ☐  
- Black Afro-American ☐  
- White American ☐  
- 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 not parent:

- **Father's Name:** ____________________________
- **Mother's Name:** ____________________________
- **Maiden Name:** ____________________________

**Address:**

- ____________________________

**Occupation:**
- If deceased, date __/___/____
- Occupation ____________________
- If deceased, date __/___/____

**Colleges or universities attended and degrees received:**

<table>
<thead>
<tr>
<th>School</th>
<th>Years</th>
<th>Degree</th>
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<tbody>
<tr>
<td>Father</td>
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<tr>
<td>Mother</td>
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### Educational Experience

**Last high school attended:**

- **Name:** ____________________________  
- **City:** ____________________________  
- **State:** ____________________________  
- **Last grade completed:** __________  
- **Date of graduation:** __/___/____

If you have ever previously attended UPS indicate:  
- **Day** ☐  
- **Evening** ☐  
- **Main Campus** ☐  
- **Seattle** ☐  
- **Olympia** ☐  
- **Military** ☐

List all colleges attended since high school:

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
<th>From</th>
<th>To</th>
<th>Degree</th>
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</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:**

<table>
<thead>
<tr>
<th>Firm</th>
<th>City</th>
<th>How long employed?</th>
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</table>

### College Plans

- **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. 7/77**
The University of Puget Sound
Tacoma, Washington