Leonardo da Vinci, 1452-1519

An artist by disposition and training, Leonardo da Vinci nevertheless regarded all knowledge as a synthesis of art and science. Under the tutelage of Andrea del Verrocchio, young da Vinci learned that even painting was based on mathematical laws and required an intimate knowledge not only of geometry and perspective, but also of human anatomy and the laws of mechanics.

Da Vinci is remembered today primarily for his work as a painter. The “Mona Lisa” and “The Last Supper,” perhaps his best known works, are still regarded as two of the world’s outstanding paintings. Yet da Vinci was also an inspired engineer, a scientist, military tactician, diplomat, sculptor, and architect.

In the context of an undergraduate education, da Vinci stands perhaps as the best example of the liberating, universal forces that can be tapped by a well-trained mind. A liberal education, such as that offered by the University of Puget Sound, trains the mind in preparation not just for a specific career but for a lifetime of changing careers and tough decisions.

Regardless of your academic major — whether it is in the arts and sciences or in one of the professional schools — you will leave the University of Puget Sound with a core of skills and abilities held in common by successful professionals on today’s job market. You will learn to express yourself clearly, both orally and in writing. You will learn to reason quantitatively. Above all, you will learn to think for yourself. In the interplay between “core” and “major” requirements, frequently stimulated by fresh approaches to traditional subject matter, you will learn to sort out for yourself which skills and interests are most likely to satisfy your own expectations, both personal and professional, for the remainder of your lifetime.

Cover Illustration by Warren Kramer
The University/Sum and Substance
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*

Never sell a liberal arts education short. In my three years attending UPS, I have only begun to open my mind to the vast world around me. UPS has allowed me to place special emphasis on two broad fields of study that I find particularly interesting, while encompassing the total picture of a liberal arts education. It’s the best of both worlds.

Bobbi Wyckoff, '79 
*Port Orchard, Washington*

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*
The sea, mountains, and city life are just minutes away. I can walk into my advisor's office most anytime and talk with him about school or anything else on my mind. Students are taught to think rather than recite. The atmosphere is both academically challenging and tranquil.

Elizabeth Branscomb, '81
Sacramento, California

One never feels lost in the labyrinth at UPS. A student can fit in as an individual.
Steve Aliment, '79
Seattle, Washington

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, inland waterways; snow-capped mountains. There are long trails for hiking and rugged peaks for climbing.

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

Tacoma, a city of 157,000, boasts a wide array of retail stores, restaurants and recreational facilities, along with the nation's tallest 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 kaleidoscope of cultural and recreational 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, but it's those rainy days that keep the flora lush and green all year round. Spring 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 also 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 88 from the surrounding community and in 1891 sent the first seven UPS graduates forth into the world.

The University of Puget Sound was a three-year institution until 1904. In that year, the school adopted a four-year college program, and for many years was known as the College of Puget Sound.

In 1923, again with a periscope on the future, the college moved to a larger campus which would allow for the expansion that the post-World War II years were to bring. Most of the beautiful Tudor Gothic buildings on campus, with their red-bricked pattern of arches and serried porticoes, were built during the expansive era of the 1950's and 1960's, under the leadership of former President R. Franklin Thompson.

In 1960, the school achieved the official university status it has today.

It is, of course, one-sided to view the history of such an institution in terms of bricks and buildings alone. Like the ivy clinging to the outer walls, cherished traditions have grown up over the years, to give strength and stability to the University as it functions in a society of rapid change.

In 1973, Dr. Philip M. Phibbs became President of the University and the school entered a new 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 both as a student and as a 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 background, interest and national origin to give the campus a vital and exciting atmosphere.

The faculty at UPS also has qualities that set it apart. Above all, it is a teaching faculty, selected not only for excellence in various subject areas but also for the desire and ability to
transmit that knowledge to students in a meaningful way. Friendliness is another faculty characteristic at UPS, and teachers 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 solid 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 these 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 FM radio station which broadcasts news, music and commentary for students and local residents.

The Black Student Union annually presents a Black Arts Festival for the community at large, and Hui O Hawai'i, 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 variety of films, speakers, dances and entertainment 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 that the University has named a Vice President for Student Services. 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 or her best work, and which can 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 part of student life, not only for such stand-by's 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

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, Chemical Physics, Chemistry, Economics, Environmental Science, Geology, Interdisciplinary Studies, Mathematics, Medical Technology, Natural Science, Nutrition and Textiles, 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.

The Bachelor of Accounting Science Degree is awarded for the completion of a post-baccalaureate professional program in accounting outlined in the School of Business and Public Administration section of 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 is included 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.

Collins Library houses a collection of approximately 300,000 volumes. There is also a sizable microform collection plus additional collections of microfiche and microcards. In 1934 the library was officially designated as a U.S. Federal Depository Library. The government documents collection currently numbers more than 80,000 items. The library is also a Washington State Depository Library. The periodical or magazine collection of the library is substantial; presently there are about 2,250 titles available for students to examine.

The library also offers audio-visual resources. Equipment (cassette listeners, tape recorders, record players, etc.), speeches, lectures, poetry, drama and music on tapes, records and cassettes, and a language laboratory for tape instruction in 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 student 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
Advising

Academic Advising, Career Planning & Placement
Director: Ronald V. Adkins
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.

Freshman Advising facilitates the advising/counseling relationship between student and faculty advisor. In a classroom setting advisees and advisors also come to know each other as students and teachers. The advising class may be a regular class meeting three or four times weekly, or a laboratory section of a larger science lecture class, or a discussion/advising group meeting separately from a lecture class.

Each freshman participates in the selection of his or her advisor. Beginning in May, students indicate their academic preferences to the advising director who then assigns students to the right advisors.

Students meet with their advisors during fall orientation to plan their fall class schedules (including the advising section). Students may work with their advisors through the sophomore year or until they declare their majors. The major must be declared by the end of the sophomore year.
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, as well as 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 may do so. Individual help at any stage in a student's career plan is always available.

**Cooperative Education**  (See "Special Academic Programs," p. 25.)

**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 consult the student employment coordinator 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 major 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. The listing is maintained both by the Office of Academic Advising, Career Planning, and Placement, and by 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 and in the Office of Academic Advising, Career Planning and Placement. Additionally, consultation with faculty 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 Schools and Colleges, 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, American Physical 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 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 both from 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, to change regulations concerning 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 at 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 residence and 36-unit graduation requirements are not petitionable. Petition forms may be obtained from the Secretary to the Registrar, Jones Hall, Room 7.
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 placed 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.

When a student has been dismissed academically, he or she may petition the Academic Standards Committee to be considered for continued enrollment.

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 must have passed 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  The University of Puget Sound complies with the spirit and the letter of the law and does not discriminate on the basis of sex, race, color, national origin, religion, age, marital status, disability, or Vietnam era veteran status in its educational programs or employment. The University is required by Title IX of the Education Amendments of 1972 not to discriminate on the basis of sex, and by Section 504 of the Rehabilitation Act of 1973 not to discriminate on the basis of disability. Questions about the application of this policy may be referred to the University's Title IX Administrator/Affirmative Action Officer at (206) 756-3368, or to the Director of the Office of Civil Rights of the Department of Health, Education and Welfare.

The University of Puget Sound
An Equal Opportunity Educator/Employer

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

Dates for registration for each session are listed in the University calendar in the back 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's in the 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 by the Academic Standards Committee when appropriate.

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 the equivalent of one year, 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.

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 who pays the full term rate of tuition. Such full-time students may enroll without additional cost, in 1/2 unit or less of those classes identified as activity courses. No 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 of the student’s advisor. Students carrying loads in excess of 4 units will be charged for each additional unit. Enrollment in activity courses in excess of 1/2 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 1/4 units is a full load.

3. Part Time All courses taken at any one time for a total of fewer 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 to 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 A student with a baccalaureate degree, enrolled in graduate courses for the purpose of accumulating graduate credit.

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 3-1/3 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.

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*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: Seminar, Independent Research Thesis, Applied or Studio classes, the laboratory part of any science class, any activity class, any discussion group, student teaching, internship, Foreign Language lab, Nutrition and Textiles 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 week 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.

The Registrar's Office sets registration and withdrawal dates for courses not offered through the regular curriculum.

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. (A student who takes Education 201, which requires a 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 permanent grade is assigned.

**Incomplete (I)** An incomplete grade indicates that although the work accomplished in a course has been of passing quality, some portion of the course work remains unfinished because of illness or other unforeseen circumstances. 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. 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 a 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 to 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 the 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 six 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 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. Prerequisite: senior standing or permission of instructor.

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.

Minor Requirements

An academic 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

Interim Director: Wolfred Bauer

Committee: Barry Bauska, English; Terry Cooney, History; Ronald Fields, Art; Michael Veseth, Economics; Ann Neel. Comparative Sociology

The American Studies Program brings to bear upon American society the perspectives of several disciplines in the humanities and social sciences. This approach recognizes the complexity of the American experience and seeks to shed light on that experience through an integrated course of study.

The program currently is undergoing a major revision of its curriculum and requirements; interested students, therefore, should consult with the Director for further information regarding major requirements.

Asian Studies Colloquium

Director: Suzanne Barnett

The Asian Studies Colloquium seeks to promote interdisciplinary discussion among students and faculty on topics of common interest within the area of Asian Studies. 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.
Cooperative Education Program
Coordinator: Frank Hruza

The Cooperative Education Program enables students to explore career alternatives, enhance career qualifications, and optimize career choices prior to graduation. Qualified students in any major may participate in this unique experience, which enables students to alternate semesters of study with academically related work experience. The program is tailored for 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 identify their own CO-OP arrangements anywhere in the nation. More than 300 students have participated in Cooperative Education since its introduction in 1969.

Inquiries: Urban Affairs, University of Puget Sound, Tacoma, WA 98416.

Freshman Writing
Director: Tim Hansen

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 fewer. 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: Robert Albertson

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

Honors students will take four courses together for which they will receive seven units of Core Curriculum credit: Historical and Humanistic Perspectives with Oral and Written Communication Skills, and Nature and Society Subject Areas with Quantitative Skills. Each student will enrich courses in her/his major or initiate Independent Study (three units) in preparation for writing an Honors Thesis. A student who satisfies these requirements will receive the citation, Coolidge Otis Chapman Honors Scholar, on graduation.

The University seeks to identify five percent of each entering class for the program, to introduce selected students to a faculty familiar with primary sources ("great books") in four areas in which they will be used as texts, and to challenge honors students with creative learning experiences in depth as a way of leavening their own college education and the academic climate of the University as well.

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, 8 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.
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.

The emphasis of the program is on Romance and Germanic languages, however, Asian languages have in the past been a strong part of the program. Films, records, opera, 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
Directors: Terry Cooney, Robert Garratt

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 coordinate 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. Students receive academic credit for participation in the program.

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 the 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 13 units, to include: 1. 6 units Chemistry (all courses must be those normally counted toward a major); 2. 2 units Mathematics, 3. 2 units Physics (Physics 111, 112, or 121, 122); 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 125 and 1 additional unit), 4. 2 units Biology or 2 units Geology.

**Geology**
Completion of a minimum of 12 units, to include: 1. 6 units Geology (Geology 101, 102 and 4 additional 2 of which must be taken at UPS), 2. 2 units Mathematics (Mathematics 111, 121 or 257), 3. 2 units Chemistry (Chemistry 125, 126, 4. 2 units Physics (Physics 111, 112, or 121, 122)) or 3 units Biology.

Interested students should contact the department of their intended special emphasis.

**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 size by 1974 with a student body of approximately 800 full- and part-time students. The career faculty of 25 is augmented by a select ancillary staff of prominent specialists, chosen both from 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 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 more than 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 Westlaw terminal for computer-assisted legal research is available, as well as a printer terminal which provides access to computer exercises and programs in law courses.

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. Rhodes

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 in England, France, Guatemala, and Canada.

In a consortium with five 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 University of Puget Sound also 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 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 was offered which included study stops in Japan, Taiwan, Korea, Thailand, India, Nepal and travel through Afghanistan, Iran, Turkey and Europe. Courses were taught primarily in the humanities and 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 Health Sciences Committee, the University of Puget Sound.

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 scores 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. More information may be obtained by writing to the Pre-Law Advisory Committee, the University of Puget Sound.

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 in medical technology. The program at St. Joseph Hospital requires four years of college course work before entering technical training at the hospital.
During this training, the student with 3 years of University credit is registered with the University, will receive full academic credit and will be responsible for University fees. After completion of the technical training, the student receives a degree of Bachelor of Science in Medical Technology. He/she also is eligible to take the examination conducted by the Board of Registry of Medical Technologists of the American Society of Clinical Pathologists for certification as a medical technologist (MT).

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

Minimum requirements for admission for technical training are:
1. 5 units, Biological Sciences, to include: 2 units, lecture and laboratory courses in general Biology or Zoology; Anatomy and Physiology; highly recommended. Remaining courses in Microbiology, 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.

Students interested in Medical Technology should contact the University's Health Sciences Committee for additional information.

**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 Health Services 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 fewer than four years of preparation are usually exceptional candidates academically.

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 in 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.
Reserve Officers Training Corps/ Air Force ROTC
Commanding Officer: Col. Dale L. Reynolds

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 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 enrolled in this course. Students enrolled in 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, books, laboratory fees, and $100 per month subsistence, is available to qualified applicants. 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.

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.
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 Session classes, see the Admissions section of this catalog.

Military Centers
Coordinators: Patti Baker, McChord; Liz Richmond, 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 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 the educational needs of students who are employed full-time. Courses offered at the Seattle Campus lead to bachelor's and master's degrees both in Public Administration and Business Administration; at the Olympia Campus courses offered lead to master's degrees in 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

The Continuing Education program is designed primarily for the part-time adult student, whether interested in a career change, job development, personal growth, a degree professional licensing, certification, or some 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.
Courses/
Aerospace to Women Studies
Aerospace Studies

Professor: Dale I. Reynolds
Assistant Professor: John Church

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.

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

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

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

Course Offerings

GENERAL MILITARY COURSES

110/115 The Developmental Growth of Airpower Credit: ½ unit each. Development of airpower from the beginnings of flight into the 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


410/415 National Security Forces in Contemporary American Society Credit: ½ unit each. Armed Forces as an integral element of society, broad range of American civil-military relations, environmental context in which defense policy is formulated.

421 Flight Instruction Program Flight instruction in single-engine aircraft requires 6 hours solo and 17 hours dual instruction plus a final check ride. Approval of instructor required.
Art

Professor: Bill D. Colby, Ronald M. Fields, Monte B. Morrison

Associate Professor: John McCuistion. Chair: Kenneth D. Stevens. Robert E. Vogel

Assistant Professor: Nera Nercessian

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, the student 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.

A Master of Fine Arts is offered in ceramics. Graduate courses are available in the various art areas.

Requirements for the Major

B.A. Degree/Art Major

Completion of the 10 listed Art units is required: Art 101, 102, 109, 147, 150, 265, 275, 276, 381, and at least 1 art elective.

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

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 other fields. Advisors: Professors Colby, McCuistion, Morrison, Stevens, Vogel.

B.A. Degree: Art History Major

Completion of the 5 listed Art units and 5 art history electives is required. Art 101, 102, 275, 276, 277

Electives: 5 units from 278, 321, 322, 323, 324, 325. Advisors: Professors Fields, Nercessian.

Requirements for the Minor

Art

Completion of a minimum of 6 units to include:
1) 101, 102, 277, 2) 3 Art electives. 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: Art 101, 102, 275, 276, 277. A specialized 6-unit art history minor 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, and painting. Available for non-art majors.

102 Studio Experiences: 3-D* Introductory visual projects in three dimensions. A variety of techniques in ceramics and sculpture involving design and drawing. Available for non-art majors.

109 Drawing* Visual study of nature through drawing: discussion of basic concepts, 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. Prerequisites 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. Prerequisites: Art 109.

247 Ceramics II* Ceramic material and processes: advanced methods of construction, glaze theory, surface textural exploration. Prerequisite: Art 147.

250 Painting II* Theory and philosophy of painting, as well as technical aspects of the medium, conceiving aspects of painting. Prerequisite: Art 150.

265 Sculpture I* Exploring the broad and diverse range of expressive forms available in contemporary sculpture concepts and materials. Prerequisites for art major: Art 101, 102.

275 Studies in Western Art I: Ancient Art to Renaissance Slide lecture survey examining the development of Western architecture, sculpture, and painting from early Western and Near Eastern origins to the early 14th century. Particular attention is given to the cultural context in which these forms emerge, and the significance of these works artistically and historically.

276 Studies in Western Art II: Renaissance to Modern Art Slide lecture survey of the development of major aesthetic principles and art forms from the early Renaissance to the modern period, with particular emphasis on individual artists and their historical and intellectual settings.

277 History of Modern Art Slide lecture survey examining the evolution of modern painting through the nineteenth and twentieth centuries focusing on major personalities and movements, with considerations of the technical, cultural and intellectual influences which contribute to the development of contemporary art expressions.

278 Survey of Oriental Art Perspectives on the sculpture and painting of India: ceramics and painting of China; painting, prints, and ceramics of Japan. Slide lectures on interaction of historical and religious influences through the Fine Arts.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>309</td>
<td>Advanced Drawing I*</td>
<td>Advanced problems in use and expression with traditional and experimental form and content approaches. Prerequisite: Art 109.</td>
</tr>
<tr>
<td>321/521</td>
<td>Ancient Art</td>
<td>The study of the art and architecture in ancient Egypt, Mesopotamia, Greece, and Rome, within their particular social, religious, and political contexts. Prerequisite: Art 275.</td>
</tr>
<tr>
<td>322/522</td>
<td>Medieval Art</td>
<td>The development of art and architecture in the Middle Ages with special emphasis on Western Europe from the age of Constantine the Great to the High Gothic period; religious, economic and political basis of medieval art. Prerequisite: Art 275.</td>
</tr>
<tr>
<td>323/523</td>
<td>Renaissance Art</td>
<td>Renaissance and pre-Renaissance art from 1350 to 1600 in Italy, Tuscan art, in particular. Florentine achievements, other Italian centers. Prerequisite: Art 276.</td>
</tr>
<tr>
<td>324/524</td>
<td>Baroque Art</td>
<td>Painting, sculpture, architecture of Italy, France, the Lowlands, the Church Triumphant, the Establishment of Absolute Monarchy; Netherlandish perception of nature. Prerequisite: Art 276.</td>
</tr>
<tr>
<td>325/525</td>
<td>American Art</td>
<td>Slide lecture study of European-American architecture, painting, sculpture, and domestic arts of the 17th, 18th and 19th centuries. Particular emphasis is given to late Georgian architectural practices and the indigenous painting movements of the 19th century.</td>
</tr>
<tr>
<td>347</td>
<td>Ceramics III</td>
<td>Production methods of throwing, emphasizing massive forms, architectural ceramics. theory, practice in kiln firing, color control in glazes. Prerequisite: Art 247.</td>
</tr>
<tr>
<td>350</td>
<td>Painting III*</td>
<td>Advanced painting. Prerequisite: Art 250.</td>
</tr>
<tr>
<td>357</td>
<td>Figure Painting I*</td>
<td>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: Art 209.</td>
</tr>
<tr>
<td>365</td>
<td>Sculpture II*</td>
<td>In-depth involvement in contemporary sculpture concepts and materials stressing individual exploration, self-reliance and growth. Prerequisite: Art 265.</td>
</tr>
<tr>
<td>381</td>
<td>Printmaking I*</td>
<td>Processes, techniques of etching, woodcuts, serigraphy, lithography, collagraph. Prerequisites for art major: Art 101, 102.</td>
</tr>
<tr>
<td>382</td>
<td>Printmaking II*</td>
<td>Problems in selected graphic processes. photo images for silk screen, etching and lithography. Prerequisite: Art 381.</td>
</tr>
<tr>
<td>447</td>
<td>Ceramics IV*</td>
<td>Advanced ceramics. Prerequisite: Art 347.</td>
</tr>
<tr>
<td>450</td>
<td>Painting IV*</td>
<td>Terminal senior painting major project. Prerequisite: Art 350.</td>
</tr>
<tr>
<td>455</td>
<td>Watercolor II*</td>
<td>Concepts and forms adaptable to advanced projects in aqueous media. Prerequisite: Art 355.</td>
</tr>
<tr>
<td>457</td>
<td>Figure Painting II*</td>
<td>Advanced study of problems explored previously. Greater knowledge of paint and figure will be necessary. Prerequisite: Art 357.</td>
</tr>
<tr>
<td>462</td>
<td>Secondary Art Methods*</td>
<td>Principles and organization of art experiences in teaching for specific skills, techniques, and aesthetics.</td>
</tr>
<tr>
<td>481</td>
<td>Printmaking III*</td>
<td>Conceptual expression juxtaposed with techniques. Prerequisite: Art 382.</td>
</tr>
<tr>
<td>482</td>
<td>Printmaking IV*</td>
<td>Terminal senior project in prints. Prerequisite: Art 481.</td>
</tr>
<tr>
<td>509</td>
<td>Advanced Drawing II*</td>
<td>Graduate level only.</td>
</tr>
<tr>
<td>543/544</td>
<td>Ceramic Production Problems I, II*</td>
<td>Techniques for functional pottery forms for skilled mass production involving clay, glazes and kilns. Advanced students only. Prerequisite: Art 447.</td>
</tr>
<tr>
<td>547</td>
<td>Ceramics V*</td>
<td>Terminal, senior ceramics major project. Prerequisite: Art 447.</td>
</tr>
<tr>
<td>550</td>
<td>Painting V</td>
<td>Graduate level only.</td>
</tr>
<tr>
<td>565</td>
<td>Sculpture IV</td>
<td>Graduate level only.</td>
</tr>
<tr>
<td>581/582</td>
<td>Advanced Printmaking I, II*</td>
<td>Investigation of a specific process integrated with form and content.</td>
</tr>
<tr>
<td>593</td>
<td>Research I, Ceramics Clay and Kilns*</td>
<td>The nature of clay from formation to final product; study of clay bodies. History and technical development of kilns from earliest times to modern industrial advances in design and materials.</td>
</tr>
<tr>
<td>595</td>
<td>Research III, Ceramics Aesthetics*</td>
<td>Design problems related to values and guiding precepts. Historical and contemporary views of design and decoration in ceramics.</td>
</tr>
<tr>
<td>687</td>
<td>Graduate Exhibit Production</td>
<td>Credit arranged. MFA candidates only.</td>
</tr>
</tbody>
</table>
| 697 | Thesis | Credit arranged.
Asian Studies Program

Director: Suzanne Barnett, History

Committee: Robert Albertson, Religion; David Balaam, Politics and Government; Bill Colby, Art; Ernest Combs, Economics; Richard Hodges, Education; John Knutsen, Business and Public Administration; Del Langbauer, Religion; John Magee, Philosophy; Margaret Nowak, Comparative Sociology; Hamlin Robinson, Business and Public Administration; Chang Yun, Foreign Languages.

About the Program

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 their Asian Studies work in an introductory course at the 100 level, a survey course at the 200 level, or with 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.

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.

Students must receive grades of C- or above in all courses applied to the major or minor.

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 of 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 Hindi toward the major in Asian Studies.

Requirements for the Minor

A minor in Asian Studies consists of 5 units of approved courses, which should include at least two courses at the 300/400 level and must include at least one course (or equivalent) in each of the following three groups:

1) Politics & Government 323 or Art 278, 2) History 245 or 247, or Comparative Literature 210, 3) Religion 371 or 372.

A student may not count more than one course from his/her major toward the minor in Asian Studies. A student may count a maximum of 1 unit of Japanese, Chinese or Hindi toward the minor in Asian Studies. Students minoring in Asian Studies also will be expected to attend events in the Asian Studies Colloquium series.

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 before and after World War II, with special reference to problems of socio-political organization, economic change, and the tenacity of tradition.

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.

INTRODUCTORY SURVEY OR THEMATIC TREATMENT:

Comparative Literature 210 Literary Traditions of China, Japan, and Korea

History 145 The West in China and Japan

History 245 Chinese Civilization

History 247 The Forging of the Japanese Tradition

Economics 110E Principles of Economics: Macro—An East Asian Approach

Art 278 Survey of Oriental Art

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:

History 346  China Since 1800: Reform and Revolution

History 348  Japan's Modern Century, 1868-1970

Philosophy 463  Philosophical Systems of India and China

Politics & Government 323  Asian Political Systems

Religion 371  Hinduism

Religion 372  The Buddhist Tradition in India, China, and Japan

TOPICAL FOCUS:

Japanese 230  The Modern Japanese Novel

History W345  "Misunderstanding China": Values, American Perceptions, and the Chinese Revolution

History 391  Research Seminar in Historical Method (East Asia)

Biology

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

Associate Professor: Michael Gardiner; Chair; Eric Lindgren, Beverly Pierson, Eileen Solie

Assistant Professor: Michael Cooke, Jeffrey 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 help 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 Secondary 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 the Major

Bachelor of Science

Completion, with a grade of C or better, of a minimum of 10 units of Biology plus supporting courses to include: 1) Biology core courses: 201, 202, 203, 204; 2) six units of Advanced Biology; 3) three units of college Mathematics: 121, 122 or equivalent, and Math 271 or Computer Science 161; 4) four units of Chemistry: General Chemistry 120, 121 or 125, 126 and Organic Chemistry 250, 251.

Bachelor of Arts

Completion, with a grade of C or better, of a minimum of 8 units of Biology plus supporting courses to include: 1) Biology core courses: 201, 202, 203, 204; 2) four units of advanced Biology; 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 the Minor

Completion of 5 units of Biology (3 units of Biology core course work and 2 units of any advanced course work) is required for a minor in Biology. A grade of C or better in these courses is required.

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 major 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.

4. All courses required for the Biology major or minor with the exception of Biology 493, 495, and 497, must be taken on a graded basis. Pass-Fail is not recommended for students planning to enter graduate or professional programs.

5. Women courses to be applied toward the major in Biology must be approved by the department.
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.

104 Human Genetics An experimental approach to modern genetics emphasizing the impact of new biological knowledge on 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: Biology 203; Chemistry 250 recommended.

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 120, 121 are recommended.

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

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

334 Animal Physiology Experimental approach to the basic principles of animal function: laboratory emphasis on surgical and pharmacological techniques. Prerequisites: Biology 201, 204.

341 Mycology A survey of major groups of fungi with emphasis on phylogeny, life cycles and identification. Experimental techniques include isolation, cultivation, and host-parasite interrelationships. Prerequisite: Biology 201.

350 Microbiology The biology of the major groups of prokaryotes and viruses. Laboratory to cover basic microbiological techniques and experimental design. Prerequisites: Chemistry 250 and Biology core.

353 Mammalogy Review of the origins of life, molecular biology, evolution and zoogeography as they relate to mammals world-wide. Comparative anatomy and physiology, ecology and taxonomy of North American mammals are studied in the field and laboratory. The subjects of zoonotic diseases, conservation, environmental concerns, esthetics and ethics, are each related to man and the environment. Some independent field work, review of literature, and a term paper.

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

356 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. Prerequisites: Biology 201, 202.

375 Developmental Biology Contemporary theories on differentiation and patterns of development with emphasis on animals. The laboratory deals primarily with the frog, chick and pig with some experiments with living materials. Prerequisites: Biology 201, 202.

378 Comparative Anatomy Survey of chordate animals; emphasis on functional morphology, evolutionary relationships, laboratory dissections stressed. Prerequisite: Biology 201, 202.

416 Molecular Biology of the Gene Credit 11/2 units. Study of the structure, organization and function of genetic material at the molecular level. Course includes laboratory emphasizing experimental problems related to the genetic materials of prokaryotes and bacteriophages. Prerequisites: Biology 203, 204; Chemistry 250/251.

450 Microbial Physiology and Ecology Interactions of microbes and the environment. Independent and group-oriented laboratory, field and library projects. Prerequisite: Biology 350.

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. Prerequisite: Biology core.

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

456 Marine Ecology A study of interspecific, intraspecific and community relationships demonstrated by marine organisms; emphasis on field work in Puget Sound. Prerequisites: Biology 201, 202.
Business
and Public
Administration

Professor Homer Hamner, John Knutsen, Roy
Poiley, Robert Waldo, Director

Associate Professor William Baarsma, Mitchel
Bloom, Manuel English, Robert Hollister, Jr.
Keith Vaxwell James Morris, M. Harvey Segall, Steven Thrasher

Assistant Professor: Clayton Thwing

About the School/Business
Administration

This curriculum has been revised recently,
but has not yet received final approval.
Some changes may be made prior
approval. Please contact the School of
Business and Public Administration for
information on the new curriculum.

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.

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.

For information about the Master's Degree
program in Business, see the Graduate Studies
Bulletin.

Requirements for a Major in
Business Administration

Fifteen units: 10 units in the Core, 4 units in
the Area, 1 unit Elective in B & PA

Intermediate level algebra ability is required.
This 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.

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
BPA 110 Principles of Financial Accounting
BPA 210 Principles of Managerial
Accounting
Math 271 Elements of Applied Statistics
CSci 155 Introduction to Computer Science
for Liberal Arts
BPA 325  Law, Business and Society
BPA 330  Principles of Financial Management
BPA 340  Principles of Marketing
BPA 350  Principles of Management

Accounting majors will substitute BPA 411 Managerial Cost Accounting I, for BPA 210.

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 are encouraged to take this alternate sequence.

AREA REQUIREMENTS
Business Administration core courses may not apply toward requirements for areas of concentration in Business Administration.

Four courses required in one of the following areas of emphasis.

Accounting:
BPA 311  Intermediate Financial Accounting I
BPA 312  Intermediate Financial Accounting II
BPA 411  Managerial Cost Accounting I
BPA 412  Managerial Cost Accounting II
BPA 415  Introduction to Tax Accounting
BPA 419  Auditing
BPA 511  Advanced Financial Accounting
BPA 515  Taxation of Business Organizations
BPA 516  Accounting Theory
BPA 518  Fund (Governmental) Accounting
BPA 519  CPA Problems

Finance:
Econ 331  Economics of Money and Banking
Econ 336  Risk and Insurance Principles
Econ 361  Economics of Public Finance
Econ 403  Monetary Economics
Econ 432  Investment Analysis
532  
BPA 531  Problems in Finance
BPA 533  Security Analysis
BPA 534  Management of Financial Institutions

International Business:
German 310  Language Studies in Commerce and the Media
Econ 371  International Economics
BPA 378  Business Trade and Investment in Southeast Asia
Econ 404  Economic Growth and Development
BPA 472  International Business
BPA 474  Comparative Business Environmental Systems
BPA 476  Business and Economic Relationships with Developing Countries
BPA 543  International Marketing

Management:
BPA 352  Personnel Administration
BPA 558  Labor and Industrial Relations
BPA 407  Small Business Management
BPA 451  Organizational Behavior
BPA 454  Business Strategy and Policy
BPA 459  Operations and Systems Management
BPA 460  Forecasting and Planning
BPA 508  Small Business Institute
BPA 551  Organizational Theory
BPA 555  Individual and Organizational Change
BPA 557  Organizations and Their Environments

Marketing:
BPA 341  Retail Management
BPA 344  Advertising
BPA 443  Consumer Behavior and Research
BPA 446  Special Topics in Marketing
BPA 447  Industrial Marketing
BPA 448  Sales and Sales Management
NUTX 450  Textile and Apparel Industry
BPA 449  Marketing Management
BPA 541  New Product Planning and Development
BPA 542  Marketing Research and Analysis
BPA 543  International Marketing

* Required

Electives may be taken from any area in BPA, or from this list of suggested courses. One unit required:

BPA 304  Personal and Family Finance
BPA 307  Ethics for a Technological Era
BPA 407  Small Business Management
BPA 425  Commercial Law
BPA 508  Small Business Institute
Econ 221  Economic History of the U.S.
Econ 222  Recent Economic History of the U.S.
Econ 310  Urban Economics
Econ 351  Environmental Economics
Math 258  Calculus for Business, Behavioral and Social Sciences
C T A 460:  Seminar

Systems Analysis:
Required: a minor in Computer Science in addition to the 4 area courses.
BPA 360  Introduction to Quantitative Methods
BPA 367  Management Information Systems
BPA 460  Forecasting and Planning
CSci 155  Intro to Computer Science for Liberal Arts
CSci 261  Business Data Processing
CSci 262  Computer Science II
CSci 381  Assembly Language and Machine Organization
BPA 361  Analysis of Decisions Under Uncertainty
BPA 412  Managerial Cost Accounting II
BPA 454  Business Strategy and Policy
BPA 459  Operations and Systems Management

* Required
Requirements for a Minor in Business Administration

A minor in Business Administration consists of 6 core courses:

- BPA 110 Principles of Financial Accounting
- BPA 210 Principles of Managerial Accounting
- BPA 325 Law, Business and Society
- BPA 330 Principles of Financial Management
- BPA 340 Principles of Marketing
- BPA 350 Principles of Management

Requirements for a Bachelor of Accounting Science Degree

1. A minimum of 9 units is 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 it 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 or Econ 110
   CSci 261
   Math 271
   BPA 110
   BPA 325
   BPA 330
   BPA 340
   BPA 350
   BPA 425

3. Candidates will complete the following courses in the Accounting area:

   - BPA 311 Intermediate Financial Accounting I and II
   - BPA 411 Managerial Cost Accounting I and II
   - BPA 419 Auditing
   - BPA 516 Accounting Theory

   Students who hold the professional certificate of CPA, CMA or CIA will be assumed to have completed the accounting core requirements. Other professional certificates will be evaluated on an individual basis.

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, non-profit accounting or taxation. 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 or Public Administration curriculum or appropriate courses from other departments such as Economics, Mathematics or Computer Science.

About the School/Public Administration

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

The Bachelor of Arts degree is interdisciplinary, involving several areas of study—Economics, Politics and Government, Comparative Sociology, Urban Affairs, 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 on the public field, the learning thus obtained is applicable in related areas of endeavor.

Evening programs are offered at our satellite campuses in Seattle, Olympia, at Ft. Lewis, and on the main UPS campus.

For information about the Master's Degree program in Public Administration, see the Graduate Studies Bulletin.

Requirements for a Major in Public Administration

CORE REQUIREMENTS

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

- Econ 101 Principles of Economics: Micro
- Econ 110 Principles of Economics: Macro
- PG 110 U.S. Government and Politics
- PG 210 Law and Society
- PG 314 Public Administration and Public Policy
- BPA 360 Introduction to Quantitative Methods
- BPA 380 Management in the Public Sector
- BPA 381 Governmental Budgeting

* Math 271 is a prerequisite for BPA 360, and Psych 251, Experimental Psychology and Appl ea Statistics, with permission of the instructor, or C Sci 301, Theory and Methods of Research Design, with permission of the instructor.
ELECTIVES
At least 3 courses from one of the following areas.

Public Policy Process:
Local: State: Urban
BPA 316 State and Urban Politics
BPA 107 Urban Seminar: Experiencing the Community
UA 109 Introduction to Urban Problems
CSoc 351 Urban Communities
BPA 383 Administration of Intergovernmental Programs
BPA 394 Administration of Community Based Programs

National
PG 312 The Legislative Process
PG 410 The U.S. Presidency
PG 415 Public Policy Processes and Analysis

International
PG 330 Advanced International Politics
PG 331 American Foreign Policy
PG 332 International Organization
BPA 474 Comparative Business Environmental Systems

Public Management:
General
BPA 350 Principles of Management
BPA 459 Operations and Systems Management
BPA 460 Forecasting and Planning

Personnel
BPA 352 Personnel Administration
BPA 358 Labor and Management Relations
BPA 451 Organizational Behavior

Systems Analysis
CSci 155 Introduction to Computer Science for Liberal Arts
BPA 367 Management Information Systems

Financial/Accounting
BPA 110 Principles of Financial Accounting
BPA 210 Principles of Managerial Accounting
BPA 330 Financial Management
BPA 518 Fund (Governmental) Accounting

Accounting
BPA 110 Principles of Financial Accounting
BPA 210 Principles of Managerial Accounting
BPA 311 Intermediate Financial Accounting I
BPA 312 Intermediate Financial Accounting II
BPA 419 Auditing
BPA 518 Fund (Governmental) Accounting

Social Problems:
Criminology
CSoc 102 The Individual in Society
CSoc 201 Social Stratification
CSoc 206 Deviance and Social Control
CSoc 214 Criminology
CSoc 215 Race and Minority Relations
CSoc 351 Urban Communities

Health Care and Environmental Resources
areas under development

INTERNSHIP/SEMINAR
One unit, preferably taken the last term
BPA 493 494 Seminar examining issues and priorities in state and local governments or Internship in the public sector taken in the senior year

Undergraduate students should have an opportunity to observe and participate in the practical aspects of everyday administrative activities. While essential to all inexperienced students, the requirements for such experiential learning will be flexible so that the educational needs of different students may be met. Each field experience will include several common elements: exposure to the administrative environment and value system; observation of decision-making processes at appropriate levels; opportunities for discussing questions with responsible administrators about the relevance of academic learning to organizational demands; participation in some problem-solving task which draws upon the student's knowledge and skills and which is clearly of benefit to the agency.

Internship placements follow-up and agency coordination will be handled through the University's Internship Coordinator.

Requirements for a Minor in Public Administration
A minor in Public Administration consists of 6 courses.

Econ 110 Principles of Economics: Micro
BPA 110 Principles of Financial Accounting
BPA 210 Principles of Managerial Accounting
BPA 311 Intermediate Financial Accounting I
BPA 312 Intermediate Financial Accounting II
BPA 419 Auditing

Course Offerings
110 Introduction to Business Survey course, interrelationships of business, government, labor, economic systems, special interest groups as they affect the business systems; functional areas of business and career opportunities; social responsibilities of business to society and society to the business system. Non-business majors only.

110 Principles of Financial Accounting Introduction to the underlying principles and concepts of financial accounting includes the accounting cycle, the primary externa financial statements and their interpretation, applications of accounting principles to assets, liabilities and forms of business organization.

210 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. Includes an introduction to manufacturing accounting. Designed for students who do not plan to become accounting majors. Course will complete the managerial cost accounting sequence.

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

307 Ethics for a Technological Era Skills of ethical decision-making in professional life including personal values of the professional as well as global issues impacting the profession. Students registering for this course are urged, though not required, to enroll in Winterim Interdepartmental 327 Values, Conflict and Co-operation.
311 Intermediate Financial Accounting I A review of the accounting cycle with emphasis on the preparation and use of worksheets, an in-depth study of the principles and postulates of financial accounting underlying the balance sheet, income statement and statement of changes in financial position and the treatment of individual items contained in the statements including working capital, plant and equipment, liabilities and income determination.

312 Intermediate Financial Accounting II Continuation and completion of 311

325 Law, Business and Society The basic legal concepts and processes as they affect business. Legal concepts of crime, tort, contract and agency will be considered through the reading, analysis, discussion of law cases involving issues of government regulation of business activity: consumer protection; product liability.


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

340 Principles of Marketing Analysis of marketing concepts, consumer demand and behavior, marketing functions of the firm, institutions in the marketing channel, product, price, 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.


351 Management in the Health Care Environment (for PT/OT students) Interdisciplinary approach to management problems combining human behavior, organizational behavior, practical recommendations and other key management variables as they relate to the health care environment.

352 Personnel Administration Case and theory covering critical problems in personnel administration; issues in selection, placement, training, control and compensation of labor; human factors must be considered.

358/558 Labor and Management 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 Introduction to Quantitative Methods Mathematical methods for decision-making, role of data processing, concepts of information systems and operational analysis techniques in forecasting and program evaluation. Prerequisite: Math 271.


367 Management Information Systems and Program Evaluation The design, analysis and implementation of total information systems are 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: BPA 360 350 or consent of instructor.

378 Business, Trade and Investment 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.

380 Management in the Public Sector Basic concepts of planning theory; how concepts relate to practical problems faced by public administrators. Case situations, discussions.

381 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.

383 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.

384 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.

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

407 Small Business Administration 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.
411 Managerial Cost Accounting I 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.

412 Managerial Cost Accounting II The advanced study of cost analysis, capital budgeting, transfer pricing, inventory control as motivational factors in business. Prerequisite: BPA 411.

415 Introduction to Tax Accounting 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.

419 Auditing The theory, methods and procedures utilizing the verification and presentation of financial data to be used and relied upon by third parties. The actual work situation as would be found in an industrial audit is simulated by performance of a case study. Also covered are internal auditing, governmental audit, S.E.C. reporting requirements and the official pronouncements of the A.I.C.P.A. on ethical conduct.


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

441 Consumer Behavior and Research A behavioral analysis of the consumer as he relates to the marketing function. Psychological and sociological dimensions of the consumer, model of behavior and methods of evaluation are covered.

446 Special Topics in Marketing Topics of contemporary importance that are sufficiently broad to be covered in one semester, yet are not developed in other marketing offerings. Examples could include: logistical problems of the Pacific Northwest, marketing simulation models, computer effects on physical distribution, pricing in an inflationary economy, marketing for non-profit organizations.

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: BPA 340.

448 Sales and Sales Management The course emphasizes the skills of face-to-face dealings with customers and management coordination of such direct dealing into an overall selling program. Such sales management issues as responsibility allocation/deployment, control of selling efforts, performance appraisal and motivation are covered.

449 Marketing Management 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: BPA 340 or equivalent.

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. No prerequisite. BPA recommended.

454 Business Strategy and Policy Strategic planning techniques and decision-making processes are reviewed, analyzed and discussed. Course includes games, simulations, case studies and a field research assignment.

459 Operations and Systems 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.

460 Forecasting and Planning This course includes a survey of the most often used techniques in forecasting and planning. Exercises and field work projects which apply these techniques to business and public organizations constitute the workshops. Also included are difficulties involved in forecasting and planning and various forecasts of well-known futurists and future organizational trends.

472 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.

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

476 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 on American economic policies and practices and the principal institutions and international forums dealing with these issues.

493/494 Seminar Special seminar topics dealing with significant future business conditions and environments.
Managerial Economics  A survey of basic economic concepts and methods of analysis. Develops the ability to apply these to policy formation and operating decisions with special reference to such problems as cost, demand, pricing, and investment. For students who have not had Econ cs 101 and 11C or equivalent.

Small Business Institute  Offers students an opportunity to work in 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.

Advanced Financial Accounting  The principles and practices underlying the accounting for ownership interests in the various forms of business organization — the partnership, corporation and the consolidated entity: estates and trusts and termination of the various forms of business organizations.

Taxation of Business Organizations  Provisions and principles of federal income tax laws affecting the determination of taxable income and tax liability of corporations and information returns and tax planning for partnerships.

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

Fund (Governmental) 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.

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

Problems in Finance  This case 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.

Security Analysis  Examination of tools used in analyzing the national economy, followed by an analysis of an industry and the leading companies within it, using such factors as competitive position, profitability, operating efficiency, management current and long term financial analysis and the stock price. This concludes with the final decision on the relative attractiveness of the companies studied.

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?

New Product Planning and Development  A practical exponential course employing small student teams to evolve a new product or service. Presentations require the students to bring together their developed ideas, market analysis, and cost estimates to recommend a future marketing plan for their product.

Marketing Research and Analysis  An investigation into the commonly found research techniques used to assess markets, allocate resources, and identify meaningful data patterns. The emphasis is on usable research designs and techniques for market surveys and studies to generate decision information. Marketing research is seen as needed to determine market strategy and to control results.

International Marketing  The comparative analysis of processes 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.

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.

Individual and Organizational Change  Case and theory covering critical problems in personnel administration: issues in selection, placement, training, control and compensation of labor, human factors one must consider.

Organizations and Their Environments  This course explores the theoretical and practical considerations faced by organizations in a period of changing management styles, worker expectations and a changing society: the impact of ethical conscience, social commitment and government requirements.
Chemical Physics

About the Program
The Chemical Physics Program is designed to provide the student with a strong background both in chemistry and physics. Courses have been selected from both departments which support the interdisciplinary focus of the program. Students entering this program will be able to develop the mathematical skills comparable to those required by a formal physics major. Areas of particular interest in this major include thermodynamics, electronics, and instrumental analysis. Atomic and nuclear chemistry and physics are also offered.

Requirements for the Major
Advising is provided by faculty members in either department. Students must complete all University core requirements. In addition, students must complete specific courses in the major. These requirements are currently being revised. Interested students should consult with the chairman of the Department of Chemistry for more information.

Chemistry

Professor: Keith Berry, Chair
Associate Professor: Jeffrey Ball, H. James Clifford, L. Curtis Meffitt, Wesley Nigh
Assistant Professor: Kenneth Pouss’ang, Thomas Rowland, Anne Toms-Wood

About the Department
The Chemistry Department offers a flexible, broad-based curriculum designed to meet the needs of students with a wide variety of career interests. In addition to those preparing for a professional career in chemistry, students may prepare for careers in teaching, medicine, or dentistry. A Chemistry major with an emphasis in Environmental Science is also offered. Details of this program are listed in this catalog under Environmental Science.

The Chemistry Department is accredited by the American Chemical Society. The curriculum fully meets requirements set forth by that organization. The department encourages students planning professional careers in chemistry to complete the requirements specified by the ACS Committee on Professional Training. Those persons fulfilling those requirements are certified by the ACS.

The requirements for all degrees and those for certification are shown below.

The chemistry faculty covers a particularly broad range of expertise. Not only are the basic five sub-disciplines covered, but there are also members interested in forensic chemistry, polymer chemistry, and environmental applications. Many modern instruments are available for student use, and emphasis is placed on the development of competent laboratory skills as well as classroom experience.

Some students may wish to apply for certification as having fulfilled the prescribed curriculum established by the American Chemical Society. This is sometimes helpful when seeking employment or entrance to graduate study. In order to be certified, students must meet all requirements for the B.S. degree and present an oral seminar before graduation.

Requirements for the Major

Basic Major — B.A. Degree

1. 1 year, College Physics 121, 122.
2. 4 units, Mathematics 121, 122, 221, 232.
3. 1 unit, Biology.
4. Chemistry 125, 126, 250, 251, 340, 341, 342, 350, 420 (Chem. 120, 121, 230 may be substituted for Chem. 125, 126).
5. 1 unit, Chemistry elective at 300 or 400 level. (Up to 1 unit of undergraduate research may be selected as an elective.)
6. Participation in departmental seminar program.

Basic Major — B.S. Degree

1. 1 year, College Physics 121, 122.
2. 4 units, Mathematics 121, 122, 221, 232.
3. 1 unit, Biology.
4. Chemistry 125, 126, 250, 251, 340, 341, 342, 350, 420 (Chem. 120, 121, 230 may be substituted for Chem. 125, 126).
5. 1 unit, Chemistry elective at 300 or 400 level. (Up to 1 unit of undergraduate research may be selected as an elective.)
6. Participation in departmental seminar program.

Requirements for the Minor

1. Chemistry 125, 126, and 250. (Chem. 120, 121, 230 may be substituted for Chem. 125, 126).
2. 3 elective courses in Chemistry numbered 251 or above.

Course Offerings

101 Forensic Science The course, a general survey of the forensic science profession, will deal with such physical evidence as blood, paint, glass, hair fibers, and soil. Lecture and laboratory will emphasize the collection and preservation of evidence, photographing and sketching crime scenes, analysis of evidence in the laboratory, and presentation of evidence in a court of law.

120/121 General Chemistry Credit, 1 unit each. A two-semester, introductory course for non-majors covering the basic fundamentals of chemistry, including a qualitative descriptive approach to the periodic table, a quantitative approach to molecular structure and bonding, and energy, entropy, chemical equilibrium and reactions. Introduces organic and inorganic chemistry. Laboratory designed to elucidate the chemical principles covered in lectures.
Principles and Analytic 250/251

Prerequisite and equilibria. The bonding, Organic Laboratory of stoichiometry, thermodynamics and its applications to macroscopic systems. Analysis of microscopic properties of atoms and molecules using kinetic molecular theory with emphasis on Maxwell-Boltzmann distribution functions. Statistical thermodynamics linking microscopic and macroscopic chemical behavior. Must be taken concurrently with Chemistry 342. Prerequisites: Math 122 Physics 111 or 121.

Physical Chemistry I Physical Chemistry II Transport phenomena, kinetics, electrochemistry. Introduction to quantum mechanics with applications to molecular spectroscopy. Must be taken concurrently with Chemistry 343. Prerequisites: Chemistry 340, Mathematics 221.

Physical Chemistry Lab I Laboratory experiments emphasizing fundamental instrumentation and theory associated with physical chemistry. Must be taken concurrently with Chemistry 340. Prerequisite: Chemistry 401 or concurrent enrollment in 401.

Physical Chemistry Lab II Credit 1/2 unit. Independent research problem. Involves selection, design and implementation of a physical chemistry research project. Includes oral presentation and written report. Must be taken concurrently with 341. Prerequisite: Chemistry 340.

Advanced Organic Chemistry A continuation of Chemistry 251 presenting specialized topics in organic chemistry. These include free radical, radical, and photo-chemical reactions. In addition, the reactions of sulfur- and phosphorus-containing and heterocyclic compounds will be discussed. The laboratory portion of the course stresses the use of advanced synthetic techniques and the identification of molecular structure. Prerequisite: Chemistry 251.

Spectroscopic Determination of Structure Credit, 1/2 unit. A laboratory oriented course providing an in-depth background in the principles and instrumental operating procedures required to identify organic compounds utilizing UV, VIS, IR, mass spectrometry, and mass spectroscopy. Prerequisite: Chemistry 251.

Inorganic Chemistry This course will present both theoretical and descriptive material on inorganic chemical compounds. Course will present synthetic and reaction strategies for important transformations. Typical topics to be covered are structure and bonding, inorganic reaction mechanisms, transition metal chemistry, coordination chemistry, electron deficient compounds, organo metallic compounds, and the main group elements. Laboratory experiments will illustrate common synthetic and characterization processes for inorganic compounds. Prerequisites: Mathematics 122. Chemistry 340 (may be taken concurrently), Physics 112 or 122.

Instrumental Analysis Credit, 1 1/2 units. Introduction to basic theory, applications of modern instrumental methods of analysis includes an introduction to electronics: ultraviolet, visible, infrared, mass, nuclear magnetic resonance, spectrometry, atomic absorption, and flame emission; chromatography, electrochemical and radio-chemical methods. Prerequisite: Physics 112 or 122.

Computer Applications In Chemistry Credit 1/2 unit. The course is designed to introduce the laboratory scientist to computer assisted experimentation. Analog and digital electronics and the use of minicomputers will be emphasized. The goal of this course will be an understanding of the principles of interfacing small computers, input and output devices. Prerequisites: Chemistry 430 or permission of instructor.

Kinetics and Mechanism The theory and experimental methods of solution kinetics, isotopic labeling, and spectroscopic analysis are discussed in terms of elucidating reaction mechanisms. These techniques are then applied in advanced discussions of the mechanisms of organic molecules and transition metal complexes. The laboratory illustrates many of the more important methods discussed in the lectures.
455/555 Natural Product Chemistry Credit ½ unit. A study of the chemistry of the major classes of secondary metabolites found in living systems. Emphasis will be on structural analysis and synthetic approaches unique to these classes of organic compounds. Prerequisite: 1 year Organic Chemistry.

460/560 Molecular Biology Credit, 1⅛ units. Integrated sequence covering the structure, biochemistry and physiology of cells. Laboratory emphasizes major biochemical techniques and the collection and analysis of biochemical data. Prerequisites: 1 year Organic Chemistry, 1 semester Biology.

461/561 Molecular Biology of the Gene Credit. 1⅛ units. Continuation of Chem. 460. Prerequisites: 1 year Organic Chemistry, 1 semester Biology, Chemistry 460.

465/565 Clinical Chemistry Credit ½ unit. Clinical chemistry is a discipline which draws upon all fields of chemistry (inorganic, analytical, organic, physical, and biological) in an attempt to determine indicators of the state of health or origin of disease in an individual by measurement of certain features of biological specimens, including blood, urine, saliva, hair, feces. This course will focus upon current clinical laboratory methodologies as they relate to applications in medicine, dentistry, and medical technology. The student will be exposed both to the classical wet chemical tests and to automated procedures used to measure physiological parameters. The student will be expected to develop some familiarity with the strengths and weaknesses of various clinical methods and their interpretations. Prerequisite: 1 year Organic Chemistry or equivalent.

470/570 Group Theory and Molecular Spectroscopy Credit ½ unit. An upper division, post-Physical Chemistry course designed to give the student a thorough theoretical background in group theory, molecular spectroscopy, and related subjects. Prerequisites: Chemistry 340, Mathematics 122, Physics 112 or 122.

471/571 Quantum Mechanics and Excited States Credit, ½ unit. An introduction to quantum mechanics with a specific application to absorption and emission transition theory. Einstein transition probabilities and excited state lifetimes with applications to biological molecules and problems in photochemistry are emphasized. Prerequisite: Math 121, 122; Physics 112, 122, Chemistry 340.

480/580 Polymer Chemistry Credit, ½ unit. The goal of this course is to fuse the principles of Organic and Physical Chemistry through the study of macromolecular science. Prerequisites: Chemistry 251, 340.

485/585 Forensic Chemistry Credit, ½ unit. This course is designed to provide a view of the forensic science profession in some detail. Topics to be covered are those in which a chemist might be involved, such as the following: identification of drugs; examination and characterization of paint, blood, physiological fluids, hair; analysis of arson residues; comparison of paper and ink. The laboratory will serve to illustrate modern analytical techniques useful to the forensic scientist. Prerequisite: Chemistry 251.

493/593 Seminar Credit, none. This course offers the student the opportunity to hear guest speakers on a variety of subjects within the general discipline of chemistry. Students also have the opportunity to present reports on their undergraduate research efforts.

499 Off-Campus Study Credit, ½ unit. This course is offered to junior and senior students participating in the University's Cooperative Education Program. See the "Special Academic Programs" section of this catalog.

698 Thesis Credit, variable. The writing of the Master's thesis is the final act of the graduate research program required for the Master of Science in Chemistry.
Communication and Theatre Arts

Professor: Wilbur H. Saisinger, Gary L. Peterson
Associate Professor: Carol L. Sloman
Chair: Richard M. Tutor
Assistant Professor: Kristine Davis, 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 practicum 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, a national forensics honorary, and Alpha Psi Omega, the national dramatic fraternity. Campus media activities include the campus weekly newspaper, The Trail, other campus publications, and the student-operated KUPS-FM radio station. 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. It is a major focus of the Inside Theatre program. The Inside Theatre offers a variety of programs: The Inside Theatre also produces Opera Workshop, in which faculty and members of the community at large are welcome to audition for Inside Theatre productions and to assist in the technical aspects of the productions.

Requirements for the 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 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 area provides study in interpersonal communication, small group communication, public communication, communication theory, organizational communication, and mass communication. Emphasis in this 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 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, 430, 434, 442, 460, 482, 464.

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 or the selection of cognate or complementary programs of courses from other departments. The research methodology option would involve the selection, through advisement, of three courses dealing with research method: 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, vocal, 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 in the creative arts. 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 acting and directing.
Required courses: 1) Department core: CTA 100, 275, 2) Theatre Emphasis: CTA 111, 217, 271 (2 units), 313, 317, 371, 373; 3) Required outside of the department: a) Technical Theatre Emphasis: Art 101 (or 102), 109, 275 (or 276), 355; b) Acting/Directing Emphasis: English 351 (or 352), 366, or other course in Dramatic Literature, Art Survey, or Art History and one elective course cognate to the field, as approved by the student's advisor.

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


COMMUNICATION DISORDERS

The Department of Communication and Theatre Arts offers a major in Communication with an emphasis in Communication Disorders. This is a broad-based preprofessional program which includes courses in speech/language development and pathology, specific 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 master's degree. Completion of a clinical master's 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 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, 322, 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 120 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 the Minor

A minor may be taken in the Department of Communications 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, 343, 442, 460, 462, 464.

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 Offerings

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 recitat 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 studying the sound system of normal English speech. Basic anatomy and functioning of the peripheral speech mechanisms studied.

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

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

293 Clinical Observation Credit 1/4 activity unit. 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 del’arte, Elizabethan, etc., 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 their 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 the film medium, comparison of desred artistic effects and techniques of different major film makers, and development of a critical awareness of these elements through observation and analysis.

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 An advanced course which examines the major theoretical constructs relevant to the study of human communication. Emphasis will be on understanding a variety of perspectives from which human communication can be viewed. 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 of playwrights, directors, actors, architecture, production procedure and techniques. Reading of major texts, plays.

373/573 Theatre History II French Neo-classic 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 in 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, as well as the role of the classroom teacher in cooperating with the 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.


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. Prerequisites: 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. An advanced seminar which examines the process of human communication as it occurs within the context of formal organizations. Emphasis upon theories and conceptual models which deal with human communication as part of the managerial process in complex organizations. Prerequisites for 460: CTA 100, 200, 202 and 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. Prerequisites: 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, and 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.

Comparative Literature

Director: Philip Hager, Professor

Comparative Literature Program Committee:

English Department: Ralph Corkrum, Professor; Charles Frank, Associate Professor; J. Tim Hansen, Professor

Foreign Languages Department: Jacqueline Martin, Professor; Esperanza Gurza, Associate Professor; Renate Hodges, Assistant 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 current, major and historical movements in literary history, literatures of one or more national literatures, and the interrelationships of several literatures. Courses are offered by the Department of English (identified below as "E"), the Department of Foreign Languages ("FL"), and the Comparative Literature Program ("CL").

Requirements for the Major

1. Foreign language competency at the 202 level.
2. Ten (10) units, to be selected from these categories:
Comparative Sociology

Professor Charles Alfonso, Chair: Frank Peterson, John Phillips

Assistant Professor John Finney, George Guimet, Ann Neel, Margaret Nowak

Adjunct: Burton Joyce

About the Department
Through an integrated curriculum, a basic orientation in subject material, research, and analysis, both for 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 aptitude 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.

Comparative Sociology

Course Offerings

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 discussion 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.

250 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.

Diplussions 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 Highlights of international Avant-Garde drama, with emphasis on European and American theatre. Study of changing dramatic aesthetics, themes, and stylistics in the various countries in the first three-quarters of this century.

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

428/528 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.

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.

Requirements for the 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. Students majoring in the department should not meet University core curriculum requirements with core courses offered by the department. A single course cannot be used by the major to fulfill a core requirement and a requirement for a major in Comparative Sociology. Competence in reading and speaking a second language is strongly encouraged, but not required by the department.
Requirements for the 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 the relationships of the individual to social structures and processes, and cultural meanings.

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 Comparative Socialization Cross-cultural approaches to: 1) the process whereby the individual learns the conceptual, perceptual, emotional, and behavioral standards of his/her society; and 2) the process through which the developing individual initiates change in the socialization standards he/she inherits.

202 The Family in Society Examination of varieties of the organization and experience of family life throughout the world; consideration of similarities and differences, trends, and current concerns. Major focus on attempts to explain how and why these differences and similarities exist and why concerns about family in society wax and wane.

203 Religion in Society Analyzes the socio-structural and cultural contexts in which belief systems are immersed. Considers religious formations as projective systems with functional significance for the societies in which they occur.

204 Social Stratification Analysis of social differentiation and its consequences for members of societies.

206 Deviance and Social Control The study of deviance is an area where culture, social organization, and power overlap. We will examine the ways in which individuals and groups come into conflict over normative assumptions and their violation; the structural forces created to promote and enforce conformity and deviance in society; the disparity in power between sanctioning and non-conforming groups in the application of labels and measures of social control; the coping and resistance strategies of the stigmatized; the role of agents of social control within compliance structures; and the relationship between deviance and oppression.

207 Medical Beliefs and Practices A cross-cultural survey of beliefs and practices concerning disability, disease and illness, with emphasis on the problems and potential of a vernacular health care system in the United States.

208 Culture and Sexuality Deals with the diversity in cultural, beliefs and practices concerning sexuality; the types of stresses placed upon adolescents by diverse cultural traditions; cultural definitions of gender identity, the manner in which sexual deviance is treated, and the sexual symbolism which occurs during rites of passage.

209 Population, Resources and Environment Population processes cross-culturally. Views the relationships of human social groups and cultures to the natural environment.

210 Sex Roles in Society Analysis of sex as an ascribed and/or achieved social position in societies. Understands the nature of stereotyped sex roles, how they are sustained and transmitted: ideologies, beliefs, social interests, and social events as factors in sex roles.

211 Social Interaction Networks Social interaction analyzed in various social settings within different societies. Structures and processes of group life in societies emphasizing small groups.

214 Criminology Examination of theories and definitions of crime; criminal justice institutions as they function in society; specific forms of criminality, and the political and social context of crime control.

215 Race and Minority Relations The changing relations of dominance and subordination that have existed between major population groups which identify themselves as differing from each other by race, ethnicity, religion, or other membership criteria will be analyzed both historically and comparatively.

216 Social and Cultural Change The ways in which human groups have initiated, coped with, and rebelled against changes in their accustomed ways of life will be examined in historical context and analyzed using theoretical perspectives and research materials from anthropology and sociology, as well as ethnographic novels and materials from social history. Topics will include long-term variations such as cultural evolution, the development of technologies, Westernization (industrialization and colonization), and changes of a shorter duration which go on within the larger patterns, such as invention, diffusion, acculturation, social movements, resistance and revolution.

220 Social Lingusitics The relationship between linguistic activity and the social context in which it occurs is included in this general study of the interaction of language and setting. Focuses on the ways in which linguistic variability (e.g., multilingualism, code-switching, dialects, honorific speech, stylistic differences) may be associated with such sociological correlates as class, status, ethnic group, and speech community.

300 Social Theory Grasping the nature of the social world—the interweave of biography, history and the sociocultural matrix—in the task and promise of the sociological imagination. Theories of major 19th and 20th century social thinkers, designed to organize and explain the seemingly chaotic interplay of human groups, institutions, and nations, will be studied comparatively, placed in their historical context, and evaluated in terms of their usefulness in contemporary research.

301 Theory and Methods of Research Design Qualitative and quantitative research design, including surveys, participant observations, quasi-experimental and experimental designs. Prerequisite: C or better.

302 Social Analysis and Data Interpretation Statistical procedures as means of ordering sense perceptions of behavior: levels of measurement, measures of central tendency, dispersion, and association; probability and statistical inference. Prerequisite: 1 unit of comparative sociology at the 100 or 200 level.

351 Urban Communities Urban experiences in historical and comparative perspective. In the context of group conflict over power and culture, and the social functions of the city. Emphasis on our own urban environment.
Computer Science

Associate Professor Jerri Kerrick
Assistant Professor Robert Matthews, Dale Mueller

About the Program

In today's world, it is important for every educated individual to know something about computers and the way they are programmed to process information, solve problems and make decisions. Computers influence our lives directly or indirectly in an increasing variety of ways, 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 the 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 thence 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 Part I fulfillment of the quantitative requirement. The objective is to train business and liberal arts students in the use of the computer. Topics include: the history of 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.

261 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 input and output, file processing. Prerequisite Computer Science 161 or Computer Science 155 with permission of instructor.

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.
Economics

Professor Ernest Combs, Chair, Horner 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, Politics and Government, Comparative Sociology, or Business and Public Administration should consider a double major in Economics. It will considerably enrich their education and give them greater flexibility in choosing a graduate program; e.g., double major in Economics and Environmental Science would provide an excellent background for a career in the field of environmental policy; a double major in Mathematics and Economics is excellent preparation for a graduate degree in Operations Research and Econometrics; a double major in Politics and Government 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 the Major
In order better to 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 Master's and Doctor's degrees in Economics, Business Administration, Public Administration, and Operations Research. It leads to the Bachelor of Science degree. 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, 371, 372 Econ 101, 110, 301, 310, 401 One course minimum from upper level Economics.* 12 unit total.

TRACK II
Math 257, 258, 272 Econ 101, 110, 301, 310, and one of the following: 401, 402, 403, 404. Two courses from upper level Economics.* 10 unit total

TRACK III
Math 257, 272 Econ 101, 110, 301, 310, and one of the following: 402, 403, 404. Three courses from upper level Economics.* 10 unit total

*Acceptable upper leve electives include Econ 321, 322, 331, 341, 351, 361, 371, 401, 402, 403, 404.

Requirements for the 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 national economy is analyzed with emphasis on understanding the forces which cause economic problems and the policies which can be used to solve them. The causes and effects of inflation and unemployment, the economic impacts of monetary and fiscal policies, the role of money and banks in the economy and the impact of exchange rates and international trade on national economic conditions are included.

110E Principles of Economics: Macro, An East Asian Approach The functioning of the national economies of China and Japan. Includes analyses of the causes of unemployment and inflation in the two countries; role of monetary and fiscal policies in two very different political economic systems; determinants of the levels of aggregate economic activity; importance of money and banks; importance of balance of payments.

200 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.

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. Prerequisites: 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 equilibrium, 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 of and demand for local public goods, housing problems and policies, and transportation systems. Prerequisites: 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  This overview of the economics of the public sector includes 1) the economic theory of government intervention; 2) government spending decisions; 3) the economic impact of taxation by federal, state, and local governments; and 4) an examination of fiscal federalism. Prerequisites: Economics 101, 110.

371 International Economics  With an overview of the economic relations among nations and the impacts of those relations on micro- and macroeconomic decisions, this course analyzes the theory of international trade and of trade restrictions and common markets. Included are exchange rates and their effect on firms and governments, international economic policies, the role of national policies in open economies and the theory of cartels. Prerequisites: Economics 101, 110.

401 Mathematical Economics  Senior seminar which applies calculus and linear algebra to the analysis of microeconomic theory. The tools of mathematical optimization and game theory are developed with direct application to the analysis of the problems of consumer behavior, the theory of the firm, market equilibrium, 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 labor as an economic resource. Topics include: supply of labor, marginal productivity theory of distribution of labor, labor market theory, market imperfections, job search, human capital theory, and manpower training programs. Prerequisites: Economics 301, Mathematics 272 or 372.

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.

507 Advanced Economic Theory  Selected topics in economic theory. Prerequisites: Economics 301, 310.

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**About the School**

**Curriculum under revision for 1979-80.**

**Contact the School of Education for details.**

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 professional 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 Provisional and Standard Certificates and the Master of Education degree, including preparation for the Provisional and Standard Principal's Certificate, 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 recommendations for assignment to the elementary school level.
2. A program that leads to the Washington Provisional Secondary Certificate with recommendation for assignment to the junior or senior high school level.
3. A program that leads to the Washington 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 the 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 UPS for teachers is 35-40.

In addition, the UPS Office of Career Planning and Placement receives written or phone contacts from numerous other districts seeking to fill specific teaching needs.

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

In 1977 approximately 55% of the total number of students completing the certification sequence were employed in regular full time teaching positions. An additional 10-15% have been teaching fairly regularly in substitute teaching positions. Approximately 15% of our graduates did not enter the job market.

Requirements for the 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 made, 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 a ready 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 Communication and Theatre Arts 100, 200, 202, 203, 304, 305; 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 and Government; 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, Nutrition and Textiles
6. Humanities
   Philosophy, Religion, Humanities

The following professional Education courses are required:
1) Education 201, 202, 349, 350, 417; 2) Education 401 (4 units); 3) A minimum of 2 units to be selected from: Art 461, Music 377, Physical Education 365, Education 345, 347, 365, 380.
Requirements for the Secondary Certificate

The program leading to the Provisional Secondary Teaching Certificate requires completing the following non-professional courses to include:
1) 1 unit from Communications and Theatre Arts 101, 220, 225, 239, 240, 272, 335, 341.
2) 1 unit, Psychology 101
3) 1 unit, English 101, 201, or 301

The following professional Education courses are required:
1) Education 201, 202, 359, 417; 2) 402 (4 units); 3) Strongly Recommended: Education 460, 463.

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

Teaching Minors:
The following teaching minors are allowed for secondary teachers:
- Art: Biology / Chemistry / English / French / German / Geology / History / Physical Education / Politics & Government / 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 to 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 undergraduate, 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.
307 Human Growth & Development
A survey course emphasizing the continuing developmental process from conception to death. An analysis of motor, sensory, cognitive, psychological and social-cultural values.

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 (lecture, seminar, inquiry, questioning strategies, and use of community resources). An additional unit in teaching subject matter is to be taught in each of the academic departments having teacher education candidates. Course intended for juniors.

365 Science for Elementary Teachers
Background in biological, physical sciences recommended. Development of skills in fusing a science program and materials into a learning experience for children. Prerequisites: Education 201, 202.

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. Prerequisites: Educ. 349, 350 and 1 additional Methods course.

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

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

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

408 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.

418 Comparative Education
Values underlying education. This course provides opportunity to examine the educational systems in several countries around the world. Special emphasis will be put on the ways in which formal and informal education reflect and transmit the values of any society.

425 Teaching in the Junior High School
Philosophy, aims of junior high school education; current developments.

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

463/563 Teaching Secondary Reading in the Content Fields
Reading problems, programs, techniques of teaching reading for prospective, practicing secondary teachers; emphasis on developmental reading with a focus on how reading fits into a language curriculum.

470 Special Education Curriculum, Methods & Materials
Developing instructional methods, materials, curriculum for children with learning disabilities.

471 Problems & Issues in the Diagnosis and Remediation of Learning Disabilities
Current practices in diagnosis and remediation. Emphasis on academic achievement, language, perceptual disorders. Biological 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 cultural 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 Study 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; max mum 2 units. Field experience in provide student with opportunities to apply 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.

518 Early Childhood: Trends & Issues Designed to acquaint students with current trends and issues concerning pre-schools, kindergartens and primary areas trends. Prerequisite: Education 501.

519 Current Issues & Trends Credit. 1/2 unit. Important aspects of education today.

520 Curriculum Development Exam nation of theories and practices of curriculum development in American elementary and secondary schools.

521 Analysis of Teaching Credit 1/2 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 1/2 unit. Interpreted for teachers and curriculum specialists with responsibility for the development of students' oral and written language skills. Focuses on 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. 1/2 unit. Curriculum patterns, issues in the language arts; or technique of methods and materials development of effective programs, procedures.

526 Essential Elements of Instruction Based upon Individual 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 1/2 unit. To familiarize classroom teachers with student teaching programs. University teacher education program; observation techniques; analysis; evaluation of teaching performance. Classroom teaching experience recommended.

531 Piaget Educational Implications Explores general implications of Piaget's theory for the educational setting, including early childhood programs for educationally handicapped students. Implications of Piaget's theory in mathematics.

535 Introduction to Counseling Basic skills and knowledge of counseling are taught and the perspective on counseling is introduced. A human potential group is to be introduced; the student to the personal growth process necessary to become an effective counselor.

537 Management & Accountability for Counselors Credit 1/2 unit. A study of the school system management involvement of students to be accountable for results rather than procedures. Prerequisites: Education 535, 538, 539, 540, and 541.

538 Theories of Counseling Individual intervention technology as derived from basic theories such as Gestalt, transactional analysis, and non-directive. Prerequisite: Education 535.

540 Counseling Methods Continuation of individual interview on technology to include behavior modification, art and poetry therapy. Prerequisites: Education 535 and 538.

541 Diagnosis of Human Behavior Diagnosis technology. Methods of understanding behavior according to several psycho logical theories. Prerequisites: Education 535 and 538.

542 Group Leadership Group leadership and use of interventions in the group setting. Prerequisites: Education 535 and 538.

543 The Technology of Guidance Diagnosis technology through the use of psychological instruments and other data producing technologies. Prerequisites: Education 535, 538, 539, 540, and 541.

545 Career Development Career development programs. Prerequisites: Education 535 and 538.

551 Administration of School Libraries Objectives, organization, administration of school libraries; discussion of standards, study of sources, including circulation, care of materials.

552 Children's Literature Credit 1/2 unit. Development of children's literature; reading, evaluation of books for elementary school children.

553 Young People's Literature Credit 1/2 unit. Development of children's literature; reading, evaluation of books for elementary school children.

554 Reference Credit 1/2 unit. Basic reference books; reference methods; use of card catalog; indices, bibliographies, etc.

555 Selection of Library Materials Credit 1/2 unit. Selection of materials of all kinds—books, magazines, pamphlets, pictures, films, records, etc.—to meet needs of the school curriculum.
556  Classification & Cataloging  Basic classification, cataloging of books, other school library materials.

558  Instructional Design  Planning, operation of instructional materials centers; acquisition, cataloging of materials; local production of learning resources.

561  Reading, Diagnosis & Correction  Corrective reading theory, informal and standardized diagnostic materials; teaching procedures; materials for the mildly disabled; Concurrent registration in a practicum in Corrective Reading recommended.

562  Diagnosis & Remediation of Severe Reading Disabilities  Remedial reading theory; diagnostic case study of severely disabled reader; analysis of suitable materials; specialized techniques of instruction; Registration after Education 561 and concurrent with a practicum in Remedial Reading recommended.

564  Psychology of Reading  Credit, ½ unit. Aspects of cognitive, affective, psychomotor, physiological development as they affect individual styles in learning; teaching of reading.


575  Administrative Problems  Credit, ½ unit. Analysis of typical administrative problems and identification of alternative methods for organization; Problem solving will be developed through use of simulated situations and case studies.

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

577  School & Community Relations  Credit, ½ unit. Place of school in community; use of buildings for community functions; participation of the school personnel in community activities; use of community resources to further school purposes.

578  Public School Finance  Credit, ½ unit. Methods and problems of public school financing in the United States; comparative study of typical states as related to methods, problems of financing education in Washington; for administrators, classroom teachers, laymen.

579  The Public Schools & Due Process  Credit, ½ unit. Student and teacher rights and responsibilities; Emphasizes differences between the Washington Administrative Code, Board of Education Policy, and Local School Board policy.

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

585  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, Nemicht.

590  Internship  Credit arranged; maximum 4 units. A field experience, independent responsibility for an educational program in student's area of specialization; Prerequisite: permission of instructor and Director of Graduate Studies in Education.

595/596  Independent Study  Credit and time to be arranged.

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

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

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

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

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

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

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

699  Master's Thesis  Credit arranged. Research project involving balance of scholarly and empirical research using approved research techniques; culminates in a formally written, approved thesis.
English


Associate Professor: LoRoy Annis, Barry Bauska, Ralph Corkum, Michael Curley (on leave, 1979-80). Charles Frank. Robert Garrison

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.

Language Requirement
All English majors are required to demonstrate competence in a foreign language. Competence is defined as proficiency at the level of two years of university language study. Proficiency is determined by passing an examination administered each semester by the English and Foreign Language Departments. The examination will consist of a passage from the foreign language on a subject relevant to literature and writing. The passage must be translated into intelligible English. Dictionaries may be used during the examination. The place and date of the examination will be publicized at least thirty days in advance. Students wishing to translate from a language other than French, German, or Spanish must secure the approval of the English Department chairman at least two weeks in advance of the date of the examination.

Note: There is no foreign language requirement for the English minor.

Requirements for the Major in Literature
Introduction to Literature, Anglo-American Literary Tradition I and II, and Shakespeare, plus six electives from other English courses at the 300 level or above, of which two shall be courses in periods of literature and one shall be a course in genre. Total: 10 units.

Requirements for the Minor in Literature
Five units to include three units selected from the list of required courses for the major, and two units selected from other English courses at the 300 level or above.

Requirements for the Major in Writing
1. Four units selected from the following courses, of which one must be Advanced Composition or Writing and Rhetoric: Introductory Creative Writing, Poetry, Advanced Creative Writing: Prose, Advanced Creative Writing: Poetry, Advanced Creative Writing: Prose, Introduction to Newswriting, Advanced Newswriting.
2. The Writing Institute: 1 unit.
3. Two units selected from the following courses: Introduction to Literature, Linguistics, History of English Language, Literary Theory.
4. Three units selected from other English courses at the 300 level or above (Shakespeare courses may be presented in this category). Total: 10 units.

Requirements for the Minor in Writing
Five units to include three units from the first two categories for the major in writing, and two units from any other courses in English at the 300 level or above (Shakespeare included).

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 conferences with instructor. Seminar topics include: Characters in Conflict, Greek Heritage, The American Dream, Mythology, Primate and Contemporary Search for Meaning, and 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, 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 these 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
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 proofreading.

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 Linguistics This course examines various linguistic theories in relationship to English in particular and language in general. This includes the theoretical foundation of conventional grammar as well as that of descriptive, transformational-generative and stratificational linguistics. Specific problems in describing, analyzing, and learning language will be explored. Basically, this course deals with sound, structure, and meaning in natural languages and their implications for so-called artificial languages and symbol-systems.

309/509 Advanced New Writing 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, education and reality; and the ethical role of imaginative literature.

330/530 Liberty, Authority & State in 16th & 17th Century England A historical and literary analysis of the reign of the Protestant Reformation in English society and culture from 1520 to 1688. Particular attention to literature and politics.

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.


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, its conventions and its development as modern literature.

375/567 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.

402/502 Advanced Creative Writing: Prose Advanced studies in the writing of fiction and non-fiction.

403/503 Advanced Creative Writing: Poetry Intensive work in the writing and criticism of poetry. Prerequisite: English 202 or permission of instructor.

421/521 Colonial American Literature Primarily, the literature of colonial New England which exemplifies the Puritan attempt to apply Biblical ideal to life in the American wilderness. The Puritan 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 sign of the times 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.
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, and government or private sector employment. The program is intended to give the student a working knowledge in the areas of economics, demographic, urban problems, history, and philosophy which apply to the solution of environmental problems.

Requirements for the 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 125, 126, 250, 251, 340, 341.
2) Biology 201, 202, 350 and one of the following: 450, 456, 460.
3) Mathematics 121, 122.
4) Physics 111, 112 or 121, 122.
5) Geology 101.
6) Economics 101 and/or Economics 351.
7) Environmental Science 105, 450, 460.

Course Offerings
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 the disciplines of science. Senior course designed to tie together all disciplinary courses of Environmental Science Program

460 Field Study
Laboratory; field study of environmental problems. Weekly group meeting. Specific programs arranged with departmental advisors. Prerequisite: Environmental Science 450.

Ethnic Studies

Director: Robert C. Ford

About the Program
The Ethnic Studies Program provides an interdisciplinary multicultural learning experience focusing on social, historical, and contemporary experiences of culturally different groups in America.

Ethnic Studies courses offer students opportunities intellectually and humanistically to examine myths and realities of intercultural relations in America. Roles and images, historical contributions and cultural experiences, problems and problem-solving efforts, and the social impact of majority-minority group relationships are all examined within the framework of a pluralistic educational philosophy.

Course Offerings
300 American Minority Groups
Major ethnic minority groups in America: analysis of majority-minority group relations, heritage, culture-social-racial relationships, problems, and problem-solving efforts.

305 Afro-American Studies
Specific contributions of blacks in America; comparative black lifestyles; contemporary black community, problems and prospects; social psychology of black Americans.

310 Chicano Studies
Cultural heritage of Mexican, Mexican-American people; Chicano philosophy and lifestyle; contemporary Chicano problems and prospects; social, legislative, economic, educational perspectives.

315 Asian-American Studies
Cultural heritage of Japanese, Korean, and Filipinos in America; specific problems of socialization and Americanization of Asian groups; hypenization and the marginal man syndrome, current prospects.

320 Native American Studies
Cultural heritage and values of Indians in the western United States; includes tribal histories and traditions, past and present problems and prospects; social, legislative, legal perspectives.

325 Hawaii: Pacific Island Cultures
Cultural heritage and tradition of island people; role of European and American intervention; specific problems of socialization and Americanization past and present role of Asians in Hawaii.
Foreign Languages

Professor: Jacqueline Martin
Associate Professor: Esperanza Gurza, Robert Herschbach
Assistant Professor: Renate Hodges, Michel Rocchi, Chair: 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

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 the 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 Introduction 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 Foreign Language/International Affairs
1) Completion of 6 units of one language above the 102 level (see exclusion), 2) 2 units of Economics 110, 3) 3 units of Politics and Government 120, 130, and 330 or 332, and 4) 3 units of Business and Public Administration. Details/exclusions may be obtained from department advisors.

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

Requirements for the 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 LANGUAGE: (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.
165 Aspects of Language: The study of the complexity of language. Its evolutionary characteristics and the ability to use it effectively.
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, writings and discussions based upon contemporary cultural perspectives.

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 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 and philosophical artist 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 Examines the contexts of the social and 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 Germany during the 20th century, with a focus on contemporary German literature.

410 20th Century German Literature Emphasis on individual versus political, social, and cultural upheaval caused by the Renaissance.

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.


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

See also 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 Expansion and application of Spanish in the area of business, banking, foreign trade, and introduction to news media.

350* Social Revolution Examines the contexts of the social and 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 to 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.
Geology

Professor: Norman R. Anderson. Chair: Zdenko F. Danes

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 both of modern and classical geologic literature which have been selected to support and sustain a quality undergraduate Geology program.

Equipment available for instruction and research includes petrographic and binocular microscopes, calculators, spectrometer magnetic separator and thin section machinery. Additional equipment is shared with other departments, including an X-ray diffractometer and spectrometer (Chemistry) and gravimeter (Physics). Geology majors also have access to the University computer facilities.

Requirements for the Major

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

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

1. 10 Geology units to include: 101, 102, 201, 202, 301, 302, 401, 402, 495 (independent research project) and a summer Geology field camp, normally taken between the junior and senior years.
2. Mathematics, Chemistry and Physics to include Mathematics through 122 (221, 232 or 301 are optional but recommended). Chemistry 125, 126, Physics 111, 112 or 121, 122. Three additional units in Math, Chemistry, Physics or Biology beyond the introductory year level are optional but recommended.
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 the 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.

Requirements for the Minor

The Minor consists of at least 5 of the courses required for the major and must include 101 and 102 or their equivalents. At least three of these courses must be taken at UPS.

Course Offerings

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

101T Physical Geology (Topics) Survey of physical processes acting on and within the earth. Includes laboratory. Course is divided into three "minicourses" during which a student has an option of one of three minicourses. Titles and schedule of specific topics will be available at time of registration. Examples of possible minicourses are: World of Water; The Oceans; Volcanoes and Earthquakes.

102 Historical Geology Deals with some of the interpretative aspects of geology — how geologists read rocks to learn of the physical and biological history of the earth. Prerequisite: Geology 101 or permission of instructor.

201 Elements of Mineralogy A study of the properties and genesis of igneous, sedimentary and metamorphic rocks and specimen description and identification. Outcrop observation, mapping techniques, and mineralogy and geological identification. Prerequisite: Geology 201 or instructor's permission (students with background in chemistry or physics).

202 Petrology and Field Methods A study of the properties and genesis of igneous, sedimentary and metamorphic rocks and specimen description and identification. Outcrop observation, mapping techniques, and petrographic and thin section techniques. Prerequisite: Geology 201 or instructor's permission (students with background in chemistry or physics).

204 The Geological Environment of Man Geologic basis for technological man's existence and potential for survival. Emphasis on mineral resources — metallic and industrial, organic, inorganic energy resources; 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 Paleontology A study of all aspects of prehistoric life with emphasis on fossil invertebrates and fossil plants. Prerequisites: Geology 102 and 202 or two semesters of biology.

302 Structural Geology Study of the earth's architecture and the structural features of rocks. Prerequisites: Geology 201, 202.

401 Stratigraphy and Sedimentology Study of the classification, correlation, relationships and interpretation of rock strata and of the properties and identification of sediments and sedimentary rocks. Prerequisites: Geology 201, 202, 301, 302.

402 Geomorphology Detailed study of agents, processes and products involved in landscape development. Special emphasis on the effect of the Pleistocene (Ice Age) climate on landforms, and regional landscape features of North American physiographic provinces. Prerequisite: Senior standing as a Geology major, or instructor's permission (based on previous science background, intellectual maturity, general intellectual ability).

History

Professor: Wolfram Bauer, C. Brewster Coulter, Walter E. Lowne

Associate Professor: Suzanne W. Barnett, David F. Smith, Chair Theodore Taranowskii

Assistant Professor: Redmond J. Barnett, Terry Cooney

About the Department

The University offers a strong program in the Department of History. In the well-rounded liberal arts curriculum, students are given a foundational understanding of the development of literature, art, music, and philosophy. History majors will gain much understanding of social change by examining the history of past societies. Persons engaged in study of the Physical Sciences will better understand that all scientific doctrines are conceptual models designed to explain the nature of the world in terms of current patterns of social organization, ethical value systems, and formal thought.

In short, the Department's academic requirements and instructional methods are designed to prepare students to acquire factual and theoretical material and historical conceptions. More important, it is the Department's goal to develop in students an attitude toward learning and intellectual discourse applicable to the demands of any career which they pursue in later life.

Requirements for the Major

1. Completion of a minimum of 10 units in the History Department to include: Minimum of 5 units in area of concentration. Minimum of 3 units in one or two other areas of concentration and History 391 or 392 (normally during the junior year).

2. One course in Historical Perspective not listed under the Department of History.


4. At least 5 of the 10 units required for a major must be taken at the 300 and 400 levels, and at least 2 of these 5 units must be taken in the field of concentration.

5. The student must receive grades of C- or above in all required courses.

6. Any deviation from these requirements must be approved by the History faculty meeting as a whole and must be in writing.

Requirements for the Minor

1. Completion of a minimum of 6 units in the History Department to include History 391 or 392, five additional units in History 3 of which must be in one of the following areas of concentration: American History, European History, or Asian History.
Course Offerings

101 Roots of the Western Experience
An inquiry into those aspects of the Western experience that engender appreciation for the continuities and discontinuities of its ancestral societies, from ancient Sumeria and Egypt to the Industrial Revolution. Concentrations 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 reflected and justified this evolutionary process.

102B The Rise of an Industrial Society
The development of social and political forces that have shaped modern Europe since the Industrial Revolution.

105 Western Revolutions
Comparative analysis of European and Russian revolutions (17th-20th centuries), concentrating on the interrelationship of political, social, cultural, and intellectual forces that produced fundamental changes in European society.

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 solution and external contact, and Chinese resistance to outside cultural models. Offered once every two years: 1979-80.

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 are at most irrelevant to the present conditions of black and white Americans.

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.

231 Is Britain Dying?
An assessment of both the problems and achievements of British society in the 20th century.

245 Chinese Civilization

247 The Forging of the Japanese Tradition
Introductory survey of Japanese culture from its beginnings to about 1840. Central concern: how a traditional society accommodates 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, 1979-80.

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?

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 1920's; the Great Depression and the New Deal; World War II: conservative resurgence and the new liberalism of the 1960's and 1970's.

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?

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.

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

303 The Middle Ages
Gradual fusion of classical and Christian 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.
306 The Modernization of Europe. From Agrarian to Industrial Society: The process of modernization took essential, irreversible form during the 19th century. A look at the profound demographic, economic, and ideological movements which reshaped much of the European experience.

308 Europe in the 20th Century: Crisis of European Civilization. World War I and a new balance of power interacted with social, ideological forces to create turbulence through World War II. Resurgence of European economy culture vitality during past two decades.

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.

315 The Rise of European Fascism: History of fascism as a Europe-wide political-military movement which heralded itself as a 20th century alternative to liberalism and socialism.

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 history; experience underlying social as well as continuity between past and present.

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.

326 France: The Development of a National Consciousness. Analysis of geographical, cultural, and institutional factors which connected with the roles of remarkable individuals and the masses of "common people" gradually created a flourishing, distinctive society.

329 Modern France: The Search for Identity. From the French Revolution through "modern" France, attention is directed to continuing social and economic change and its effects on the exercise of power. Impact of the power on: society, economics, ideology and politics in France.

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.

332 Britain in the 19th Century: Industry & Empire. The political, social, economic, and intellectual forces that worked to shape Britain in the 19th century.

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 18th-20th centuries.


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, ethno-nationalism, ideology to egalitarianism. Offered once every two years 1979-80.


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.

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 mostly by Southerners, and a drive to build up the commercial and industrial productivity of the nation first mostly by Northerners, Northern agitation against slavery and Southern defense of the slave system resulted in the Civil War.

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

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.
Social myths and ideologies about "women's place," the impact of industrialization, urbanization, immigration, and population control.

375 American Intellectuals Face the Twentieth Century  Covering the period from the 1890's to the 1940's, this course looks at intellectual responses to social, cultural, and political challenges of a new century. The definition of intellectual roles and intellectuals' perception of their own situations.

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.

390 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.
Mathematics

Requirements for the Major
1) Completion of the equivalent of Mathematics 121, 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 the 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 5 units. 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 I
Credit 1½ units. Calculus of functions of one variable: analytic geometry of the plane.

122 Calculus & Analytic Geometry II
A continuation of 121.

220 Advising Section for Multivariate Calculus
Credit 1½ units. In addition to the material in Math 221, the course covers infinite series and a review of the calculus of one variable. Designed to enhance the preparedness of the student for advanced mathematics courses.

221 Multivariate 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 social sciences. Prerequisite: 101 or equivalent.

265 Calculus for Business, Behavioral & Social Sciences
Ideas, techniques of calculus with applications to problems selected from business and social sciences. Prerequisite: Second-year--high school Algebra or Mathematics 101.

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 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 values and problems; polynomial approximations; interpolation and quadrature; curve fitting; numerical differentiation and integration; numerical solutions of ordinary differential equations; error analysis. Prerequisites: 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 n-space to m-space, classification of critical points, multivariable mean value theorems, inverse and implicit mapping theorems. Prerequisites: 221, 232.

333/334 Abstract Algebra I, II
Sets, mappings, groups, homomorphisms, isomorphisms, Sylow theorems, rings, ideals, fields, field extensions, vector spaces, linear transformations, dual space, canonical forms. Prerequisite: 232 or permission of instructor.
Music

Professor: Lawrence E. Ebet, Thomas D. Goleeke, Edward A. Hansen, Leroy Ostansky, Bruce Rodgers, Edward Seferian, James Sorenson, Director

Associate Professor Iona Herlinger, Daniel L. Lynch, Robert C. Musser, Lecturer. Dean Neel, Neil Smith
Supplementary Faculty: Robert Bonnevie,
French horn; Earlene Carey, Voice; Manuel Laureano, Trumpet; Dennis Smith, Trombone; Joseph Spano, Accordion; Marianne Wellmann, Voice

About the School

Curriculum under revision for 1979-80. Contact the School of Music for details.

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 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.

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

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

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

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

Jazz Ensemble A stage band performing contemporary literature.

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.

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 the Major
1. Completion of a minimum of 36 units for the Bachelor of Music and B.A. degrees.
2. For Bachelor of Music candidates majoring in Applied Music: a minimum of ½ of a formal evening recital or 3 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 recital in the senior year.
4. When 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 Pedagogy
1. 7 units. Piano, to include:
   - 2 units in the freshman and sophomore years (½ unit each term) + 6 units in the junior and senior years (1½ units each term) + 2 ½-hour lessons per week + 3 or more hours of practice daily
   - 2 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 units. Music 503, 504, 532 or 533 Music Literature
   - 1 unit, Music 507 or 509 Conducting
   - 1 unit, Music 549, 550 Performance Practice and Literature

Bachelor of Music/Major in Piano
1. 8 units, Piano, to include:
   - 2 units in the freshman and sophomore years (½ unit each term) + 6 units in the junior and senior years (1½ units each term) + 2 ½-hour lessons per week + 3 or more hours of practice daily
   - 2 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 units. Music 503, 504, 532 or 533 Music Literature
   - 1 unit, Music 507 or 509 Conducting
   - 1 unit, Music 549, 550 Performance Practice and Literature

Bachelor of Music/Major in Organ
1. 8 units, Organ, to include:
   - 2 units in the freshman and sophomore years (½ unit each term) + 6 units in the junior and senior years (1½ units each term) + 2 ½-hour lessons per week + 3 or more hours of practice daily
   - 2 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 units. Music 503, 504, 532 or 533 Music Literature
   - 1 unit, Music 507 Choral Conducting
   - 1 unit, Music 551, 552 Performance Practice and Literature

Students will not be accepted as organ majors without adequate piano background. Such piano proficiency is to be determined by the organ instructor. When piano proficiency has been established, the student will be accepted as an organ major.

Bachelor of Music/Major in Voice
1. 8 units, Voice, to include:
   - 2 units in the freshman and sophomore years (½ unit each term) + 6 units in the junior and senior years (1½ units each term) + 2 ½-hour lessons per week + 3 or more hours of practice daily
   - 1 unit, Music 507 Choral Conducting
   - 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 perform in additional ensembles if they desire and can qualify. No more than 2 units will count toward the major.
graduation requirements.
7. 1 unit, Music 553, 554 Performance Practice and Literature
8. 1 unit, Music 351, 352 Vocal Pedagogy
9. Correlation 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 per term) / *6 units in the junior and senior years (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 ½ unit per term / 1. ½-hour lesson per week; 1 or more hours of practice daily
   (Requirement may be waived by special examination if student shows sufficient proficiency by passing a functional facility at the piano as determined by the piano department. If waived, student must take 1 unit of Music as an elective.)
   All violin and cello majors must pass a piano proficiency test before graduation, but only 1 unit will count toward graduation. Other courses, if needed, must be taken, without credit, until proficiency has been attained to the satisfaction of the piano department.
3. 6 units, Theory, to include: 2 units Music 101, 102, 105, 106 / 2 units, Music 201, 202, 205, 206 / 1 unit, Music 561 Form and Texture / 1 unit, Music 563 Orchestration
4. 3 units, Music 503, 504, 532 or 533 Music Literature
5. 1 unit, Music 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 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 requirements.

Bachelor of Music/
Major in Wind Instrument or Percussion
1. 8 units, Applied Music (Principal Performing Medium), to include: 2 units in the freshman and sophomore years (½ unit each term) / *6 units in the junior and senior years (½ units each term) / 2. ½-hour lessons per week; 3 or more hours of practice daily
2. 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 / 1 unit, Music 563 Orchestration
3. 3 units, Music 503, 504, 532 or 533 Music Literature
4. 1 unit Piano
   (Requirement may be waived by special examination if student shows sufficient proficiency by passing a functional facility at the piano as determined by the piano department. If waived, student must take 1 unit of Music as an elective.)
5. 1 unit, Music 508 Instrumental Conducting
6. 1 unit, Music 555, 556 Performance Practice and Literature (Wind Majors only)
7. 1 unit, Music Ensemble (small) (Percussion Majors only)

Students electing a percussion instrument as their principal performing medium will take part in small ensembles with no more than ½ unit each term.
8. 2 units, Music Ensemble (large)
   Students electing a wind or percussion instrument as their principal performing medium are required to participate in the University Symphonic Band each term of residence. They may elect to perform in additional ensembles if they desire and can qualify. No more than 2 units will count toward graduation requirements.

Bachelor of Music/
Major in Theory and Composition
1. 4 units, Applied Music, to include:
   1. ½-hour lesson each week; 2 or more hours of practice daily (½ unit each term). (At least 2 units must be taken in piano unless waived by special examination. Applied Music to continue throughout the 4 years. At least 1 term each in the study of 3 orchestral instruments, to include 1 instrument in each section of the orchestra, i.e., strings, woodwinds and brass.)
   2. 9 units, Theory, to include: 2 units, Music 101, 102, 105, 106 / 2 units, Music 201, 202, 205, 206 / 2 units, Music 316, 401 Composition / 1 unit, Music 561 Form and Texture / 1 unit, Music 563 Orchestration / 1 unit, Music 501 (under Special Studies) Counterpoint
3. 3 units, Music 503, 504, 532 or 533 Music Literature
4. 1-2 units, Ensembles
   (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 (½ unit each term) (Principal performing medium may be voice, piano or organ)
2. 1 unit, Applied Music (Secondary Performing Medium), to include: 1. ½-hour lesson per week; 1 or more hours of practice daily (½ 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 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 graduate requirements.)
10. 1/2 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. 1/2-hour lesson per week, 1 or more hours of practice daily (1/4 unit each term)
2. 1 unit or 1/4 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 (1/4 unit each course)
3. 1 unit, Percussion technique, including: 1, 1/2-hour lesson per week, 1 or more hours of practice daily (1/4 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 in 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 503 Orchestra (not required of Elementary teachers) OR 1 unit, Music 504 Band Arranging (not required of Elementary teachers)
5. 2 units, Music 503, 504
6. 1 unit, Music 509 (Junior Conducting)
7. 1 unit, Music 359 or 369 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 in residence. They may elect to perform in additional ensembles if they desire and can qualify. No more than 2 units will count toward graduate requirements.

For a complete listing of professional and non-professional requirements in the various areas of Education see the School of Educat on section of this Catalog.

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

Bachelor of Arts/ Major in Music
1. 2 units, Applied Music, to include: 1. 1/2-hour lesson per week, 1 or more hours of practice daily (1/4 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. 1/2-hour lesson per week, 1 or more hours of practice daily (1/4 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
3. 1 unit, Music 103 Music Literature
4. 1 unit, Music elective (To be approved by Director of 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 1/2 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 (1/2 unit) and 105 (1/2 unit) in the fall term and 102 (1/4 unit) and 106 (1/4 unit) in the spring term. 101 and 102 deal with aural theory and 105 and 106 deal with notation theory. Students are required to register for the full course, one unit each term, as follows:

101/102 First Year Theory (Aural) Credit 1/2 unit each Aural percut on through sight-singing, rhythm, melody 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 1/2 unit each Fundamentals of music notation through written harmonic common practice of composers of 15th, 16th centuries. Harmonic progressions, tonality and modality, modulation, secondary dominants.

SECOND YEAR THEORY is a one unit course consisting of courses 201 (1/2 unit) and 205 (1/2 unit) in the fall term and 202 (1/2 unit) and 206 (1/2 unit) in the spring term. 201 and 202 deal with aural theory and 205 and 206 deal with notation theory. Students are required to register for the full course, one unit each term, as follows:

201/202 Second Year Theory (Aural) Credit 1/2 unit each Four-part harmonic dictation including seventh chords, inversions, modulation, altered and augmented-sixth chords, advanced melodic dictation, sight-singing.

205/206 Second Year Theory (Notational) Credit 1/2 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.

318 Composition Creative expression in 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 Textures in Music Offered alternate years. Analytical techniques involving smaller forms of musical composition: variation, rondo, sonata-allegro forms, concerto and fugue. Prerequisites: Music 205, 206.

563 Orchestration Offered alternate years. Instrumentation, scoring for the classic, romantic and modern orchestra, original compositions. Prerequisites: Music 205, 206.

564 Band Arranging Offered alternate years Principles of arranging, scoring for wind, percussion ensembles, emphasis on problems of arranging for groups of limited ability. Prerequisites: Music 205, 206.

611 Twentieth Century Composing Techniques Principal styles of contemporary music as exemplified in works of Stravinsky, Bartok, Schoenberg, Schumann, Riegger, Webern, others. Composing techniques such as bitonality, bimodality, atonality, 12-tone, other serial techniques.

613 Stylistic Analysis

615 Graduate Composition Credit 2 units.

616 Historical Survey of Theory

HISTORY AND LITERATURE
103 Introduction to Music Literature Non-technical study. Development of music stressing elements of musical understanding; representative compositions; emphasis on their musical, historical importance.

115 Anatomy of Jazz Survey covering development of jazz: its sociological impact on American society, principal styles of jazz, theatre music through practice of representative jazzmen—King Oliver, Armstrong, Parker, Mingus.


118 The Musical Theatre Study and analysis of musical shows which represent landmarks in the field of operetta and light musical comedy. The course will examine the similarities and differences between the European operetta (Kalman, Lehar, J. Strauss, etc.) and the American musical comedy (Rodgers and Hammerstein, Lerner and Loewe, Bock and Harnick, etc.). Students will be encouraged to study in depth specific works of their own choice, and to attend rehearsals and performances of available live productions in the local area.

503/504 History of Music in Western Civilization Chronological survey of music from period of plainsong to present; special emphasis on stylistic, formative, developement of early music, important movements in history of music; intimate study of representative works through class discussion, performance; extensive discography. Approval of instructor required.

532 Survey of Renaissance and Baroque Music Offered alternate years. Survey of music from time of Jacopo da Bologna and Macaulay to Monteverdi, then to J. S. Bach, showing development of musical texture, forms, compositional techniques, development of mass, motet, madrigal, fugue, suite, opera, oratorio, concerto, cantata, etc. Prerequisites: Music 503, 504

533 Survey of Classic, Romantic and Contemporary Music Offered alternate years. Survey covering period of pre-classical composer Porpora, writing of Mozart and Haydn, early influences of romantic movement; lives, works of Beethoven, Berlioz, Wagner, Verdi, their contemporaries, styles, trends in contemporary music through 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 opera 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. 1640; music written by American composers since 1900; foreign influences, early American musical organizations.

CHURCH MUSIC

517 Introduction to Church Music and Hymnology Musical heritage of great liturgies of the church; important contemporary trends in major denominations; development of hymnody through various religious movements of history; survey of hymns, hymnals, use of hymnals, concordances.

614 Graduate Seminar in Church Music

CONDUCTING, CHORAL, INSTRUMENTAL, ENSEMBLE AND PEDAGOGY CLASSES

351/352 Seminar in Vocal Pedagogy Credit 1/2 unit each. Offered alternate years. Vocal physiology; emphasis on clarification of terminology, understanding of basic principles governing vocal production. Comparative analysis of books on singing, methods of dealing with certain vocal problems. Supervised student teaching.

355/356 Seminar in Piano Pedagogy Credit 1/2 unit each. Offered alternate years. Basic concepts of piano techniques, musicianship; their demonstration in the teaching studio. Selection of teaching materials, including review of methods, studies, repertoire of high quality drawn from outstanding composers. Emphasis on creating teaching situations, student demonstration.

422 Student Recital Credit 1/2 unit.

507 Conducting (Choral) Choral conducting techniques, elements of choral direction and interpretation, score analysis. Student conductors will direct Laboratory Chorus under faculty supervision.

509 Conducting (Instrumental) Elements of the conducting craft as it relates to instrumental conducting, including basic baton techniques, interpretation, score reading, harmonic and form analysis, knowledge of the instruments, rehearsal techniques.
549/550  Performance Practice and Literature for the Piano  Credit ½ unit each. Offered alternate years. Piano majors take 1 unit; non-major pianists take ½ unit. Piano literature from Baroque period to the present.Solo works for one or more pianos. Works for piano and orchestra. Styles: performance practices of different historical periods. Pianist's role in accompanying and chamber music. Lectures, listening, supervised laboratory, performance.

551/552  Performance Practice and Literature for the Organ  Credit ½ unit each. Offered alternate years. Organ majors take 1 unit; non-major organists take ½ unit. Organ music from its earliest beginnings to contemporary literature. Development of organs in various countries. Service playing, pedagogy, accompanying, performance practices. Prerequisite: at least two years of organ study and/or permission of instructor.

553/554  Performance Practice and Literature for the Voice  Credit ½ unit each. Offered alternate years. Voice majors (except Music Education majors) take 1 unit; non-major vocalists and Music Education majors (vocal emphasis) take ½ unit. Repertory of voice ranges, literature for solo voice with emphasis on style, accepted performance practice. Student demonstrates in repertoire correct style, projection of music and texts. Classes in Italian, French, German, English diction.

555/556  Performance Practice and Literature for Wind Instruments  Credit ½ unit each. Offered alternate years. Wind instrument majors take 1 unit; non-major wind instrumentalists take ½ unit. History, development of instrument, literature available for performance.

557/558  Small Ensemble  Credit ½ unit each.


University Madrigal Singers  Credit ½ 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. A171, 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 and instrumental techniques for junior and senior high school choral and instrumental programs. Class divided by area of interest (vocal or instrumental emphasis). Literature, materials, teaching strategies.

377  Elementary Music Methods  Fundamentals of music as presented in elementary school: methods of presenting music, 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 music 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 ½ 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 advanced drill; special instruments, techniques. 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 Catalog.)

501/502  Special Studies  Credit 1 or 2 units each. Individual study under faculty supervision, in areas in which student shows exceptional aptitude, interest. Counterpoint, historical and comparative musicology, acoustics, 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, evaluating bibliographies of biographies, Festchriften, bibliographies, histories of music, music anthologies, historica 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: ½ unit, $40. ¾ unit, $60. Over ½ unit, $80.
This fee is in addition to tuition. All students who enroll in Applied Music courses will receive full academic credit.

Basic Proficiency Requirements 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 Donny Agay; Piano Literature, Volume 1, edited by Jane Bastien; Album for the Young by Robert Schumann; numbers 1 through 5. For Children by Bela Bartok; Favorite Hymns at the Piano, Level Four, by William Gillock.

Piano students below this level may receive private instruction for no academic credit from an advanced piano student at a fee of $3.50 per half hour (no applied music fee), payable to the student. A list of available student teachers is on file in the Music Office.

One-fourth, ½ or 1½ units are offered according to the number of lessons per week. Level of performance and the number of practice hours per day. In general:

1. ¼ unit. ½-hour lesson per week, 1 or more hours of practice daily
2. ½ unit. 1-hour lesson per week, 2 or more hours of practice daily (Performance majors only during freshman and sophomore years.)
3. 1½ units, 2½-hour lessons per week, 3 or more hours of practice daily (Performance majors only during the junior and senior years.)

Credit is assigned according to student status as follows:

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

Performance majors (principal performing medium, junior and senior years)

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

Class Lessons

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

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

Class Piano is offered for students who wish to work in a group atmosphere. In order to enroll in Class piano for credit, the student must demonstrate the same basic proficiency at the keyboard that is required from students who elect private lessons for credit. (See “Basic Proficiency Requirement in Piano.”)

Students who are unable to meet the basic proficiency requirements will have the opportunity to study with advanced music students recommended by the faculty without credit until the expected minimal level of proficiency has been attained. (See “Basic Proficiency Requirement in Piano.”)

Use the following system of numbers in registration in consultation with the Director of the School of Music:

1. Organ: 189, 190, 289, 290, 389, 390, 489, 490, 589, 590; for first, second, third, fourth or fifth year
2. Piano: 191, 192, 291, 292, 391, 392, 491, 492, 591, 592, for first, second, third, fourth or fifth year
3. String Instruments: 193, 194, 293, 294, 393, 394, 493, 494, 593, 594; for first, second, third, fourth or fifth year
4. Voice: 195, 196, 295, 296, 395, 396, 495, 496, 595, 596, 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.

Nutrition and Textiles

Assistant Professor: Beverly Blackwell, Amy Sinclair. Chair

About the Department

The food we eat, and the clothing we wear, are important statements about ourselves, our values, and the society we live in. For this reason, your course work in the Department of Nutrition and Textiles will not be limited to the traditional courses in household management.

In addition, nutrition majors will learn about the chemical and physical characteristics of foods, their nutritive value, and the principles of food preparation. Textiles and clothing majors will study the history, sociology, and economics of textiles and apparel, as well as the consumer and management aspects of retail merchandising. Finally, you will learn to use food preparation or clothing design aesthetically, as modes for creative self-expression and as the means for improving generally the quality of human life.

B.S. Degree/Nutrition Major

The major in Nutrition, leading to the Bachelor of Science degree, requires inter-disciplinary concentration in chemistry and biology. The emphasis is on the scientific basis of nutrition, but majors will also study the social, economic, and cultural factors involved in educating the public about foods and nutrition. Nutrition problems are examined in the context of the individual life cycle, and in the larger context of a national and international setting. Students are encouraged to learn about the foods and dietary habits of foreign cultures.
Requirements

1. Nutrition/Textiles 301, 302, 401, 404, and one of the following: 206, 310, or 411
2. Chemistry 120, 121, 250, 251, 460
3. Biology 101, 102, 204, 221, 222
4. Economics 101
5. Mathematics 271

B.A. Degree/Textiles and Clothing Major

The major in Textiles and Clothing, leading to the Bachelor of Arts, is a consumer oriented program with emphasis on the development and organization of the textile and clothing industries. Students majoring in this field learn the basic principles of clothing design and retail merchandising. Costume and textiles are considered historically, as the effects of social, political, and economic conditions; and aesthetically, as cultural forms in their own right. A minimum of five courses, in addition to those listed below, is required in a related discipline, normally Business Administration or the human relations courses in the Department of Communication and Theatre Arts.

Requirements:
2. Economics 101
3. Comparative Sociology 102 or 103.
4. Chemistry 120, 121.
5. Mathematics 271

Retail Merchandising

Students interested specifically in Home Merchandising are encouraged to major in Business Administration, with an area requirement in Marketing and a minor in Textiles and Clothing.

Requirements for a Minor in Textiles and Clothing

A minor in Textiles and Clothing consists of the following courses:

Course Offerings

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

108 Design in the Market Place A course in basic design. Learning to see, understand the processes of visual perception, developing aesthetic values and creative abilities. Field trips.

200 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.

201 Nutrition Today A one-semester course for non-majors offering an overview of the fields of food and nutrition with emphasis on the importance of food in the maintenance of health, food selections based on nutrient requirements, dietary patterns and consumerism.

206 Food Patterns A study of economic, cultural, psychological, and social determinants of food patterns.

271 Sociocultural Aspects of Clothing Interrelationships of body coverings, culture and human behavior.

301 Nutrition and Metabolism I A study of the macro nutrients and water soluble vitamins. These topics will be discussed in light of current research. Prerequisite: Chemistry 251, Biology 204, 222.

302 Nutrition and Metabolism II Exploration of the micro nutrients and relating the utilization of all nutrients to the physiological needs of the human body at various stages of development. Prerequisite: Nutrition/Textiles 301.

310 Current Topics in Food and Nutrition In-depth discussion of recent developments in the areas of food and nutrition, such as food and nutrition legislation, fiber and legume nutrition. Prerequisite: Nutrition/Textiles 302.

327 Pattern Design and Advanced Construction Apparel design encompasses drafting and draping; special emphasis on flat pattern techniques will be applied through construction of individually designed garments. Construction methods for the couture business, ready-to-wear industry, and commercial pattern industry will be evaluated. Special design problems will also be considered. Field trips.

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

401 Diet Therapy Principles of nutrition related to the feeding of individuals for whom normal nutrition is not appropriate. Prevention and treatment of disease will be stressed. Prerequisite: Nutrition/Textiles 302.

404 Community Nutrition An overview of Public Health Nutrition, exploring the nutritional programs of official and voluntary agencies and their target populations. Prerequisite: Nutrition/Textiles 302.

411 Food Chemistry A chemical study of nutrients, their isolation and analysis. Course consists of lectures, demonstrations and lab. Prerequisite: Chemistry 251.

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

497 Field Experience An opportunity for students to have field experience or employment in an area of interest. Weekly seminars will be held to discuss topics related to employment in general.
Occupational Therapy and Physical Therapy

Associate Professor: Shelby J. Clayson
Director, Physical Therapy: Steven J. Morelan
Director, Occupational Therapy: Harriet D. Richmond, Roger W. Williams
Assistant Professor: James Carey, Joyce Kovell, Carol Kus, Suzanne Olsen
Technical Professor: Chris D. Milier, Watson W. Wade

About the School
This curriculum has been revised recently, but has not yet received final approval. Some changes may be made prior to this approval.

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 or physical therapy. Because physical 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 related professions within the health care environment. Occupational and physical therapists provide services to disabled individuals experiencing inability to function optimally. The physical therapist is concerned with 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 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 or psychological 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.

Programs in Occupational Therapy
There are three phases to the Occupational Therapy Program: pre-professional preparation, professional programs, and field experience. The pre-professional phase occurs during the freshman and sophomore years and major emphasis is in the 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 the 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. A minimum of nine units of 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. Complete information regarding the Master of Science degree may be obtained by requesting the Graduate Catalog.

Requirements
Undergraduate and Certificate Students Must:
1. Be admitted to the Occupational Therapy Program (see application procedures)
2. Complete all courses required for the Occupational Therapy Major, including the required supporting courses in other departments, with a grade of C or better.
3. Maintain a cumulative grade point of 2.5 on a 4.0 scale. A student will be placed on academic probation if the cumulative grade point falls below 2.5 but required course grades are all C or better. A student will not be certified for field experience while on academic probation. A student will be dismissed 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 Occupational Therapy.
4. Complete all occupational therapy academic requirements to include a bachelor of science degree and then complete a minimum of six months Field Experience in a hospital or health care agency that holds an Extended Campus Agreement with the School of Occupational Therapy. A second baccalaureate degree is optional for the certificate student.

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.

Upon successful completion of the academic and Field Experience phases, the student is awarded the Certificate of Proficiency by the School of Occupational Therapy. Following completion of the entire program, the student is eligible to sit for the national exam on for certification given twice each year by the American Occupational Therapy Association.

**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 notified of selection decisions during April and November, respectively. Approximately 40 students are admitted into the professional phase of the program for each fall and 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).
   - Rio, 221, 222 or equivalent.
   - b) Deviant Behavior or Abnormal Psychology (1 unit).
   - c) Personal Growth and Development (1 unit).
   - d) Human Development (1 unit). 

2. **Certificate Program**
   - a) Bachelor's degree from an accredited university.
   - b) Anatomy & Physiology, with labs (2 units).
   - c) Deviant Behavior or Abnormal Psychology (1 unit).
   - d) Personal Growth and Development (1 unit).
   - e) Human Development (1 unit).
   - f) University Core courses as required for freshmen or sophomores or equivalent.

**Course Offerings**

**UNDERGRADUATE AND CERTIFICATE PROGRAMS**

The Occupational Therapy program consists of twelve required units including Occupational Therapy 202, 210, 322, 330, 331, 340, 341, 342, 455, and 461.

- **Pre-requisite:** 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 from the course instructor and the Director of the Occupational Therapy program.

**202 Basic Concepts of Occupational Therapy**

Introduction to various roles of the occupational therapist: knowledge of human performance activities of self-care, work and play; leisure; development of basic therapeutic skills: communication, observation and interview, awareness of evaluation and instruction; processes of O.T. Includes a practicum using community resources for learning. Prerequisite: admission to program: Biology 221, 222, 240.

**205 Functional Anatomy of the Limbs and Back**

An intense study of the musculoskeletal system including the nervous and vascular systems as they pertain to physical therapy. Emphasis is placed on function of anatomical structures through lecture, demonstration, and laboratory experience. Prerequisite: Biology 221, 222.

**210 Human Performance & Its Control System**

Credit: 2 units. Analysis of human performance from the perspective of the reception-integration-response roles of the nervous-musculoskeletal system: 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 analyses of selected human activity; assessment of range of motion and muscle strength. Laboratory experiences in analysis of human performance. Prerequisite: for O.T. students only. Biology 221, 222, OT 205.

**322 Pediatric Function/Dysfunction**

Study of Occupational Therapy in Pediatrics with emphasis upon the motor and sensory integrative performance of occupational behaviors. This course examines normal and abnormal development and evaluation procedures and introduces treatment procedures. A practicum with children with impairment of motor function is included. Prerequisites: OT 202 and 210.

**330 Self-Care/Leisure/Performance**

331 Work Performance Evaluation and adaptation for work skills and work behaviors. Use of power machines and hand tools for development of adaptive equipment and Work Samples. Overview and experience in Job Analysis, Work Sample design and Work Sample Construction. Prerequisite: OT 455, 341.

340 General Medical Dysfunction Understanding the impact of health and illness through investigation of disease process, physical, emotional and environmental stress and trauma, factors affecting health care systems with emphasis on general medical problems. Prerequisite: 202, 210.

341 Orthopedic/Neurological Dysfunction Understanding the impact of impact of 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 with emphasis placed on the neuromusculoskeletal system. Prerequisite: 202, 210, 322, 330 & 340.

342 Mental Health Dysfunction Review of symptomatology and introduction to OT evaluation methods, treatment principles and modalities for children, adolescents, adults and geriatric clients in a mental health setting. OT treatment for various theoretical models will be emphasized. Prerequisite: OT 341 & 455.

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 are required.

455 Concepts of Clinical Treatment Credit, 2 units. Development of knowledge and skill in the occupational therapy process; emphasis on evaluation and planning; specific roles and functions of the practitioner. Implementation of treatment program for selected clients. Theoretical and conceptual aspects of administration, consultation and community health care planning. Prerequisite: OT 210, 202, 330, 322, 340.

461 Applied Clinical Treatment Development of skills in consultation, administration, supervision and health-care planning; responsibility for program implementation with selected clients. Prerequisite: OT 340, 455.

501/502/503 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 below. Prerequisites: baccalaureate degree and satisfactory completion of the Occupational Therapy major plus approval by the Director of the School of Occupational Therapy.

501 Physical Dysfunction
502 Psychiatric
503 Pediatrics

504 Internship To be served in such specialty areas as general medicine and surgery, mental retardation, or gerontology.

Graduate Course Offerings

512 Neurobehavioral Concepts Neurobehavioral concepts for occupational therapy intervention within the context of occupational performance, application of neuroanatomy and neurophysiology to performance. Prerequisite: OT 670, 521.

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

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. Prerequisite: OT 670, 521.

670 Theories of Occupational Therapy for the Exceptional Child Development of theoretical-practical formulations about occupational performance relating to the exceptional child.

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

Advisory Committee for the Occupational Therapy Program

Frank N. Peterson, Director Graduate School
Wilbur H. Baisinger, Ph.D., Professor of Communication and Theatre Arts
James Billingsley, M.D., Clinical Professor
W. Ben Blackett, M.D., Clinical Professor
Wouter J. Bosch, M.D.
Kurt Brawand, M.D., Clinical Professor
William Conte, M.D., Clinical Professor
George P. Delany Jr., M.D.
Lawrence Engelsen, Ph.D., Tacoma Public Schools
Thomas A. Davis, Ph.D., Dean of the University
Edward J. Herbert, Ph.D., 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
Mark 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. Thuine, M.D., Clinical Professor
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: Rosemary Funk, OTR
- Comprehensive Mental Health Center, Tacoma, Washington: Karen Wild, OTR
- Children's Orthopedic Hospital, Seattle, Washington: Jeff Crabtree, OTR
- Dammash State Hospital, Wilsonville, Oregon: Dorothy Richards, OTR
- Eastern State Hospital, Medford, Oregon: Joan Eqe
- Emanuel Hospital Portland, Oregon: Charlotte de Renne, OTR
- Fairfax Hospital, Kirkland, Washington: Pat Magee, OTR
- Good Samaritan Hospital, Puyallup, Washington: Wanda Hines, OTR; Linda Yates, OTR; Netlynn Landstad, OTR
- Good Samaritan Hospital and Rehabilitation Institute of Oregon, Portland, Oregon: Jean Cooley, OTR
- Harnorv School, Seattle, Washington: Maxine Lillio, OTR
- Harbornview Community Mental Health Center, Seattle, Washington: Maxine Lillio, OTR
- Holladay Center, Portland Public Schools, Portland, Oregon: Judy Rowe, OTR
- Kerr Center for Handicapped Children, Marylhurst, Oregon: Keeton Lowery, OTR
- Lowell School, Seattle, Washington: Teru Kiyomura, OTR
- Mary Bridge Hospital, Tacoma, Washington: Katie Wyndoo, OTR
- Northwest Hospital, Seattle, Washington: Vicky Saunders, OTR
- Oregon State Hospital, Salem, Oregon: Craig Schrader, OTR
- Portland Adventist Hospital, Portland, Oregon: Kay Frazier, OTR
- Providence Hospital Rehab, Medicine, Seattle, Washington: Dane Takai, OTR
- Providence Medical Center, Portland, Oregon: Martha Bushing, OTR
- St. Joseph's Hospital, Tacoma, Washington: Carol Nye, OTR; Kathy Neary, OTR
- St. Mary's Hospital, Walla Walla, Washington: Sue Erb, OTR
- Tacoma Public Schools, Tacoma, Washington: Peggy Hamson, OTR; Voski Sprague, OTR
- University of Oregon Health Sciences Center, Portland, Oregon: Kay Rhyne, OTR; Elizabeth Young, OTR
- University of Washington Hospital, Seattle, Washington: Marilyn Winney, OTR; Michael Shaffer, OTR
- United States Public Health Services Hospital, Seattle, Washington: Beverly Bell, OTR
- Veteran's Administration Hospital, American Lake, Washington: Carla Watsch, OTR
- Veteran's Administration Hospital, Portland, Oregon: Linda Christenson, OTR
- Veteran's Administration Hospital, Seattle, Washington: Ilene Fukuda, OTR; Vickie Becker, OTR
- Western State Hospital, Fort Steilacoom, Washington: Steve Broocke, OTR
- Wonder arc Development Center, Seattle, Washington: Mary Rawlings, OTR

Physical Therapy Program
Physical Therapy is a health care profession whose practitioners utilize physical modalities including heat, colc, water, light, electricity, massage and exercises 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. Turner expands the therapist's involvement in health care.

The physical therapist evaluates neuromusculoskeletal, somatosensory and related cardiovascular and respiratory functions 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 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, physiological processes, psychology, social theories, and the humanities prepare 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 a physical therapy graduate.

Physical therapists are employed in a variety of settings including hospitals (general or specialized), nursing homes, schools, physical therapists' offices and clinics, long-term care facilities, research facilities, sports medicine clinics, 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 therapists in clinical, consultative, education or administrative positions: $15,000 to $25,000.

The Physical Therapy Program at UPS is accredited by the American Physical Therapy Association.

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

1. Be admitted to the Physical Therapy Program (see application procedure).
2. Complete the following required courses: Chemistry 120 and 121 or equivalent; Physics 111 and 112 or equivalent; Biology 221 and 222; Sociology 206 and 207; Business Administration 351; Education 307; Communication & Theatre Arts 200 (or 202 or 205); Religion 307; Physical Therapy 201, 205, 210, 230, 330, 331, 340, 430, 497.
3. Complete all courses required for the Physical Therapy major, including the required supporting courses 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 be dismissed from the program 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 courses, or c) violates the standards of ethical practice observed by the academic and clinical education programs in Physical Therapy.
5. Complete 36 academic units plus 14 weeks of full time clinical internship under supervision of registered physical therapists in clinical facilities that hold an Extended Camp Agreement with the Physical Therapy Program.
6. Maintain professional liability insurance during the professional phase of the educational program.
7. Provide transportation 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 admissibility 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 120 and 121, or equivalent; Physics 111 and 112, or equivalent) prior to application or describe specific plans for completion prior to matriculation.

The Physical Therapy admissions 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 of 2.8 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 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

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. For PT majors.

205 Functional Anatomy of the Limbs and Back
An intensive study of the musculoskeletal 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. Prerequisites: Biology 221, Physical Therapy 201.

210 Human Performance & Its Control System
Credit 2 units. See Occupational Therapy 210. Prerequisites for PT students: Biology 221, 222 or concurrent enrollment in Bio 222, and PT 205.

230 Physiology, Biophysics and Application of Common Physical Therapy Modalities
The physiological and biophysical effects of common physical therapy modalities. Intensive laboratory experiences for development of skill in application of modalities. A problem-solving approach to selection and performance of physical therapy intervention procedures. Clinical experience in the community. Prerequisites: PT 201, PT 205.
330 Musculoskeletal Evaluation and Approaches to Therapeutic Exercise
Conceptualization of motion, homeostasis, and the person system, organ and tissue levels with consideration for impact on the family and community. Problem-solving approach to selection and performance of physical therapy, musculoskeletal evaluation, and therapeutic exercise intervention procedures for attainment or restoration of optimum motion homeostasis, and for adaptation to permanent impairment or loss. Intensive laboratory experience for development of skill in evaluation and administration of therapeutic exercise. Clinical experience in the community. Prerequisites: PT 205, PT 210.

331 Neurodevelopmental Approaches to Treatment
An investigation of the five major neurodevelopmental approaches to patient treatment with emphasis on the neurophysiological basis for each approach and interaction of approaches for clinical use. Laboratory experience for developing skill in application of facilitation/inhibition techniques. Clinical experience in the community. Prerequisites: PT 330, EN 307.

340 General Medical Dysfunction
See Occupational Therapy 340. Prerequisites for PT students: PT 201, PT 210.

341 Orthopedic/Neurologic Dysfunction
See Occupational Therapy 341. Prerequisites for PT students: PT 330.

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. Prerequisites: PT 331, CSoc 206, 207, BPA 351.

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.

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

Physical Therapy Clinical Affiliates
The following clinics or 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 Jach, RPT
  - Lakewood General Hospital, Lakewood, Washington; Thomas Kabear, RPT
  - Madigan Army Medical Center, Tacoma, Washington; Donald Sakson, RPT
  - Mason General Hospital and Fir Lane Terrace, Convalescent 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, Port Orchard, Washington; Dianne Lindsay, RPT
  - Joanne Sullivan, RPT; Good Samaritan Hospital, 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. Stiilacoom, Washington; William Glaser, RPT
  - Rainier School Hospital, Buckley, Washington; A. Sorenson, RPT

Advisory Committee for the Physical Therapy Program
Suzanne Barnett, Ph.D.; Assistant Professor of History
Zdenko P. Dancs, Ph.D., Professor of Physics
Judy Ellis, RPT, Physical Therapy Assistant Program, Green River Community College
Dan Feldhaus, RPT, Tacoma General Hospital
Dianne Lindsay, RPT, South Kitsap School District, 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 Altshuler

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 both of analytic and synthetic 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 shaping 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 the 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/or 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 the 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. 3) 1 course in philosophy of science and/or mathematics. 4) 1 course from among the following: Ethics, Social Ethics, Philosophy of Art, Existentialism, and Philosophy of Religion.

Course Offerings

Philosophy 104: 105, 106 are open only to freshmen and sophomores. Freshmen may take any 200 courses except 250 and 260. Sophomores may take any course for which they are qualified, though they should seek instructor's permission for 400 courses.

104 Introduction to Philosophy: An Intercultural Approach Centers around problems common to Eastern and Western philosophy. What is philosophy? The nature of reality, the self, ethics, and theory of knowledge. Some western philosophers consulted: Plato, Anselm, 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, Chuangttzu, and Chu Hsi.

105 An Introduction to Philosophy Through Analysis Proceeds by taking position on selected issues in philosophy using writings of major thinkers. The method is dialogue and the goal is skill in philosophical analysis.

106 Introduction to Philosophy: An Historical Approach Traditional issues in philosophy are presented through the work of major philosophers, both classic and contemporary. Among those read are Plato, Descartes, Hume, Kant, and Russell.

215 Ancient Philosophy Ancient Greek philosophy beginning with the pre-Socratics, and focusing on Plato and Aristotle.

219 Modern Philosophy from Descartes to Kant A survey of the major philosophers of the seventeenth and eighteenth centuries: Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. Metaphysics and epistemology are emphasized.

222 British Empiricists: Locke, Berkeley and Hume A study of the work at the founders of the empiricist tradition.

250 The Human Prospect An examination of the prospect for humanity in the light of selected philosophies of history. Such thinkers as Spengler, Toynbee, Marx, Sorokin, Heilbruner, 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 postmodern era of critical scientific consciousness. These beliefs are examined in relation to history, science, and the humanities.


315 Analytic Philosophy A survey of the development of philosophical analysis in the 20th century. Topics include the early work of Russell and Moore, logical positivism, Wittgenstein's later philosophy, ordinary language analysis, and contemporary writings of 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 Chomskyian grammars.

320 Epistemology Traditional questions of epistemology: What is knowledge? How is it obtained? Under what conditions is it reliable? Readings from traditional and contemporary sources.

Physical Education

Associate Professor: Donald A. Duncan. Chair: Joseph Peyton, Jr. Paul J. Wallraf. Roberta Wilson; Donald C. Zech

Assistant Professor: Dawn Bowman; Ronald Simonson

Lecturer: Thomas A. Cross, Jr.; James D. Schulte

About the Department
Curriculum under revision for 1979-80

Contact the Physical Education Department for details.

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 the 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 Theatre Arts 100: Psychology 101, 102, 103, 402, 417

Requirements for the Minor
Minimum 6 units. Completion of the following courses: Physical Education 101, 121, 125, 461

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

Requirements for Certificate of Athletic Coaching
Completion of the following courses: Physical Education 227, 437, 461

Two of the following 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 365, 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. Athletic injuries, their cause and treatment.
268 First Aid Credit ½ unit. For non-majors.
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 Credit ½ unit.

372 Physical Education in the Secondary School

375 Health Education in the Secondary School Credit ½ unit.

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

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

437 Psychology of Coaching Athletics Includes organization of intramurals.

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

472 Evaluation and Measurements in Physical Education Credit ½ unit.

488/588 Recreation Internship Credit 1 unit each.

Activity Courses (¼ 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).

51 Body Mechanics, Conditioning
53 Volleyball (Beginning)
56 Volleyball (Intermediate)
61 Tennis and Badminton (Beginning)
62 Tennis and Badminton (Intermediate)
63 Tennis Theory
71 Folk Dance
72 Jazz Dance
76 Gymnastics
81 Swimming (Beginning)
82 Swimming (Intermediate)
83 Swimming (Advanced)
84 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)

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).
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 Natural World core requirements.

Course Offerings
101 Weather and Climate Physica 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 Developments 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 dynamcs 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: Myr. Bock

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 available for student use in course-related laboratory work or independent investigation. Excellent photographic facilities, machine shop, and electronic equipment enhance the program within the Department.

Requirements for the Major
1) Physics 121, 122 (the 111-112 sequence will also be accepted); Physics 305; Physics 351, 352, five additional units of upper-level physics.
2) Six units of mathematics, or competence at Math 221 level, plus three additional units.
3) Two units of chemistry or two units of biology.
4) Students are encouraged to acquire reading competence in a foreign language.

Requirements for the Minor
Physics 121, 122 (the 111-112 sequence will also be accepted); three additional units of upper-level physics.

Course Offerings

111 General College Physics This course is designed for any interested student regardless of his particular major, and provides an introduction to the study of matter, waves, sound, fluids, heat, electricity, magnetism, and light. Emphasis is placed on the interrelationships of these subject areas and the historical and philosophical development of our understanding of them. The beauty and simplicity of nature is stressed throughout. Although it is assumed that the student brings only a background of high school algebra, additional mathematical concepts are developed within the course as they become useful for a better understanding of nature.

112 General College Physics This is a continuation of 111. Prerequisite: Physics 111.

121 General University Physics Credit, 1½ units. Fundamental principles and application of mechanics, gravitation, heat, and wave motion treated with the use of differential and integral calculus. Prerequisites: Mathematics 121 (may be taken concurrently).

122 General University Physics Credit, 1½ units. Continuation of Physics 121. Fundamental principles and applications of electricity, magnetism, optics and quantum concepts treated with the use of differential and integral calculus. Prerequisites: Physics 121, Mathematics 122 (may be taken concurrently). Calculus methods are used throughout.

305 Analytical Mechanics An intermediate course whose aim is a thorough understanding of the fundamental principles of mechanics. The precise mathematical formulation of physical problems is emphasized. Though only a knowledge of calculus is assumed, higher mathematics is introduced throughout the course. The student will learn to find solutions to otherwise difficult problems by means of numerical methods using the available computer facilities. A detailed treatment of certain problems of primary importance in
physics, including harmonic oscillators and planetary motion. Prerequisite: Physics 112 or Mathematics 122.

310 Statistical Mechanics and Thermodynamics - Newtonian mechanics combined with methods of probability are developed and used to gain new insights regarding the behavior of systems containing large numbers of particles. The concept of entropy is given new meaning and simplistic beauty. Certain properties of metals and gases are derived from first principles. The analysis of electromagnetic spectra leads to the initial development of the quantum theory and the statistical probabilities obtained by fundamental particles. (This course assumes a knowledge of calculus.) Prerequisites: Physics 305 and Mathematics 221, or permission of instructor.

311 Atomic and Nuclear Physics - Experimental and theoretical developments in physics from the late 19th century to the present. Prerequisites: Physics 122 (or Physics 112) and Mathematics 221.

322 Circuits and Electronics - For any student interested in teaching the fundamental behavior of electronic components and their applications in various circuits. A balance of lecture and laboratory experience is intended to demonstrate the practical methods of investigation of electronic devices in this rapidly growing field. Original design of electronic circuits is emphasized. Topics include AC and DC circuit analysis, amplifiers, active and passive filters, operational amplifiers, and digital electronics. Prerequisite: Physics 112 or 122; Calculus is recommended.

351 Electromagnetic Theory - Theory of electrostatic and magnetostatic fields; theory of potentials; harmonic functions; fundamentals of boundary value problems. Prerequisites: 2 semesters General Physics; 3 semesters Calculus; 1 semester Differential Equations. Intermediate course using techniques of introductory physics and mathematics.

352 Electromagnetic Theory - Continuation of 351. Propagation of electromagnetic waves, energy transfer, special relativity, principles of optics, physics of plasmas. Prerequisite: Physics 351.

371 Geophysics I - Shape of Earth; Gravity, Isostasy, Earth's magnetism, aurora, radiation belts and cosmic rays, gravity and magnetic prospecting. Prerequisites: 2 semesters General Physics; 2 semesters Calculus; 2 semesters Geology. Intermediate course; uses methods from introductory courses.

372 Geophysics II - Stress and strain, fundamentals of tensors, elasticity, viscosity, earthquake waves, seismic prospecting, flow of fluids, creep of glaciers, slow deformations in the earth's crust and mantle. Prerequisites: 2 semesters General Physics; 2 semesters Calculus; 2 semesters Geology. Intermediate course; uses methods from introductory courses. Physics 371 is not a prerequisite.

407 Advanced Mechanics - Dynamics of particles and rigid bodies, Lagrangian and Hamiltonian mechanics, calculus of variations: tensor analysis. Prerequisites: Physics 305 and Math 301.

408 Special Topics in Theoretical Physics - Covers some of the following topics: Advanced electromagnetic theory, elasticity, fluid dynamics, differential geometry, special and general relativity, mathematical methods in physics. Prerequisites: Physics 352 and Physics 407.

412 Quantum Mechanics - Mathematical development of the quantum theory of matter. Prerequisites: Physics 305, 311, 351, Mathematics 221; Math 301 desirable.

Politics & Government

Professor: Paul H. Hoppe, Philip M. Phibbs
Associate Professor: Craig G. Gunter, Arpad Kasarkay

About the Department

The Department of Politics and Government 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.

In order to enhance efforts toward attaining these objectives, the department will implement a cohesive program of study for its majors and other interested students within the University community. A coherent core program, which focuses on the mainstream of political inquiry, fosters intellectual growth and development of students. This program will be grouped into the following sub-areas: (1) American Institutions, Processes, and Behavior, (2) Comparative Politics, (3) International Politics, (4) Political Philosophy and Empirical Theory. In addition, the department seeks to expand the learning opportunities by offering a variety of individual programs consisting of independent studies and internships.
Requirements for the Major

1. Completion of a minimum of 10 units in the Department of Politics and Government to include
   A. Minimum of 2 units selected from the four introductory courses: P&G 110, 120, 130, 140.
   B. One upper division course (300 or 400 level) from each of the four major areas: American Government and Institutions; Comparative Politics; International Politics; Political Philosophy.
   D. Two of the remaining three units concentrated in one of the four major areas.

2. Two courses meeting the History core requirements and one course meeting the Historical Perspective core requirement, all of which must be taken outside the Department of Politics and Government.

3. Any deviation from these requirements requires written approval by the Politics and Government faculty meeting as a whole.

Requirements for the Minor

1. A minimum of 2 units selected from the four introductory courses.
2. A minimum of 4 units, two of which must be at the 300 or 400 level, and concentrated in one of the four major areas.
3. At least 3 units of the total must be taken in residence at this university.
4. Any deviation from these requirements requires written approval by the Politics and Government faculty meeting as a whole.

Course Offerings

AMERICAN INSTITUTIONS, PROCESSES AND BEHAVIOR

110 U.S. Government and Politics A systematic consideration of basic elements of the American federal system beginning with the constitutional era. Particular attention will be given to forms of political organizations, civil liberties, political parties and citizen participation, and to American political thought.

210 Law and Society Introduction to the nature, role, function, and processes of law in society. Topics include sources and development of law in society, basic concepts and theoretical perspectives on the nature of law, and an examination of the institutions, organization, procedures, and practices of the American judicial system.

311/511 Political Parties and Electoral Behavior The course will offer an historical, comparative and analytical study of the American party system. Party organization and function, the dynamics of nomination and campaign techniques, the interaction of socialization, elections, and voting behavior will be studied.

312/512 The Legislative Process Students will examine the role of Congress but concentrate on contemporary congressional functions. The focus will be on the realities of power and responsibility relationships with the President, the bureaucracy, outside pressures which impinge upon congressional actions, and the current issues before Congress.

313/513 American Constitutional Law: Civil Liberties Examination of constitutionally limited government, the history, development, and nature of American civil liberties; and the role of the Supreme Court in securing basic civil rights in America.

314/514 Public Administration and Public Policy Introduction to public administration and public policy: an examination of the nature and study of public administration and public policy. Topics include internal constraints and external restraints on public bureaucracy, agency survival and bureaucratic pathologies; administrative discretion and responsibility, the nature of public policy-making and its relation to public administration; and the tension between bureaucracy and democracy.

316/516 State and Urban Politics Within the context of American federalism, state and urban political institutions and policy processes are examined. Special attention is given to fiscal federalism, problems of financing urban governments and policies, and the role of the chief executive, legislature, and the courts in state and urban politics.

410/510 The U.S. Presidency A study of the creation, development, and institutionalization of the Presidency. Attention will be given to perspectives on the theory and practice of presidential power as well as to the major roles of the office of the President, problems of presidential selection, tenure, succession, and proposed reforms.

415/515 Public Policy Processes and the Administration The nature and study of processes of public policy in the United States, and the role of policy analysts. (Focuses not only on systematic analysis of public policy-making—e.g., who makes policy and where, when, and how—but also critically examines the role of policy analysts and who analyzes policies.)

COMPARATIVE POLITICS

120 Comparative Politics Conceptual approach to study of comparative politics. Interspersed are socio-economic and cultural characteristics, types of authority, and political behavior. Case studies of three types of national systems will be studied: 1) Western, industrial, democratic states. 2) Totalitarian states; and 3) Third World states.

320/520 The Soviet Union and Eastern Europe Intensive analysis of Soviet society, with special attention to the relationship of ideology to the Soviet state; the organization and role of the Communist party; elites and socialization. The other countries of Eastern Europe will be compared with the Soviet model, using theories of modernization and change analysis.

321/521 Western European Political Systems Comparative analysis of the political institutions and processes of France, West Germany, Italy, Sweden, and Spain. Special attention will be given to the cultural development of their respective systems.
322/522 Politics of Great Britain and Canada  Cross-national comparison of Great Britain and Canada in terms of their common heritage, different environments, development and organizational forms of politics and government. Similarities and differences will be compared, with particular attention to variables such as environment and society.

323/523 Asian Political Systems  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.

324/524 Third World Politics  Problems of "development," conceptual and theoretical approaches to developmental problems; alternative strategies of under-development and dependency; administrative infrastructure, economic planning, parties, the military, foreign aid.

INTERNATIONAL POLITICS

130 International Politics  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.

131 Model United Nations  Credit, ½ activity unit. (Designed for student participants in Model U.N. program.) Understanding of behavioral patterns of United Nations and foreign policies of selected countries through workshop and 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 American Foreign Policy  Political, ideological, institutional, technological, strategic factors shaping United States foreign policy; contemporary policy problems, alternative policy strategies.


POLITICAL PHILOSOPHY AND EMPIRICAL THEORY

140 State, Society and the Individual  An examination of the history of political thought from classical Greece to the twentieth century. Emphasis is placed on particular views of freedom and authority which have emerged from Western political philosophy and how such views have influenced contemporary political and social relationships.

343/543 Methods of Political Analysis  A study of the foundations and techniques of social scientific inquiry. Attention is focused on the logic of research process in social science and specific techniques of inquiry utilized in contemporary political and social analysis.

440/540 Classical/Medieval Political Philosophy  An examination of the evolution of political philosophy from pre-Socratic thought to the Conclusions movement of the early 15th century. Attention is focused on the development of definitions of political right or justice and the broader philosophic systems from which such definitions issue.

441/541 Modern/Contemporary Political Philosophy  A study of developments in political thought from Machiavelli to the contemporary period. Attention is focused on the modern tendency to separate politics and ethics. the genesis and development of classical liberalism, and the responses to it offered by continental idealism, Marxism, existentialism, moderate conservatism and neo-critical theory.

442/542 Development of Marxist Thought  An examination of the origins and development of Marxist theory. Emphasis is given to the original works of Marx and Engels, and to the evolution of Marxist analysis as manifested in the literature and ideas of successive generations of Marxist thinkers.

490/590 Political Internship  Credit to be arranged.

Psychology

Professor  Terrence D. Fromong (on leave), Ernest S. Graham, Chair; Richard B. Hartley, Theodore R. Sterling

Associate Professor  Donald E. Pannen, Michael Tate

Assistant Professor  Barry S. Anton

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 the Bachelor of Science degree. Psychology 101 is the basic course and is prerequisite to all other courses in the department except 200. Winterim courses do not apply to the major. All courses in the major must be taken for grades.

Requirements for the Major


2. Electives  Satisfactory completion of 4 (or more) other units within the department to be chosen in conference with the advisor.

3. Research Tool Requirements  Option 1: Foreign Language competency as evidenced by three years of a single language in high school, or completion of two years of a single language at the college level, or satisfactory scores on a Foreign Language competency examination administered by the Foreign Languages Department.
Option 2. Successful completion of a Mathematics sequence consisting of Mathematics 111, 121, 122, and Computer Science 161

Option 3. Successful completion of a Natural Sciences tool consisting of Biology 101, 104 221, 222 and Chemistry 120.

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 the Minor
Completion of a minimum of 6 units to include
1) Psychology 101, 250 or 251
2) Two units from Psychology 252, 351, 360, 381, 440, 480
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 Scientific study of the behavior of humans and other organisms, principles of learning and motivation, acculturation, sensation and perception, cognition, language, and intellectual development; attitudes and attitude change; interpersonal attraction; theories of personality, psychological testing, behavior disorders, and psychotherapeutic methods; application of principles to an understanding of one’s own behavior and the behavior of others.

200 Human Sexuality Psychological approach to this universal human experience; Reproductive systems from conception through maturity; sexual arousal and response; pregnancy and parturition; the climacteric and late life mammalian cultural heritages; cross-cultural/sub-cultural variations.

360 Experimental Analysis of Behavior The experimental analysis of behavior is concerned with the lawful relationships between the behavior of organisms and the natural world. The course will explore the scientific principles that govern those relationships with particular emphasis upon environmental control of voluntary behavior. Prerequisite: Psych 101.

381 Human Learning and Cognition This course is concerned with how humans learn, think, reason, and solve problems. It presents major concepts, methods, research findings, and controversies concerning human learning and cognition. Prerequisite: Psych 101.

400 Social Psychology Survey of theory and the experimental research literature pertaining to the prediction of human behavior in social settings. Topics include research methodology, attitudes and attitude change, person perception, intercultural attraction, human aggression, altruism, prejudice, conformity, and group behavior. Application of findings to current social problems stressed.

431 Childhood and Adolescence The course is designed to present the student with an appreciation of the area of the development of human beings and the requirements of the developing organism. A look at assumptions that our society makes and their frequent conflict with scientific data is emphasized. For this purpose, child rearing techniques of other cultures are presented. The American child’s home and educational environment are emphasized. Divorce, inappropriate school models, and other stresses and inhibitors of development are presented. Prerequisite: Psych 101.

432 Adulthood and Aging The class is designed to assist the student in the creation of an appreciation of the continuing growth and development that lies ahead in the life experience. From the end of youth through the terminus of life lies growth or despair. The variables that are associated with both are evaluated at each stage of life experience. The discrepancy between what is socially expected and what appears scientifically valid is critically examined. An accurate knowledge of the process of aging is presented as an aid in the student’s personal aging-growth experience. Prerequisite: Psych 101.
Religion

Professor Robert G. Albertson, Richard H. Overman (on leave Fall 1979), John W. Phillips

Associate Professor: Delmar N. Langbauer (on leave Spring 1980), Darrell Reeck, Chair

Adjunct: Richard Rosenthal

About the Department

The department is devoted to the full and fair study of the religions of humankind, holding that there lie at the foundations of culture and history. The faculty seeks to impart skills of clear thought and communication as well as knowledge of historical and humanistic perspectives and human values.

In order to be of service to the entire University, the department provides courses in the core curriculum and offers instruction useful to allied departments and schools. For students who choose to major or minor in Religion, the faculty provides an introduction to the discipline followed by careful probing of two or more important religious traditions and exposure to major methods used in the study of religion. The major is viewed as a worthwhile end in itself for the student pursuing the goal of liberal arts education. Graduates of the department find work in a wide variety of interesting careers and have been admitted to leading graduate schools in various fields of study.

Requirements for the Major

1) Introductory course (100 level), 2) six intermediate courses to include at least one course in Asian religions, 3) one major seminar, 4) two electives from advanced courses.

Requirements for the Minor

Five courses in Religion, including one introductory and one advanced course, major seminar strongly recommended.

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.
100 Religion

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 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 the 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 Religions and Modern Society
A survey of the relationships of Christianity, Islam and African Traditional Religion to the achievement of continuous growth in the Western world from about A.D. 1500. and the world in general since the colonial era. A study of how best to understand this rapid change beginning with Max Weber's Protestant Ethic thesis.

106 The Religious History of the United States
The history of religion and religious institutions in America and their interaction with American society. The American people have expressed their religious needs in institutions and theologies which have shaped not only the narrowly defined religious life but the nation as well. At the same time, geographic, economic and social changes have influenced and shaped religious life. This course tells the story.

107 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 Aaron to the Maccabees and the literature of Judaism (The Law, The Prophets, and the Writings) examined together: the mutual influences of event and description on each other.

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.

251 The Forming of Christian Thought in Antiquity & the Middle Ages
For a thousand years the Christian church was the one bastion of thought in Europe producing ideas which shaped Western civilization then and our world now. How were these ideas formed? How did they reflect the encounter of Greek, Jewish, 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 rationalism and Christian spirituality, Christian awareness and Roman outwardness: the split between historical and visual symbols in the late Middle Ages.

262 Christian Thought in the Modern Period
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.

271 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. Sponsor: The Jewish Chautauqua Society

301 Personal Values
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; the emergence of a learning theory which incorporates commitment as well as discernment.

302 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.

303 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 the mechanical vision which prizes power — and the organic — which prizes mutuality. How can we continue the past? Though Lewis Mumford's writings, a study of ways to go beyond a world preoccupied with power and weaponry.
304 Comparative Religious Values and Human Action 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.

307 Ethics for a Technological Era Skills of ethical decision-making in professional life, including personal values of the professional as well as global issues impacting on the profession. Students registering for this course are urged, but not required, to enroll in Winterim Interdepartmental 327: “Values, Conflict and Compromise.”

308 Religion Seminar for Majors This seminar is required of all Religion majors during their sophomore and junior years. Its goals include helping students develop an in-depth understanding of the special problems and possibilities involved in the academic discipline of religious studies, as well as in the various methodologies employed by scholars in this field. It will encourage students systematically to evaluate for themselves a variety of methods of analysis for the study of religious materials. These materials will include rituals, myths and symbols as well as concepts of culture, history and values. Advanced research techniques will be discussed, and students will be asked to begin integrating future course work and research projects around a central theme, problem or method which they feel to be most significant.

361 Religious Ethics in America A survey of the ethics of leading American religious thinkers, Protestant, Catholic, Jewish, and Muslim, with emphasis on cultural and political dimensions. Prior work in American history recommended.

362 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.

365 Religion and Literature The interdependence of religion and the arts will be explored through the comparative study of representative sacred and secular literature. Skills in analysis will be developed and applied to structures as well as to appropriate symbols and metaphors, themes and images.

371 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.

372 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 the 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.

381 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.

451 The Language of Faith In a combination of annotated bibliography, glossaries of terms and a generously illustrated workbook, students will accumulate evidence of an analysis of the visual portrayal of religion and its appropriateness of the "truth" of faith. Students will illustrate via structural analysis the emotive and imaginative situation in drama, parable and koan, and will describe and illustrate kinesis, deliberate brokenness and the centrality of metaphor as well as symbol and myth in religious utterance. Literary criticism will be developed as methodology in the fine arts.

461 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.

481 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.

493/494 Advanced Studies in Religion A special topic, usually selected about a year in advance, is treated in seminar fashion.
Urban Affairs

Professor: Franklyn L. Hruza  Director, Public Administration

Associate Professors: William Baarsma, Public Administration, Jeffrey Blard, Environmental Science/Chemistry; Robert C. Ford, Education; David F. Smith, History

Assistant Professor: Bruce Mann, Economics

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 gaining 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 systematization 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 capital, 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 the 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 opportunities 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 on 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 the 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 being determined by the student's educational objectives in the major, as developed in consultation with the advisor.

1. Introductory Core: 2 units
   a) Urban Affairs 107: Urban Seminar
   b) Urban Affairs 109: Introduction to Urban Problems

Urban Affairs 107 Urban Seminar 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 the following courses. a) Comp Soc 301: Theories and Methods of Research Design b) Politics and Govt. 343: Methods of Political Analysis
Women Studies

Women Studies Program Committee: Rosa Beth Gibson, Program Director; Phyllis Lane, Assistant Director of Studies; Mary Longland, Associate Director of Students; Ann Neef, Comparative Sociology, Dorothy Rhodes, Foreign Student Advisor, Amy Sinclair, Nutrition & Textiles, Esther Wagner, English, Carrie Washburn, Academic Programs

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 they relate to the individual student.


235 Women in Literature See English 235.

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.

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 the 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.

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 constraining social forms.

Finally, these courses are designed to enable the student to analyze her/his own expectations and beliefs, to better understand his/her relationships with others and the world, and to clarify 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.
The Enterprise/
Ways and Means
Admission to the University

Director: George H. Mills, Jr.

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. Letter of personal recommendation (freshmen only) from a teacher or counselor

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

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 week night. Visiting students are given passes to campus events and meal service. 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.

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

The Office of Admissions will be closed during Thanksgiving vacation, November 22-25, 1979. During Christmas break (December 15, 1979 through January 6, 1980), and Spring Recess (March 29-April 7), only limited services are available; classes will not be in session during these times.

For further information on any aspect of admissions, contact: Office of Admissions, University of Puget Sound, Tacoma, WA 98416, Telephone: (206) 756-3211.

Freshman Class Admission

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 1980 should apply no later than February 1, 1980. 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. Advance deposits are not refundable after June 1.
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 substituted.

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.

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

Qualified students should consult their high school college counselor for details about the CEEB Advanced Placement Program.

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**Admission with Advanced Standing**

If you have attended other accredited colleges or universities, you may apply for admission with advanced standing. Each student is admitted on a selective basis.

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 specific 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 Subject Examination credits passed at the 75th percentile will be accepted within the 18 units. CLEP credit must be claimed when you first register at the University and may not overlap with completed courses. Credit will not be awarded if the tests are taken any time after the equivalent of the freshman year.

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 Subject Examination credits passed at the 75th percentile will be accepted within the 18 units. CLEP credit must be claimed when you first register at the University and may not overlap with completed courses. Credit will not be awarded if the tests are taken any time after the equivalent of the freshman year.

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. USAF 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.

Transfer Admissions Procedures

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. 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.

3. $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.

Veterans

Honorary 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. or other military schools
3. A copy of separation papers. Form No. 214, or, if still in the service, Form No. 295.
4. College Level Examination Program (CLEP) Test Results.
Foreign Students
Foreign Student Counselor: Nancy Peregrine

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

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

Financial Statement
Students on an F-1 Visa (Student Visa) must also provide evidence of sufficient funds to cover the entire period of study by filing a "Foreign Student Financial Statement," obtainable from the Office of Admissions. Foreign students must not depend upon earnings from employment, anticipated financial assistance or scholarship grants. It is recommended that each student have a sponsor who is a permanent resident of the United States and who is willing and able to grant financial aid as needed.

Community Service and Continuing Education Classes
A student may attend Community Service Classes and Continuing Education on the University campus in the late afternoon and evening by completing the following steps with the Office of Admissions:

1. An application for special status. This must be submitted by those attending the University for the first time. It must be updated if one or more terms have elapsed since previous attendance at the University.

2. 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.

Registration dates and procedures may be obtained from the Office of Continuing Education, University of Puget Sound, Tacoma, WA 98416.
Summer School
Non-matriculating students may register for summer classes by completing an enrollment form available from the Registrar's Office. Non-matriculant Summer Session students wishing to continue study in fall term must notify the Office of Admissions by August 1.

Students wishing regular student standing for Summer Session must complete the appropriate application form outlined previously.

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.

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.
4. Master's Candidacy Application for students wishing to apply for degree candidacy.

Information concerning specific graduate programs (except School of Law), admission requirements, application procedures, and other pertinent data may be obtained from the Graduate Studies Bulletin. Write to: Director of Graduate Studies, University of Puget Sound, Tacoma, WA 98416.

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.

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 the 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. 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.

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

Coordinator: Candy Cox

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 rental 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 request.

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, 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 other activities.

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.

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. If students do wish to move off campus, the Office of Housing is happy to assist through its off-campus rentals bulletin board. There is no on-campus housing for graduate students.
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, Tenzl—mostly Upperclass Women; Anderson/Langdon—Coordinate; Todd—Coordinate; Schiff—Coordinate; Smith—Coordinate; Seward—Sorority.
*Coordinate: Separate sections for men and women.

University Rental Houses
Approximately 35 rental houses are located within walking distance of the University. These are older homes, similar to the attractive traditional dwellings which surround the University campus. Some 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 buy meals through the University. Students are provided with the same furnishings as in residence halls.

Rental homes are available to all students by contacting the UPS Plant Department. Rates vary from house to house.

A-Frames
Nestled in fir trees at the heart of campus are four 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 six of the seven national fraternities on campus and all seven sororities. Although most of the fraternities are located in the Union Avenue complex, sororities occupy both Union Avenue 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. Theta Chi Fraternity has a house of its own near campus.

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 by a graduate student, who serves as head resident, and by 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 ground 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 desire for participation in Fall Rush will be contacted either by Panhellenic or the Inter-Fraternity Council during the summer months. Unless the Housing Office is notified prior to Rush Week of a change of plans, those students indicating participation in Rush will not be assigned housing until after the conclusion of formal Rush. Such students will be assigned housing according to the date of their housing card, as space is available.

Rates
Room and board are charged as a unit and all students living in dormitories, A-frames or the Union Avenue Complex must pay board 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 Coordinator, Dean of Students 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.

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 in the "Financial Aid" section.

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 charge the fee schedule and tuition, board and residence hall rates for a given term without oner 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 yearly expenses:

- Tuition: $3,780
- Room and Board: $1,770
- Student Government Fee: $50

Estimated expenses amount to $5,600 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 for 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 1979-80 academic year is $3,780. Tuition will be charged at registration each term (fall and spring) in accordance with the following schedule:

- Full-time student (3 or 4 units) $1,890
- More than 4 units per unit $480
- Part-time students (less than 3 units); per unit $480

Tuition charges for fractional unit courses will be computed at the per unit rate of $480.

Courses taken at the Military Centers will be included in the determination of a student's status as a full-time student for the purpose of computing the appropriate tuition charge based on the number of courses for which the student is registered at any one time. Courses taken consecutively will not be added to compute the load. Refer to Definitions for definitions of full-time and part-time students and for explanation of tuition charges applicable to activity courses.

Winterim Tuition

Full-time academic year student No additional charge.
Full-time one-term student $240
Part-time or Winterim only student $480

Auditor's Fees

Full unit, lecture, per course $240
Full unit, laboratory and Creative Arts, per course $480

Tuition for fractional unit courses will be computed at the appropriate fraction of the per unit cost.
A student who is enrolled for 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 (Required of each full-time student, except graduate students; not refundable) ........................................... $25
Deferred Payment Fee (maximum) ............................................ $25
Late Registration Fee (Applicable on and after the first day of classes) ................................................................. $10

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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) ......................... $15
Lock Deposit for personal locker (refundable) ...................... $3
Housing Key-Room Damage Deposit ........................................ $15

**Special Fees for Off-Campus and Physical Education Activities**

Alpine Hiking & Backpacking, $25; Bowling, $15; Golf, $22; Riding, $60; Scuba Diving, $45; Cooperative Education Fee, per term $30.

Fieldwork Experience/internship Fee required of Occupational Therapy/Physical Therapy students at the beginning of the Fieldwork/Internship period ......................................................... $425

See course sections on Occupational Therapy/Physical Therapy for complete information.

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 of 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 ............................................................ $1,770
(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 1980 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. The 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.

This plan is designed primarily for full-time students who may, or may not, reside in University residence halls.
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 variable deferred payment fee ($25 maximum) 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 wages must be applied to the student’s 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 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 Winterm 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 Winterm.

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

Room Residence Hall rentals are not refundable except when withdrawal from the University is caused by sickness or circumstances entirely beyond the control of the student. If a student moves from the residence hall to which he/she has been assigned, provided that official withdrawal from the University for the reason(s) previously stated is the cause, the room charge may be cancelled and payments on room rent may be refunded on a pro-rata calendar basis. If the student moves out for lesser reasons the entire room charge remains on the student’s account.

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

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

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

Director: Steven Thorndill

Any applicant for admission to the University is eligible and encouraged to apply for financial assistance. The University endorses the principle that most 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 Financial Aid Form (FAF), which is sent to the College Scholarship Service (CSS). This need analysis system is widely accepted among colleges and universities throughout the United States in providing documentation of applicants' financial need.

After the results of the FAF analysis have 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: scholarships, grants, employment, loans.

The aid awarded (except the employment 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 assistance.

The Office of Financial Aid welcomes inquiries about the wide range of financial aid opportunities which are available to UPS students. For a more detailed description of the University's Financial Aid Programs, contact the Admissions or Financial Aid Office for a copy of The ABC's of Financial Aid.
Procedure: How to Apply

Freshmen In order to be considered for need-based 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. Since most financial announcements are mailed to entering freshmen in March or April, it is important that the FAF be submitted to the College Scholarship Service no later than March 1 for priority consideration.

2. All admissions credentials in connection with the application (transcript 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 Admissions.

Transfer Students In order to be considered for need-based financial assistance, all transfer 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 Certificate of Acceptance.

Late Applications Students who file FAF’s after March 1 are eligible for aid consideration, but they should be aware that certain categories of aid may be exhausted or quite limited.

Types of Financial Aid

Financial assistance, as stated earlier, may be granted in any one or a combination of forms: scholarships, grants, employment, and loans. A detailed list of UPS endowed 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.

Trustee Scholarships Scholarships up to a maximum of $1,000 per year are awarded to outstanding freshman and transfer students on a selective and competitive basis.

Financial need is not a criterion for selection for these scholarship awards. All students admitted to the University are considered for these scholarships on the basis of information submitted to the Office of Admissions during the admissions process. As funds are generally limited, those students admitted by March 1 will receive priority consideration.

University Talent Scholarships Scholarships are available in music, forensics, drama, and men’s and women’s athletics. Students interested should contact the department directly.

Merit Scholarships The University sponsors Merit Scholarships for National Merit Finalists who have indicated UPS as their first choice institution. For further information contact the admissions office.

Basic Educational Opportunity Grants (BEOG) Basic Grants which range from $200 to approximately $1,800 are available to students attending an institution of post-secondary education on at least a half-time basis. Students are encouraged to apply.
Law Enforcement Education Program (LEEP) Grants and/or loans are available to students presently employed in law enforcement. Funds are awarded by 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.

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 demonstrated their need for financial assistance. Application forms are 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 undergraduate 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.

by completing the FAF and requesting that results be sent to the BEOG program. 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. These grants normally range from $200 to $1000 per year. They are usually awarded only if parental help is low or nonexistent. Application is made by submitting the FAF.

College Work-Study (CWS) A federal government work program administered by the University which provides work for qualified students from middle and low-income families. Employment may be either on or off campus. Application is made by submitting the FAF.
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 84-756 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 about all academic regulations affecting himself or herself and his 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.

**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. Application is made by submitting the FAF.

**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. Application is made by submitting the FAF.
University Endowed 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.

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 and promising students.

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.

DSH Humanities Award For an outstanding student from the East Coast or Mid-west who plans to pursue a major in the Humanities.

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 Preference for Congregational students.

Myra H. Dupontius 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. Fehrlandt 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  For a worthy and needy student.

Ernest Goulder Memorial Scholarship Fund  Aid for a pre-ministerial student.

Victoria E. Green Memorial Fund

Junia Todd Hallen Memorial Scholarship Fund

Hanawalt Fund  For worthy, needy students.

David L. Handy Memorial Scholarship Fund

Eileen Earley Hemstreet Book Award  For purchase of books 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 Cliff Hicks Scholarship Fund

Leonard Howarth Fund  For academically deserving students majoring in the Natural Sciences or Mathematics.

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.
Scholarships

William W. Kilworth Memorial Fund
J. Dean King Scholarship Fund
Herman Lindworth 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 worthy and needy student.
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 student preparing for the ministry or for a career as a certified public accountant.
Hugh Martin Memorial Fund
Reverend Thomas Joy Massey Memorial Scholarship Fund  For worthy students training for Christian careers.
Mathematics Award Fund  Annual award to an outstanding student in the Department of Mathematics.
John Bartlett McDonald Memorial Fund  For a promising student in the field of engineering or to purchase books in the field of pre-engineering.
Jean McKenzie Memorial Scholarship Fund
Memorials Scholarship Fund
Frederick D. Metzger Memorial Scholarship Fund  For worthy pre-law students.
Robert E. and Robert S. Munn Scholarship Fund
Dora and Claude V. Munsey Scholarship Fund
Museum of Natural History-Laurence A. Johnson Fund  For needy students in Biology with peculiar ability to do special work for the museum or for museum support.
Nor Height, Nor Depth Memorial Scholarship Fund

Edna Mundt Nyberg Elementary Education Scholarship Fund  For a freshman interested in elementary education and to be continued for four years.
Helen Osborn Memorial Fund  To provide books for young men and women preparing for full-time Christian service.
M. J. Perdue Scholarship Fund  For students preparing for full-time Christian service.
Esther G. Pitz Occupational Therapy Memorial Scholarship Fund  To an outstanding student in the School of Occupational Therapy.
Raymond and Margaret Powell Scholarship  To a junior student who has been in residence at the University of Puget Sound for the preceding three years and possesses the qualifications and promise for successful public school teaching, and is largely self-supporting.
Raymond Proudfoot Memorial Fund  For worthy students, preferably students planning to enter the Methodist ministry.
J. Maxson Reeves Memorial Scholarship Fund
Stella Richardson Memorial Fund
Robbins Memorial Scholarship Fund  For worthy, needy students.
John H. Rudd Memorial Fund  For a needy student to be nominated by the President of the University.
Eliza P. Runnells 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.
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.
Cleone 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 Nutrition and Textiles.

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. Wehrman 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.

Departmental Awards and Prizes

Biology
Gordon D. Alcorn Award  For an outstanding senior in biology.

GPA For a research contribution to the department

Chemistry
American Chemical Society Student Affiliate Award  For a senior chemistry major who has achieved the highest grade point average over a four-year period.

Freshman Chemistry Award  For a freshman student of chemistry who has achieved the highest academic record in the General Chemistry course.

Merck Award  Recognition of outstanding performance by a sophomore in the Organic Chemistry course.

Analytical Chemistry Award  For a sophomore or junior who has shown great aptitude and interest in pursuing Analytical Chemistry.

Laporte Award  Presented to sophomores or juniors majoring in chemistry who have demonstrated excellent academic ability and who are likely to continue into post-graduate study.

Robert D. Sprenger Chemistry Award  For a student who has demonstrated the personal characteristics that Bob Sprenger so richly exemplified.

Caputo Research Award  Support for one student, normally a junior, for summer research.

Communication and Theatre Arts
A.O. Burmeister Memorial Fund  For students in any department winning the Burmeister Oratory Contest.

English
Leonard K. Stalker Memorial Award  A senior writing prize

Ben and Slava Heuston Memorial Award  For an outstanding senior English major.

Philip E. Hager Award  For an outstanding junior English major.

Nina Engebretson Prize  A freshman writing award.

History
History Essay Prize  For the best paper submitted by an undergraduate as part of the required course work in history courses offered during the academic year. All undergraduates taking history courses, regardless of their major, are eligible.
Directory/
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Gregory W. Brewis, Assistant to the President
Audrey D. Edmonson, Secretary to the President
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Thomas A. Davis, Dean of the University
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Mildred Ness, Administrative Assistant
Frank Peterson, Associate Dean
Michael E. Randall, Director of Seattle Campus: Olympia Program
Dorothy J. Rhodes, Study Abroad Coordinator
Wallace M. Rudo, Dean of School of Law
Desmond Taylor, Director of Library
Carrie Washburn, Coordinator of Academic Programs
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Bruce Altshuler

Norman R. Anderson

LeRoy Earl Annis

Barry S. Anton

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Suzanne Wilson Barnett

Wolfred Bauer

Barry Arnold Bauska

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B.S., Cornell University, 1965; J.D., University of California School of Law, Berkeley, 1970.

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B.S., Florida State University, 1966; B.A., University of South Florida, 1971; Ph.D., Case Western Reserve University, 1977.

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B.A., University of California at Irvine, 1967; Ph.D., University of Oregon, 1971.
Mitchell F. Bloom
B.S., Carnegie Institute of Technology 1957
M.S., New Mexico Institute of Science and
Technology, 1962 Ph.D., University of
Pittsburgh 1971

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

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B.A., University of Notre Dame, 1965 J.D.
Northwestern University, 1970 LL.M., University
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Bert Elwood Brown
B.S., Washington State University, 1949 M.S.
California Institute of Technology, 1953; Ph.D.
Oregon State University, 1963

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University of Minnesota, 1978

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B.A., Davidson College, 1958 LL.B.
University of Louisville, 1963; LL.M.
University of Wisconsin, 1964

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CPT, United States Air Force, B.A., M.A.

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University of Colorado, 1966

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1970

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B.A., Washington University, St. Louis; J.D.
Northwestern University, 1970.

Bill Dale Colby
B.A., University of Denver, 1950; M.A.
University of Illinois, 1954

Ernest F. Combs
B.A., Washington State University, 1953
M.I.T., Cornell University, 1955; Ph.D.
University of Washington, 1971

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B.S., M.S., George Mason University, 1974
1977

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B.A., Harvard College, 1970; M.A., Ph.D.

Ralph Edward Corkrum
B.A., M.A., Washington State University, 1951
1953

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B.A., M.A., California University, 1938, 1940
M.A., Ph.D., Princeton University, 1942, 1945

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B.A., California State College at Los Angeles.
1955; M.A., San Fernando Valley State College.
1963; Ph.D., University of Southern California.
1966

Michael J. Curley
B.A., Fairfield University, 1963; M.A., Harvard
University, 1965; Ph.D., University of Chicago.
1973 (Sabbatical, Spring 1980.)

Zdenko F. Danes
B.S., Ph.D., Charles University, Prague, 1947
1949 (Faculty Exchange 1979-80);

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B.A., Pacific University, 1974; M.A., University
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B.A., Denison University, 1956; M.S., University
of Michigan, 1957; Ph.D., Cambridge University,
1963.

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B.A., University of Washington, 1959; J.D.
University of California, Berkeley Hall,

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B.A., Washington State University, 1951
M.S., University of Washington, 1969.

Lawrence E. Ebert
B.V., M.M., Cleveland State University, 1960
1962; Ph.D., Michigan State University, 1967

Albert Allyn Eggers
B.S., Oregon State University, 1966; M.A., Ph.D.
Dartmouth College, 1966, 1971

John Thomas English
B.A., M.A., Michigan State University, 1961
1964; Ph.D., University of Oregon, 1973

Manuel English
B.A., University of Nebraska, Omaha, 1966
M.A., University of Oklahoma, Norman, 1968
Ph.D., University of Manchester, England.

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

Robert Charles Ford
B.S., University of Maryland (Eastern Shore),
1963; M.A., University of Puget Sound, 1972
Ph.D., Union Graduate School, 1975

Charles Paul Frank
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1966; Ph.D., University of Oregon, 1972.

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1959; D.M.A., Stanford University, 1966.

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University of Washington, 1973; Ph.D.
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Janis Tim Hansen

Richard B. Hartley

Norman Heimgartner

Richard W. Hemstad

Paul Harry Heppe

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Richard B. Hirst

Renate R. M. Hodges

Richard Hodges

Barbara Hoffman

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

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Sandra Meggett

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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
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University of Puget Sound
Application for Freshman 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 ___________________________.

Permanent Address ___________________________ phone ___________________________.

Date of Birth ______ Place of Birth ______

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 □ Hispanic American □ Other □

Name of legal guardian if not a parent ___________________________. Address ___________________________.

In case of emergency notify: Name ___________________________.

Father's name: ___________________________.

Father's address ___________________________.

city state zip ___________________________.

Colleges attended by father ___________________________.

Name year degree ___________________________.

Father's occupation ___________________________.

If deceased, date: ___________________________.

Mother's name: ___________________________.

Mother's address if different ___________________________.

city state zip ___________________________.

Colleges attended by mother ___________________________.

Name year degree ___________________________.

Mother's occupation ___________________________.

If deceased, date: ___________________________.

Educational Information

Name of your high school ___________________________. 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 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 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, off-campus, 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 your 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 ____________________________ Date ____________________________

After completing Section One, LEAVE THIS APPLICATION WITH YOUR COUNSELOR OR PRINCIPAL who will complete the school evaluation and submit the application 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 ___ decide from too.)

Grading system _____ Lowest passing grade ____ This school is Accredited □ Not accredited □

Testing (scores, not percentiles):

- CEEB PSAT NMSQT V _____ M _____ Date Taken ____________ ACT, E _____ M _____ COMP _____ Date Taken ____________
- CEEB SAT V _____ M _____ Date Taken ____________ WPCT V _____ Q _____ 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 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, or personality, enthusiasm, special talents.

Signature of Authorizing Person ____________________________ Title ____________________________

High School ____________________________ School Phone ____________________________ Date ____________________________

Rev 4-76
Advanced Standing
Application for Admission

Personal Information
Please type or print with Ink
For Admission to: Fall □ Winter Term: Only □ Spring □ Summer □ Summer Only □ 19 □
Will be full-time student □ part-time □ late afternoon and evening □ Main Campus □ Seattle Campus □ Olympia Campus □
Ft. Lewis Campus □ McChord Campus □

Legal Name ___________________________ Male □ Female □ Social Security Number ________________
Maiden or other name used ____________________________

Present Mailing Address ___________________________ city ___________________________ state __________ zip __________
Permanent Address ___________________________ city ___________________________ state __________ zip __________

Place of Birth ___________________________ Date of Birth _____________ Citizen of ___________________________
Ethnic Origin (Optional) Asian American □ Black Afro-American □ White American □ American Indian □
Hispanic American □ Other ___________________________
Veteran: Vietnam □ Korea □ Other □ Date of Enlistment _____________ Date of Discharge _____________

Emergency Contact
Name ___________________________ Relationship. □ Parent □ Guardian □ Spouse □ Other
Address ___________________________ street ___________________________ city ___________________________ state __________ zip __________

Any health/medical problems or limitations of which we should be aware ___________________________

Educational Experience
Last high school attended ___________________________ name ___________________________ city ___________________________ zip __________

If you have previously attended UPS please indicate dates of attendance: _______ to _______ On campus □ Off campus □
List all colleges attended since high school
date date
name ___________________________ city ___________________________ state __________ zip __________
name ___________________________ city ___________________________ state __________ zip __________
name ___________________________ city ___________________________ state __________ zip __________

List significant work experiences ___________________________

Present Employer ___________________________ firm ___________________________ city ___________________________ How long employed? __________

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 □ Fifth Year □ Other ___________________________
Are you applying for financial aid from Puget Sound? Yes □ No □ If yes, have you filed a Financial Aid Form (FAF)? Yes □ No □
Date filed _____________ Do you plan to live in Campus Housing? Yes □ No □
Date ___________________________ Signature ___________________________

ALL APPLICANTS FOR ADVANCED STANDING MUST SUBMIT APPLICATION FORM, $15 PROCESSING FEE, AND OFFICIAL TRANSCRIPTS FROM EACH COLLEGE ATTENDED.

Return to: Office of Admissions, University of Puget Sound, 1500 North Warner, Tacoma, Washington 98416
Telephone 206/756-3211

Rev. 4/78
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