

UNIVERSITY *of* PUGET SOUND

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2008-2009 BULLETIN
GRADUATE PROGRAMS

University Accreditation and Memberships

The University of Puget Sound is accredited by the Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the United States Department of Education and by the Council for Higher Education Accreditation. The Commission may be contacted at the following address:

Northwest Commission on Colleges and Universities
8060 165th Avenue NE, Suite 100
Redmond, WA 98052-3981

In addition to institutional accreditation from the Northwest Commission on Colleges and Universities, the following programs have specialized accreditation or status. A complete statement of each program's accreditation or special status is presented with the program listing.

Chemistry by the American Chemical Society

Education by the National Council for Accreditation of Teacher Education

Music by the National Association of Schools of Music

Occupational Therapy by the Accreditation Council for Occupational Therapy Education

Physical Therapy by the Commission on Accreditation for Physical Therapy Education

Enrolled or prospective students wishing to review documents describing the university's accreditation may do so in the Associate Deans' Office, Jones 212.

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University of Puget Sound 2008–2009 Bulletin Graduate Programs

The information contained in this *Bulletin* is current as of May, 2008. Changes may be made at any time. Consult the University Web site for the most up-to-date information.

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The University

The University of Puget Sound is an independent, predominantly residential, undergraduate liberal arts college with selected graduate programs that build effectively on a liberal arts foundation. The university, as a community of learning, maintains a strong commitment to teaching excellence, scholarly engagement, and fruitful student-faculty interaction. Established in 1888 by what is now the United Methodist Church, Puget Sound is governed today by a wholly independent board of trustees.

The university's primary goal is to provide an outstanding liberal arts education. The undergraduate academic program, enrolling approximately 2,500 students, is based on a core curriculum for all students and includes a wide selection of majors in the liberal arts. Undergraduate professional programs integrated with the liberal arts are available in business and music. The university also provides distinctive graduate programs in education, occupational therapy, and physical therapy for approximately 200 students.

Mission of the University

The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and cocurricular, encourages a rich knowledge of self and others, an appreciation of commonality and difference, the full, open, and civil discussion of ideas, thoughtful moral discourse, and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.

Faculty and Students

The university's faculty and board of trustees support a program committed to comprehensive liberal learning and academic excellence. The full-time faculty of approximately 225 is first and foremost a teaching faculty, selected not only for excellence in various subject areas but also for the desire and ability to transmit that knowledge in a manner that promotes critical thinking. Students benefit from classes taught by committed faculty members who welcome students not only into their classrooms but also into the scholarly community of the campus. Faculty members maintain an active intellectual life that nourishes their own scholarly development and their work with students.

Puget Sound is large enough to offer the advantages of multiple perspectives, sophisticated technologies, and a rich array of programs, yet small enough to preserve a relaxed, friendly atmosphere. Students come to Puget Sound with diverse backgrounds and interests from nearly every state in the nation and from several foreign countries.

Puget Sound welcomes students, faculty, and staff of all religious faiths and racial and ethnic backgrounds. The limited size of the student body, the residential campus, and the commitment of the faculty to intensive, rigorous education create a highly engaging experience in liberal learning.

The Graduate Program

The graduate program at the University of Puget Sound is designed to build on the baccalaureate liberal arts experience. The graduate program's distinctiveness lies in its continuation and application of liberal learning within graduate professional training in the fields of Education, Occupational Therapy, and Physical Therapy. The graduate program is a sound and integral component of the University of Puget Sound's mission.

School of Education

Graduate Faculty

University of Puget Sound graduate faculty are those hired to teach in the graduate programs by virtue of their specific qualifications to meet the curricular objectives of those programs and the needs of their students. The graduate programs at the University of Puget Sound function within a liberal arts environment to prepare students for success in professional fields. Graduate faculty are qualified to meet the educational objectives of the graduate program by virtue of (1) academic credentials that prepare them to advance the knowledge of their professional discipline through scholarship and research, and (2) professional credentials that prepare them, through experience, to provide a context for the interaction of theory and practice.

EDUCATION

Professor: Terry Beck, Grace Kirchner; Christine Kline, *Dean*; John Woodward

Associate Professor: Julian Edgoose; Fred Hamel (on leave Spring 2009), Amy Ryken

Clinical Associate Professor: Kim Bobby

Instructor: Betsy Gast; Barbara Holme; Jennice King

Visiting Instructor: Heather Jaasko-Fisher

Graduate Programs

The **Master of Arts in Teaching** (MAT) degree offers professional preparation in teaching to those who hold baccalaureate degrees in the arts or sciences. Students completing the program will meet all requirements for Washington state teacher certification. The master's degree will meet the academic requirements necessary for continuing certification in the state of Washington.

The **Master of Education** (MEd) degree in counseling offers specialization in school counseling, pastoral counseling, or agency counseling.

Professional Certification

The University of Puget Sound has been approved by the Washington State Board of Education to offer programs leading to professional certification for teachers and counselors. Persons obtaining certification for the first time in the state of Washington must meet requirements for moral character and personal fitness, established by the state Board of Education. Complete details on certification can be obtained through the certification office in the School of Education.

Accreditation

The School of Education at the University of Puget Sound is accredited by the National Council for Accreditation of Teacher Education, a specialized accrediting body recognized by the United States Department of Education.

Title II Reporting

Institutional information required by Section (f)(2) of Title II of the Higher Education Act is available from the School of Education or on the Web site, [www.ups.edu/education](http://www ups edu/education).

MASTER OF ARTS IN TEACHING PROGRAM

Philosophy

The preservice Master of Arts in Teaching Program is designed to prepare professional educators who have a strong liberal arts background and who are able to make knowledgeable decisions about their students, about curriculum and instruction, about their own teaching practice, and about their role in the ethical and organizational dilemmas of schooling. The faculty of the School of Education desire that students in the MAT program be ardent learners who convey in turn to their students a love of learning. The requirement that entering students have devoted four years to a liberal arts course of study, including a specialized major, ensures that students bring strong academic backgrounds to their professional training, which will give perspective, intensity, and flexibility to their teaching. Professional study is concentrated in a post-baccalaureate year, focusing on theoretical and applied aspects of teaching.

Students in the MAT program will practice their profession in a rapidly changing world that cannot be fully simulated in their preparation. Therefore, the faculty bases the program on enabling students to make professional decisions that build on an understanding of the contexts in which they practice. The faculty provide students with a background in the best professional practice and the opportunity to apply that knowledge with specific learners in specific settings, but, above all, the faculty supports students as they begin making important decisions about the lives of those they teach. MAT graduates must have the knowledge, wisdom, and flexibility to choose courses of action that are effective for the children and communities they serve. The School of Education will encourage them to be critics of their own teaching so that they will continue to improve.

Advantages of the MAT Program

Students receiving certification through the MAT program will begin their teaching careers with several advantages. These students can develop a broader program of undergraduate study that will enhance their teaching and their future life opportunities. Salaries for teachers with master's degrees are usually significantly higher than for teachers with baccalaureate degrees; Puget Sound graduates will begin their careers at this higher salary.

Teaching Endorsements

The MAT program includes the skill competencies for Washington state elementary endorsement. Secondary education students must pass the WEST_E test for an endorsement in the teaching area of their choice prior to admission to the program, usually in the subject of their undergraduate major. Complete lists of the competencies for each endorsement are available from the School of Education.

Degree Requirements

Degree requirements are established by the faculty on recommendation from the School of Education and the Director of Graduate Study. All graduate programs in the School of Education require a minimum of 8 units of graduate credit which must be taken for letter grades. No P/F grades are permitted, unless a course is mandatory P/F. Unless otherwise noted in the course description, graduate courses are valued at 1 unit each. A unit of credit is equivalent to 4 semester hours or 6 quarter hours. Up to 2 units of independent study may be applied toward the degree.

No more than two courses with C grades, or a maximum of 2 units of C grades, may be counted toward a degree, subject to School approval. Grades of D and F are not used in meeting graduate degree requirements but are computed in the cumulative grade average.

Master of Arts in Teaching

A candidate falling below a 3.0 grade average or receiving a grade lower than C will be removed from candidacy or be placed on probation. When candidacy is removed for any reason, the student may not register for additional degree work without the prior approval of the Academic Standards Committee.

Students who violate the ethical standards observed by the academic and professional community may be removed from candidacy. Such standards are delineated in the codes of the National Association of Secondary School Principals, the National Association of Elementary School Principals, the American Counseling Association, and chapter 180-87 of the Washington Administrative Code.

Course of Study

Prerequisites

(summer or during undergraduate years)

- 419 (1 unit) American Schools Inside and Out
420 (1 unit) Multiple Perspectives on Classroom Teaching and Learning

Fall Semester

Elementary

- 613 (0.5 unit) School Practicum
614 (0.5 unit) Introductory Professional Issues
616 (3 units) Elementary Curriculum and Instruction

Secondary

- 613 (0.5 unit) School Practicum
614 (0.5 unit) Introductory Professional Issues
618 (2 units), Learning and Teaching in the Subject Areas
620 (1 unit) Interdisciplinarity, Identity and Institutions

Spring Semester

- 615 (1 unit) Differentiation and Documentation of Learning
622 (1.5 units) Student Teaching
623 (0.5 unit) Professional Issues Seminar

Summer

- 628 (1 unit) Educational Thought and Practice
629 (1 unit) Seminar in Educational Experience, Context, and Meaning

Program Goals

MAT students should develop the capacity to see complexity, appreciate diversity, develop multiple explanatory systems, and manage on multiple levels simultaneously. The intent of the Master of Arts in Teaching program is to prepare teachers who have

- a. deep understanding of subject matter and pedagogies that teach for understanding;
- b. ability to manage the complexities of teaching;
- c. ability to promote the teaching-learning of challenging content;
- d. ability to reflect on their own practice, to look for principles underlying what “works” or “does not work” and to persist in determining their own appropriate practice;
- e. commitment to serving everyone’s children, particularly those who historically have not been well served by traditional schooling;
- f. ability to learn and work in collaborative fashion and to create settings in which others can learn and work;
- g. capacity to engage in the remaking of the profession and the renewal of schools with understanding of the social and cultural context in which students live and learn.

Learning, Teaching, and Leadership Master's Program 8-8.5 units

A student admitted to the MAT program, who later decides not to complete the preparation for classroom teaching, may consider completion of the Learning, Teaching, and Leadership Master of Education degree. A decision to undertake the Learning, Teaching, and Leadership program is made in consultation with the School of Education faculty and is generally made in the first semester of the MAT program. The program of study blends the fall semester MAT courses (see previous page) with the core of the Master of Education program and other specially selected courses for the spring and summer semesters:

- 601 (1 unit) Program Evaluation and Assessment
- 632 (0.5 unit) Introduction to Counseling and Interpersonal Communication
or
- 628 (1 unit) Educational thought and Practice
(another course can be substituted for EDUC 632 with advisor approval)
- 695 (0.5 to 1 unit) Independent Study
- 697 (0.5 to 2 units) Master's Project

Master of Arts in Teaching Course Offerings

Unless otherwise noted, each course is equivalent to 1 unit of credit.

419 American Schools Inside and Out This course contrasts central issues of schooling as seen from the “outside” political domain and the “inside” experience of students. It addresses how the problems and potentials of schools can be examined in informed ways. This course is intended both for prospective teachers and for students interested in examining critically one of the key institutions that shape American society. Required for admission to the MAT program. Satisfies the Social Scientific Approaches core requirement.

420 Multiple Perspectives on Classroom Teaching and Learning This course focuses on the ways in which teachers view learning, instruction, classroom organization and motivation. Broad perspectives guide the analyses which include historical lenses and current literature on classroom reforms. Required for admission to the MAT program.

613 School Practicum 0.5 unit This school-based field experience accompanies the elementary and secondary curriculum and instruction courses. MAT students observe and participate in elementary and/or secondary classroom teaching and learning experiences.

614 Introductory Professional Issues 0.5 unit This seminar introduces a number of professional topics required for teacher certification. Topics such as appropriate handling of child abuse cases, teacher liability, collective bargaining and teacher contracts, professional conduct, AIDS, substance abuse, and gangs are presented by guest speakers with legal and social service backgrounds. Some sessions allow students to begin to plan their MAT projects for the following summer.

615 Differentiation and Documentation of Learning Students focus on the continuous link among planning, instruction, and various forms of ongoing assessment. Students explore specific techniques for modifying instruction, various ways of documenting student growth, and using student artifacts as a source of assessment and shaping of instruction.

616 Elementary Curriculum and Instruction 3 units The 3-unit version of this course comprises modules which serve to fulfill the elementary endorsement essential areas of study includ-

Master of Arts in Teaching

ing reading and language, math, science, art, music, physical education, health, and social studies. It is required that students have content knowledge in these areas from their undergraduate preparation. These modules look at curricular structure and instructional methods in each of these fields. Assessing students' skill levels and evaluating effectiveness of instruction is also covered.

Language and Literacy in Elementary Schools An examination of current research that contributes to literacy learning and teaching; focus on ways in which children's language knowledge and competence can be fostered through informed classroom practices. Includes children's literature as well as assessment in literacy.

Curriculum and Instruction in Elementary Social Studies Approaches to developing critical skills in a multi-culture, multi-value social studies classroom; review of curriculum trends; development of resource units.

Mathematics and Science for Elementary Teachers Integrated course to examine science and mathematics in the K-8 curriculum. The content as well as approaches to the teaching of science and mathematics are explored. Recent developments and trends are discussed.

Music and the Arts in Elementary Education Development of aesthetic education curriculum for children in the elementary classroom. Aesthetic education in philosophy, art and music concepts, methods, materials, and creative activities in dance, music, visual arts, and related arts are explored. Emphasis is upon the development of a philosophy of aesthetic education, arts appreciation, and their integration into elementary classroom teaching.

Physical Education and Health A course designed to gain a firm foundation in teaching health and physical education in the elementary schools. Students gain experience in preparing lesson plans, following and teaching from a lesson plan, and different approaches to teaching.

618 Learning and Teaching in the Subject Areas 2.0 units In this course students develop knowledge and a reflective stance toward teaching in the secondary content area. Focusing on understanding the various ways in which adolescents engage with content area learning, students will plan, teach, assess and think reflectively about curriculum. *Prerequisite: EDUC 419, 420.*

618 A Social Studies/English

618 B Mathematics / Science

618 C Music

620 Interdisciplinarity, Identity, and Institutions Students focus on a dynamic series of tensions that beginning secondary teachers will face in learning to teach. Students will consider how student identities develop during adolescence and the tensions in teacher identity existing in complex school contexts, across the disciplines and across state and national arenas. *Prerequisite: EDUC 419, 420.*

622A/B Student Teaching in Elementary/Secondary 1.5 units This course provides students the opportunity to assume the role of an elementary/secondary teacher for a 15-week period during the Spring semester. Students work cooperatively with a selected mentor teacher, with supervisory support from the university. Pass/fail only. *This course is to be taken concurrently with EDUC 623, Professional Issues Seminar, and EDUC 615, Differentiation and Documentation of Learning.*

623 Professional Issues Seminar 0.5 unit This course covers important legal issues as well as serving as a forum for a reflective treatment of field experiences.

628 Educational Thought and Practice The major schools of philosophical thought are used to consider approaches to teaching and learning: What should the instructional purposes be? What are the options? Intended to perform a capstone function, collecting the strands of experience through the MAT program.

629 Seminar in Educational Experience, Context, and Meaning Students meet in small groups to reflect on their experiences. Major effort is an analysis of project data gathered during student teaching and presentation of the project to faculty and peers. Students devote time to assisting their peers in project development as a way of learning collegial and collaborative professional conduct.

MASTER OF EDUCATION PROGRAM

Philosophy

The MEd program in Counseling is designed for individuals seeking to assume new professional roles as school counselors. Puget Sound's School of Education, by virtue of its location in a liberal arts institution, is committed to training competent professionals, not technicians. The MEd program provides a firm foundation of skills and knowledge that will enable students to adjust to changing circumstances that will affect their professional practice in the future and which cannot be fully anticipated. For example, the MEd program favors the development of problem-solving and analytical skills and oral and written communication over proficiency with one particular technique or theory.

Degree Requirements

Degree requirements are established by the faculty on recommendation from the School of Education, the Director of Graduate Study, and the Academic Standards Committee. All graduate programs in the School of Education require a minimum of eight (8) units of graduate credit which must be taken for letter grades. No P/F grades are permitted unless a course is mandatory P/F. Unless otherwise noted in the course description, graduate courses are valued at 1 unit each. A unit of credit is equivalent to 4 semester hours or 6 quarter hours. Up to two (2) units of independent study may be applied toward the degree.

In an eight-unit graduate program, up to two (2) units (totaling 12 quarter hours maximum) of transfer graduate credit may be applied toward a degree and, in programs requiring nine(9) or more units, up to three (3) units (totaling 18 quarter hours maximum) of transfer graduate credit may be accepted. A maximum of two (2) units of graduate credit, including all credit from Puget Sound and other institutions, may be applied toward a degree at the time candidacy is granted. Credit for any academic work taken prior to candidacy must be requested at the time of application. Transfer credits accepted toward the degree will be noted in the letter granting degree candidacy.

Graduate degrees are based on integrated programs of study and are earned by evidence of subject mastery, not by the accumulation of credits. Programs of study are planned in consultation with an advisor and may not be changed without approval from the School of Education. Graduate courses are labeled at the 600 level. Subject to the approval of the School of Education, up to two (2) units (totaling 12 quarter hours maximum) at the 500 level may be applied toward the graduate degree, except classes numbered 508.

Master of Education Program

Under normal circumstances, all graduate credit will be earned in residence. Credits may be accepted in transfer at the time of admission when those credits would have applied toward an advanced degree at the institution of original registration. Correspondence course credits will not be accepted.

Subject to School of Education approval, a degree candidate may take graduate courses outside the primary field of study and, on occasion, undergraduate courses numbered 300 or above may be included in the graduate program. No 100- or 200-level courses may be applied toward a graduate degree; however, such courses may be required as prerequisites for a graduate program.

Academic Standing

No more than two courses with C grades, or a maximum of two (2) units of C grades, may be counted toward a degree, subject to School approval. Grades of D and F are not used in meeting graduate degree requirements but are computed in the cumulative grade average.

A candidate falling below a 3.0 grade average or receiving a grade lower than C may be removed from candidacy or be placed on probation. When candidacy is removed for any reason, the student may not register for additional degree work without the prior approval of the Academic Standards Committee.

Students who violate the ethical standards observed by the academic and professional community may be removed from candidacy. Such standards are delineated in the codes of the National Association of Secondary School Principals, National Association of Elementary School Principals, and the American Counseling Association, and chapter 180-87 of the Washington Administrative Code.

Degree Completion

Once degree candidacy has been granted, a student is expected to complete all degree requirements within six (6) years. All courses to be counted in the degree, including graduate transfer credit, must be taken within the six-year period prior to granting the degree; hence, courses may go out of date even though candidacy is still valid.

The graduate program includes both foundational, or core, requirements as well as requirements that are particular to an area of study.

Counseling

Program Goals: The intent of the program is to prepare counselors who can be successful in a variety of settings. Specifically the School seeks to prepare counselors who

- a. promote counselee growth and development by intervening in multiple contexts with individuals, groups, families, and organizations;
- b. understand and can apply multiple theories of human behavior and development to promote positive change - school counselors focus primarily on enhancing student learning;
- c. use multiple sources of information, including data and other evidence, to promote counselee growth and inform their own practice;
- d. work effectively and collaboratively with diverse populations and environments.

Core requirements

601 Program Evaluation and Assessment (1 unit)

631 Developmental Counseling (0.5 unit)

632 Introduction to Counseling and Interpersonal Communication (0.5 unit)

633 Humanistic Therapies (1 unit)

634 Cognitive Behavior Therapy (1 unit)

- 636 Group Leadership and Practicum (1 unit)
- 645 Psychopathology (1 unit)
- 647/48 Practicum/Internship in Counseling (2 units)
- 650 Final Evaluation Seminar in Counseling (0.5 unit)

School Counseling Track Area Requirements

- 603 Leadership and School Transformation (0.5 unit)
- 630 School Counseling (0.5 unit)
- 637 Tests and Measurements in Counseling (1 unit)
- Electives (1.5 unit)

Mental Health Counseling Track Area Requirements

- 635 Relationship and Family Counseling (1 unit)
- 637 Tests and Measurements in Counseling (1 unit)
- Electives (1.5 unit)

Pastoral Counseling Track Area requirements

- 635 Relationship and Family Counseling (1 unit)
- 638 Pastoral Counseling: A Wellness-based Approach (1 unit)
- 641 Psychology of Religion (1 unit)
- Electives (0.5 unit)

Candidates for Certification Only

Candidates who already hold master's degrees and who are applying for counselor certification only are advised to seek admission and develop a program with an advisor as soon as possible. Under no circumstances should such students take more than one unit of coursework prior to being admitted to the certification program. Candidates for certification must meet all admission requirements for degree candidacy.

Master of Education Course Offerings

Unless otherwise noted, each course is equivalent to 1 unit of credit.

600 Workshop in Education 0.5-1 unit Short-term courses developed to examine current curriculum/instructional issues and approaches in elementary and secondary education.

601 Program Evaluation and Assessment This course is designed to provide a foundation in basic educational research methods. Issues in research design, basic statistics, qualitative interviewing, and systematic evaluation are stressed. The course also covers basic issues in assessment, including fundamental concerns of reliability and validity, the development of norm-referenced tests, teacher-made objective tests, as well as performance and portfolio assessment. Assessment issues are directly related to research design issues. This is an introductory research class and it assumes no prior knowledge of quantitative or experimental techniques.

603 Leadership and School Transformation 0.5 unit This course is designed to build an understanding of (1) the complex processes of deliberate normative change in schools and agencies, (2) the expanded definitions of leadership within the role of counselor in regard to school and agency transformation and (3) the nature of "interactive professionalism" among counselors that is inherent in the emerging definitions of effective leadership. Research on and examples of effective strategies and school and agency transformations models are examined.

Master of Education Program

630 School Counseling 0.5 unit This course orients students preparing to become school counselors by building competence in and understanding of the varied roles counselors serve in kindergarten through grade 14. *Prerequisite: EDUC 631, 632.*

631 Developmental Counseling 0.5 unit This course focuses on identifying social-emotional developmental tasks throughout the lifespan with special emphasis on birth through age 21. Application of child counseling techniques are made from both a developmental, proactive perspective and a remedial, treatment point of view. Common counseling issues are examined: dealing with loss and suicide, child abuse and trauma. *Prerequisite: EDUC 632.*

632 Introduction to Counseling and Interpersonal Communication 0.5 unit This course is designed to introduce MEd students in counseling and administration to the role of the professional counselor. Helping skills and characteristics of effective communication are emphasized and practiced as well as the opportunity for increased personal awareness of beliefs and values.

633 Humanistic Therapies Three humanistic theories are examined in depth, compared and integrated: Person-Centered, Gestalt, and Transactional Analysis. Although emphasis is on the theory and practice of counseling, each theory is also reviewed from a multicultural and family therapy perspective. *Prerequisite: EDUC 632.*

634 Cognitive Behavior Therapy A range of intervention strategies, both cognitive and behavioral, are studied and practiced. These include contingency management, desensitization, modeling, reality therapy, motivational interviewing, and various types of cognitive therapy. *Prerequisite: EDUC 632.*

635 Relationship and Family Counseling This course offers an introduction to the clinical practice of couple and family therapy. Students increase their understanding of systems perspectives and contextual issues and develop a set of skills that enables them to offer therapeutic support to families and those engaged in other intimate relationships. *Prerequisites: EDUC 632, 633, and 634.*

636 Group Leadership and Practicum Students learn the theory and practice of group leadership for various counseling purposes. Students rotate leadership of a growth-oriented group and practice skills, receiving feedback on performance. *Prerequisites: EDUC 632, 633.*

637 Tests and Measurements in Counseling The critical evaluation and selection of psychological instruments is studied. Psychometric theory is emphasized and major representative instruments are surveyed.

638 Pastoral Counseling: a Wellness-based Approach This course seeks to present students with a way of pastoral care and counseling that focuses on health and wellness from a human development perspective rather than from a sickness and pathology framework. As such, it explores the history of pastoral care and counseling and of pathology and wellness in Western culture, offers an amplified view of human development, and proposes and demonstrates pastoral clinical approaches that implement a wellness-based practice. In this course students increase their understanding of the underlying theory of pastoral counseling by examining the underlying assumptions of a pathology-based and a wellness-based therapy practice. They also devise a viewpoint and a set of skills that enable them to offer therapeutic support and change to counselees not wishing to be labeled as “pathological.” *Prerequisite: EDUC 632.*

639 Multicultural Counseling 0.5 unit This course examines current research in multicultural counseling. Students investigate cultural and demographic information on special populations in the U.S. and learn approaches for successful intervention with counseling clients who are ethnically and culturally diverse.

640 Bereavement Counseling 0.5 unit An introduction to current concepts of bereavement, attachment, death, and dying. Participants gain tools in counseling persons experiencing loss and grief. *Prerequisite: EDUC 632.* Offered summer only.

641 Psychology of Religion A study of the interaction between the human experience of faith and the science of psychology. Some topics include religious growth and development; guilt, sin, anxiety; love and hate; religious experience; the logic of religious symbols; worship and meditative prayer. Some topics are treated interculturally. Offered alternate summers.

645 Psychopathology This course assists counselors in making accurate diagnosis and developing treatment and planning skills. The *Diagnostic and Statistical Manual* of the American Psychiatric Association provides the framework of study. *Prerequisite: EDUC 632.*

646 Addressing Alcoholism and Substance Abuse in Counseling 0.5 unit This course examines alcoholism and substance abuse with particular focus on assessment and therapeutic interventions. Comparisons of differing perspectives on these issues are explored as well as research on individuals, children, and families touched by substance abuse. *Prerequisite: EDUC 632.*

647 and 648 Practicum/Internship and Practicum in Counseling Audio and video tapes are used for intensive supervision of students counseling clients from Puget Sound or the community. Also includes a field placement under team supervision. Students desiring certification as school counselors must select a K-12 setting that meets with the approval of the Tacoma-UPS PEAB. Other placements include mental health centers, the University of Puget Sound Counseling Center, Western State Hospital, etc. Pastoral counseling students complete internships in settings oriented to the pastoral care perspective. Time spent at the placement must total 400 hours or more. Arrangements for internships should be made at least one semester in advance. The group meets as a class throughout the year to share experiences and to cover topics not included in the rest of the curriculum. *Prerequisites: EDUC 633 and 634, and for school counselors, EDUC 636.*

649 Divorce Counseling 0.5 unit This course is intended for school and mental health track counselors to better prepare them for working with children, couples, and families when a couple is considering divorce or has been through divorce. *Prerequisite: EDUC 632.*

650 Final Evaluation Seminar in Counseling 0.5 unit The capstone course in the counseling program. Counseling competencies are assessed as a basis for graduation. A major paper is required.

665 Conflict Management for Educators This course is designed for M.Ed. students in counseling and administration who want to expand knowledge of communication theory and advance their skills in the prevention and mediation of conflict with students, staff, and parents. *Prerequisite: EDUC 632.*

695/696 Independent Study Credit variable, 2 units maximum.

697 Master's Project 0.5-2 units maximum An extended project conducted under the direction of the student's advisor. Designed to permit a wider range of activities than normally acceptable under the more formal thesis requirements.

School of Occupational Therapy and Physical Therapy

698 Master's Thesis 0.5-2 units maximum Research project involving balance of scholarly and empirical research, using approved research techniques and culminating in a formally written, approved thesis.

SCHOOL OF OCCUPATIONAL THERAPY AND PHYSICAL THERAPY

Professor: Roger Allen; Kathleen Hummel-Berry, *Director*, Physical Therapy; Yvonne Swinth; George Tomlin, *Director*, Occupational Therapy

Clinical Associate Professor: Robert Boyles; Jennifer Hastings, *Director of Clinical Education*; Martins Linauts; Ann Wilson

Assistant Professor: Tatiana Kaminsky; Julia Looper

Visiting Assistant Professor: Renee Watling

Visiting Clinical Assistant Professor: Margaret Luthman

Academic Fieldwork Coordinator for Occupational Therapy: Marie DeBenedictis

Adjunct Clinical Assistant Professor: Cindy Benson

Adjunct Instructors: Cathy Elvins; Kari Tanta; Dawn Yoshimura-Smith

Selected expert occupational therapists and physical therapists from the community are invited to campus to work with students in the on-site campus clinics as well as to augment and enrich the curriculum by presenting specialized information in particular courses.

General Information

History

The School of Occupational Therapy at Puget Sound was established in 1944 with the aid of funds from the Washington Tuberculosis Association and various local leagues in response to an acute shortage of occupational therapists. The School of Occupational Therapy was the first of its kind in the Pacific Northwest and has retained continuous accreditation since 1945. In 2002, the program began offering only post-baccalaureate degrees (Master of Occupational Therapy and Master of Science in Occupational Therapy), following the guidelines of the American Occupational Therapy Association.

The Physical Therapy Program at Puget Sound was established in 1975 with the aid of funds from Public Health Services, Bureau of Health, Education, and Welfare and has enjoyed continuous accreditation. Consistent with the guidelines of the American Physical Therapy Association, the program began offering the Master of Physical Therapy degree in 1987, superseded by the Doctor of Physical Therapy in Fall 2001.

Philosophy

The University of Puget Sound holds the belief that the academic community should be a meeting place for the exchange and generation of ideas and for the personal and professional growth of individuals. Both the Physical Therapy and Occupational Therapy Programs, therefore, are more than professional training programs. The approach of the School of Occupational Therapy and Physical Therapy is to prepare the student both for professional roles and responsibilities and for life. The school offers programs that will not only provide a thorough background in a profes-

sional field of healthcare practice, but will also significantly broaden the student's horizons. These programs provide the practitioner with a strong foundation for understanding and using the methods of discovering knowledge, for evaluating new knowledge, and for translating it into useful technology and practice.

Objectives

The primary objective of the School of Occupational Therapy and Physical Therapy is to enable students to attain the knowledge, skills, and understanding required for the practice of occupational therapy or physical therapy. However, because physical therapy and occupational therapy are closely allied disciplines, a second objective is to provide interdisciplinary education and experiences so that students in each field will understand and respect the goals, knowledge, and skills of the other and collaborate in service delivery for their patients.

Student Body

Each year the School admits 30 master's degree students to the Occupational Therapy Program and 30 doctoral degree students to the Physical Therapy Program. These students come from a variety of backgrounds and educational experiences, from throughout the U.S. and internationally. Student organizations in both occupational therapy and physical therapy are active on campus.

Accreditation

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education, American Occupational Therapy Association, P.O. Box 31220, Bethesda, MD 20824-1220, telephone: 301.652.2682. Graduates of the program are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT), 12 South Summit Avenue Suite 100, Gaithersburg, MD 20877-4150, telephone: 301.990.7979, e-mail: info@nbcot.org. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice, and state licenses are usually based on the results of the NBCOT certification examination. (Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or obtain a state license.)

The Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education in accordance with the *Standards for Accreditation of Physical Therapy Educational Programs*. Accreditation qualifies the physical therapy graduate to take the licensing examination offered by any of the 50 states.

OCCUPATIONAL THERAPY PROGRAM

Mission

The mission of the Occupational Therapy program is to prepare its graduates for the scientific, efficacious, ethical, and evidence-based practice of occupational therapy. The professional master's degree program provides its graduates with the knowledge, skills, and understanding necessary to practice general occupational therapy at the entry level, and to have an excellent foundation for later specialization and for professional lifelong learning. The two tracks of the professional master's program offer students both the core professional courses and enhanced experiences for beginning researchers, leaders, and advocates in service to consumers and the profession.

The post-professional master's degree program provides its students the opportunity to specialize and provide advanced leadership in an area of practice. This degree allows occupational therapists educated at the baccalaureate level to upgrade their credentials.

Occupational Therapy Program

Design of Curriculum

The occupational therapy curriculum design incorporates five strands. These strands consist of the four aspects of human occupation: (a) body structure/function, (b) task/activity or function, (c) participation or occupation, and (d) context: family, environmental, sociocultural; as well as (e) clinical and research reasoning, formulated from theories of expertise development. The strands are bound together to lead directly to the clinical practice of occupational therapy, which includes evaluation, intervention planning and implementation, documentation, supervision, administration, consultation, research, and health care planning.

The purpose of the curricular structure is to promote the steady acquisition of the knowledge, skills, understanding, values, and professional behaviors of a well-prepared, entry-level therapist. The program seeks to build solid foundations for general practice, upon which graduates may base lifelong, continuing education, and later professional specialization if they wish. The faculty believe that the strongest educational preparation is achieved through a rigorous encounter with theory, closely supervised and practiced skills, and ample opportunities to apply knowledge to the situations of actual practice.

Puget Sound's Occupational Therapy program is highly unusual nationwide in that during the final semester of the academic portion of the curriculum, students, under faculty supervision, have full responsibility for evaluating and treating clients in the program's on-site clinic. Students also participate in groups providing services off-campus for individuals with psychosocial needs. These experiences are a powerful preparation for the required off-campus full-time fieldwork placements.

Educational Goals

Education in occupational therapy is incomplete unless it is integrated with the liberal arts. The professional occupational therapist should think logically, analytically, and creatively; communicate clearly and effectively; be intellectually autonomous; understand the interrelationship of various branches of knowledge; and develop a set of personal and professional values. Specifically, the educational goals for students include the following:

1. Demonstrate the ability to move fluidly in the analysis of human occupation among data pertaining to participation, contextual factors, activities and tasks, and body functions and structure.
2. Frame problems of human occupation in accordance with current theoretical models and frames of reference.
3. Devise therapeutic intervention plans and programs for individual clients, for groups of clients, and for settings (i.e., population-based services).
4. Demonstrate the ability to investigate and gather data systematically and logically.
5. Test hypotheses during and after the course of intervention through further data collection and interpretation.
6. Demonstrate professional values and understanding that exhibit appreciation for the diversity of human values, occupation, and overt behaviors of people of various cultures and backgrounds.
7. Exhibit the expected qualities of character and competence of a professional health care practitioner.
8. Demonstrate an understanding of the relationships between practitioners and clients, among practitioners, and between people and the health care system.
9. Demonstrate a substantial level of independent, self-directed learning.

10. Demonstrate the skills and knowledge for effective practice in a variety of medical, educational, and community-based settings.

The Occupational Therapy curriculum at Puget Sound places a strong emphasis on developing effective writing skills. The faculty have carefully designed a program of writing assignments throughout the curriculum to develop students' clinical reasoning, help shape their evolution as ethical health care professionals, stimulate lifelong habits of critically reading research, and assist them in producing documentation that meets health care industry standards. Graduate students in the Master of Science in Occupational Therapy track conduct original research and communicate their findings in a written format that is modeled after published articles in length and style. Many of the program's graduate student research projects are subsequently published in professional journals. Graduate students in the Master of Occupational Therapy track create a program development plan for an agency or facility currently without occupational therapy, or for an occupational therapy department seeking to expand its service delivery opportunities.

Master's Programs in Occupational Therapy

The entry-level Master's Program in Occupational Therapy, leading to either a Master of Science in Occupational Therapy or to a Master of Occupational Therapy, is for college graduates who wish to become occupational therapists. The program, which requires completion of 14.5 units of Occupational Therapy coursework, is two academic years in length plus a minimum of six months of full-time fieldwork experience. In addition to meeting admission requirements for the Occupational Therapy Program, candidates must meet the admission requirements for graduate students at the university.

Puget Sound also offers a one year post-professional MSOT for occupational therapists with a BSOT or equivalent degree. This program can be completed in more than one year of study for practicing therapists who choose to return to school on a part-time basis.

Course of Study: Entry-Level Master's

There are three phases to the Occupational Therapy entry level course of study: pre-professional, professional, and field experience.

The *pre-professional* phase occurs prior to enrollment in the program. During this phase, applicants complete Occupational Therapy prerequisites.

During the *professional* phase, students complete the required Occupational Therapy coursework.

The *fieldwork experience* phase consists of completion of at least six months of full-time practice under the supervision of a registered occupational therapist in a medical center, school, or health care facility. Following completion of the fieldwork experience, students are eligible to take the written national certification examination. In states with occupational therapy licensure laws, passing the national examination is accepted as evidence of competence to practice.

Students are admitted into one of two degree tracks: the Research track (leading to the MSOT degree) or the Policy, Advocacy, Leadership track (leading to the MOT). For the first year, students in both tracks follow the same curriculum. In the second year, MSOT students enroll for two semesters of research, culminating in a thesis. MOT students develop a proposal for a program, advocacy, or leadership project and implement the project in the final semester.

Research Track

This graduate degree track has existed at Puget Sound for more than 30 years. It was established at a time when it was critically important to test and verify the theoretical foundations and practical techniques of occupational therapy using rigorous, systematic methods of study. The need for

Occupational Therapy Program

such an emphasis today is no less. The health care system requires evidence of effective therapeutic outcomes, and the need to promote evidence-based practice is stronger than ever before. Both quantitative and qualitative methodologies are taught and valued in the program. Puget Sound graduates of the research track will have exceptionally strong abilities to critique all types of existing research, and to design and implement a worthwhile research study which contributes to the professional literature.

Policy, Advocacy, and Leadership Track

Events of the past 25 years have clearly demonstrated the need for practitioner involvement in the making of health care policy. Occupational therapists have always been strong advocates for their individual clients, but now they must do more, and become advocates for populations of potential clients and for their profession and what it has to offer in the greater health care arena. New leadership skills are required, beyond those of the traditional practitioner working in a stable, unchanging context of care. Graduates of this recently established (2000) track will have acquired enhanced skills and experiences in the realm of health care policy and advocacy through program design and development. It is anticipated that many of the program plans developed by Puget Sound graduate students will be submitted as grant proposals for funding and actual implementation.

Degree Requirements

Degree requirements are established by the faculty on recommendation from the Dean of Graduate Study and the Academic Standards Committee.

A degree candidate must complete, for a letter grade, a minimum of fourteen and one half (14.5) units of graduate credit in Occupational Therapy. Unless otherwise noted in the course description, graduate courses are valued at 1 unit each. A unit of credit is equivalent to 4 semester hours or 6 quarter hours. Up to two (2) units of independent study may be applied toward the degree.

Up to six and one half (6.5) previously completed graduate occupational therapy transfer units may be applied toward a degree if requested and approved at the time of application for acceptance as a degree candidate.

All degree candidates must complete the diploma application card and degree clearance form, available in the Office of the Registrar, prior to the final term of graduate study.

Questions about degree requirements and degree candidacy should be referred to the Office of the Registrar.

Continuation toward a Degree in Occupational Therapy

Once degree candidacy has been granted, a student is expected to complete all degree requirements within six years. All courses to be counted in the degree, including graduate transfer credit, must be taken within the six-year period prior to granting the degree; hence, courses may go out of date even though candidacy is still valid.

A student is expected to maintain a cumulative grade point average of 3.0 on a 4.0 scale. The Academic Standards Committee reviews the record of a degree candidate who earns a cumulative grade point below 3.0. Grades less than 2.0 (including a WF) cannot be used in meeting graduate degree requirements but are computed in the cumulative grade point average. A candidate falling below a 3.0 cumulative grade point average may be removed from degree candidacy or be placed on academic probation.

When candidacy is removed for any reason, the student may not register for additional work without the prior approval of the Academic Standards Committee and the Director of the Occupational Therapy Program. Students who are removed from degree candidacy for academic

reasons may petition the Occupational Therapy Program faculty and the Academic Standards Committee for reinstatement.

A student will be unable to continue in the program or enroll in Occupational Therapy courses if the student receives less than a 2.0 (including a WF) for the second time in a single required course; must repeat more than two required courses; violates the standards of ethical practice observed by the academic and clinical educational programs in occupational therapy; or violates university policies regarding academic dishonesty.

Requirements for Graduation from MSOT or MOT Program (Professional Entry-Level)

1. Successfully complete the required courses (see below) for a letter grade with a cumulative grade point average of 3.0 or better.
2. Successfully complete a minimum of six months of fieldwork experience in a medical center, school, health care facility, or other agency that holds an extended campus agreement with the Occupational Therapy Program (register for OT 501). OT 503 and 504 may be taken as electives. Level II Fieldwork must be completed within 24 months of the completion of OT didactic (on campus) coursework.
3. Maintain professional liability insurance during the professional and fieldwork phase of the educational program.
4. Provide transportation for travel to clinical facilities.
5. Pay a fee for fieldwork experience.
6. Maintain health insurance and immunizations during fieldwork experience.
7. Maintain current CPR certification during the professional and fieldwork phases of the educational program.
8. Adhere to the standards of ethical practice observed by the academic and clinical education programs in occupational therapy.
9. Undergo a background check by the Washington State Patrol, as required by RCW 43.43.830, prior to placement in both on- and off-campus clinical experiences.

Required Courses and Sequence for MSOT

Students must be admitted to the Occupational Therapy Program before taking the following course sequence:

First Year

Fall Term	Spring Term
OT 600	OT 612
OT 605	OT 633
OT 606	OT 634
OT 607 (0.5 unit)	OT 639

Second Year

Fall Term	Spring Term
OT 645	OT 621 (0.5 unit)
OT 646	OT 647
OT 667 (0.5 unit)	OT 648 (0.5 unit)
OT 697 (0.5 unit)	OT 661
	OT 698

Occupational Therapy Program

Required Courses and Sequence for MOT

Students must be admitted to the Occupational Therapy Program before taking the following course sequence:

First Year

Fall Term	Spring Term
OT 600	OT 612
OT 605	OT 633
OT 606	OT 634
OT 607 (0.5 unit)	OT 639

Second Year

Fall Term	Spring Term
OT 645	OT 621 (0.5 unit)
OT 646	OT 647
OT 667 (0.5 unit)	OT 648 (0.5 unit)
OT 692 (0.5 unit)	OT 661
	OT 693

Successful completion of fieldwork experience is required for graduation from the university with a degree in occupational therapy. During this phase, the student spends a minimum of six months of full-time practice under registered therapists in medical centers, schools, or health care agencies.

OT 501 - Required

OT 503, 504 - Elective

Sequence for part-time graduate study must be approved by the Occupational Therapy Program faculty.

Upon successful completion of either degree track, a Master of Science in Occupational Therapy (MSOT) degree or a Master of Occupational Therapy (MOT) degree is awarded. Students are then eligible to take the national examination for certification offered by the National Board for Certification in Occupational Therapy.

Post professional MSOT program

The Occupational Therapy department also offers a year-long program designed to provide occupational therapists who have a bachelor's degree the opportunity to earn a Master of Science in Occupational Therapy (Post-Professional) degree. Please contact the Occupational Therapy Program for additional information on this degree (253.879.3281 or yswinth@ups.edu).

Required Courses for the MSOT (Post-Professional)

Students must be admitted to the Occupational Therapy Program before taking 8 of the following courses. Courses marked with * are required.

- OT 634*
- OT 635*
- OT 650*
- OT 655*
- OT 694
- OT 695 or 696

OT 697*

OT 698 (two units)**

In some instances, courses may be substituted.

Course Offerings

Unless otherwise noted, each course is equivalent to 1 unit of credit.

600 Foundations of Occupational Therapy This course serves as a foundation for the practice of occupational therapy, as well as a building block for ongoing professional education. Clinical reasoning that is necessary in the current practice environment is emphasized as well as measurement and testing principles and interpretation. A seminar and Level I Fieldwork experience are included. *Prerequisite: Admission to OT program.*

605 Functional Anatomy of the Limbs and Trunk Human motion is studied from the perspectives of the anatomy of the musculoskeletal system, the peripheral nervous system and peripheral vascular system, biomechanics of human motion, and kinesiological analysis of selected movements. *Prerequisite: Admission to OT program.*

606 Health Care Systems This course provides an overview of scientific, sociocultural, economic, and political factors that impact the practice of occupational therapy in a changing health care environment. The nature of complexity is examined from a systems perspective and application is made to the study of comparative health care systems, including the individuals who comprise such systems. Course topics include the following: perspective consciousness, socio-cultural awareness, the International Classification of Function Model for viewing function and dysfunction, adapting to a disabling condition, and U.S. and international health care systems. Students learn and apply medical terminology in order to communicate effectively with health care professionals. AIDS, schizophrenia, and other conditions are introduced in this course as exemplars of chronic conditions that demand attention across the full spectrum of service delivery. *Prerequisite: Admission to OT program.*

607 Health Policy for Therapists 0.5 unit Fundamental social, political, and structural issues in health care policy are studied, including features and development of the American health care system, financing and reimbursement of health care, human and technological resources, and politics and health policy. Students examine origins, evolution, and trends in health care settings in the organization and delivery of health services. *Prerequisite: Admission to OT program.*

612 Neuroscience for Occupational Therapy The course introduces students to the basic and applied principles of the human nervous system in terms of development, gross and microscopic structure, neurophysiology and pharmacology, basic functions and the integration of these functions into motor activity and behavior. This anatomical/functional relationship foundation provides the basis for understanding consequences of selected congenital anomalies, behavioral disorders, and disease and injury of the neuraxis. *Prerequisite: OT 605.*

621 Gerontological Concepts 0.5 unit This course addresses issues in human aging that are relevant to occupational therapists. Theories of aging are reviewed and attitudes explored. Physical and psychosocial age-related changes are identified and the therapist's role in assessment and intervention, as it is unique to geriatric practice, is discussed. *Prerequisite: Completion of first-year OT courses.*

633 Performance Adaptation The course prepares students to analyze the person-task-environment interaction of individuals with various disabilities and impairments, and formulate appro-

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priate interventions including adaptive technology devices, to promote functional independence in activities of daily living, work, and leisure. Mini-clinics are included. *Prerequisite: Completion of Semester I OT courses.*

634 Introduction to Clinical Research Development of critical inquiry skills for qualitative and quantitative research; emphasis on problem definition, research design, methodology, and data analysis and interpretation, including descriptive and inferential statistics, and linguistic analysis. *Prerequisites: Completion of Semester I OT courses.*

635 Advanced Clinical Theory, Instrumentation, and Intervention The latest theories of occupational therapy practice, including client-centered, occupation-based, and evidence-based practice, are examined. Clinical reasoning, problem solving, and service delivery design as well as teaching approaches are considered. *Prerequisite: Admission to post-professional MSOT track.*

639 Biomechanical Approaches to Treatment of Adult Physical Dysfunction Biomechanical approaches to adult physical disability aim to remediate orthopedic, musculoskeletal, peripheral nerve, cardiac, pulmonary, and integumentary pathology and impairment. Biomechanical principles are applied to specific diagnostic categories. Principles of strengthening, increasing range of motion, and improving endurance are taught in addition to specific evaluation techniques. Students critique research articles and discuss theoretical and current issues related to biomechanical approaches used in occupational therapy. *Prerequisite: Completion of Semester I OT courses.*

645 Treatment of Adult Neurological Disorders Stroke, head trauma, infectious and degenerative disorders alter functional human performance by causing impairments in sensory and perceptual processing, motor control, cognitive performance, and emotional behavior. This course covers the medical diagnosis and management of such disorders and various occupational therapy approaches to therapeutic intervention. Each week in seminar, students critique research articles and discuss theoretical and current issues related to adult neurological disorders commonly seen in occupational therapy. *Prerequisite: OT 612, 633, and 639.*

646 Occupational Therapy for Infants, Children, and Youth Course content includes typical and atypical development in children from birth to 18 years of age with an emphasis on function in occupational performance areas, performance components, and performance contexts. Current research, issues, and trends in pediatric practice are discussed for each of the five categories: Infancy, Preschool Age, Early School Age, Middle Childhood, and Adolescence. Through several cases studies, students learn about various pediatric impairments and diagnoses, as well as important sociocultural and ethical issues in working with children and their families. Each week in seminar, students critique research articles and discuss theoretical and current issues related to pediatric occupational therapy. *Prerequisite: OT 612 and 633.*

647 Treatment of Mental Disorders Review of symptomatology and introduction to occupational therapy evaluation methods, treatment principles and modalities for children, adolescents, adults, and geriatric clients in a mental health setting. Occupational therapy treatment for various theoretical models is emphasized. *Prerequisite: OT 612 and 633.*

648 Mental Health Clinic 0.5 unit This course is taken concurrently with the adult physical disabilities clinic and the pediatrics clinic (OT 661). Students evaluate and provide treatment in groups at off-campus community agencies whose clients have occupational health needs of a psychosocial nature. *Prerequisite: Completion of three semesters of OT.*

650 Evidence-Based Practice: Advanced Research Seminar This seminar provides an in-depth examination of research evidence related to the practice of occupational therapy. Students learn how to integrate research evidence into the clinical reasoning process. Various sections focus on specific practice settings: assistive technology, biomechanical treatment, mental health, neurological treatment, or pediatrics. *Prerequisite: Admission to post-professional MSOT track.*

655 Outcome Study Research Seminar The seminar examines approaches to the study of outcomes of occupational therapy service delivery. The rigorous design and implementation of such studies are addressed. A pilot project allows focus on specific practice settings: assistive technology, biomechanical treatment, mental health, neurological treatment, or pediatrics. *Prerequisite: Admission to post-professional MSOT track.*

661 Applied Clinical Treatment This course combines practical experience in the Puget Sound Occupational Therapy teaching clinics with the examination of current issues in the management and administration of clinical practice. All students participate in the pediatric and adult clinics under the direction of master clinicians. In a weekly seminar, students explore current issues in the planning, organization, and delivery of health care services. *Prerequisite: OT 645 and 646.*
Co-requisites: OT 621, 647, 648 and 693 or 698.

667 Technological Adaptations for Function 0.5 unit This course presents an overview of the role of occupational therapy in the use of assistive technology to increase the functional performances of individuals with disabilities. Major themes throughout the course are the decision-making process with an emphasis on teaming and functional independence for the individual using the devices. In addition to lecture and discussion, students participate in hands-on lab experiences. Specific class sessions focus on legal and ethical implications of the use of assistive technology, interface options, computers, power mobility, augmentative communication, and customization of computer software. *Prerequisite: Completion of first year OT courses.*

692 Policy, Advocacy, Leadership Seminar 0.5 unit Students in the MOT program complete this course, which provides tools for systems analysis of societal settings with people in need of occupational therapy services. Students prepare and receive approval for a program project to be implemented in OT 693. *Prerequisite: Completion of first year OT courses.*

693 Policy, Advocacy, Leadership Project Each MOT student in this course implements a study of occupational therapy program development or policy, based on the real needs of an identified clientele. The plan includes analysis at the individual, agency, and environment levels. Each MOT student makes a public presentation of the outcomes. *Prerequisite: OT 692.*

694 Special Topics in Occupational Therapy In this course students focus on a single occupational therapy clinical setting, such as rehabilitation centers or schools, and explore how the occupational therapy process can be effectively implemented in such settings. The interplay of policy and practice issues is examined. *Prerequisite: Admission to post-professional MSOT track.*

695/696 Independent Study Credit variable up to 2 units maximum.

697 Research Design 0.5 unit Each MSOT student develops a research proposal with a complete review of literature and appropriate research design and methodology. *Prerequisite: OT 634.*

698 Research Project Each MSOT student conducts the approved research proposal to include data collection and analysis, composes an article in journal style suitable for publication, and makes a public presentation of findings. *Prerequisite: OT 697.*

Occupational Therapy Fieldwork Experiences

A variety of clinical centers within an hour's drive of the university provide part-time experience for Occupational Therapy students in conjunction with academic courses throughout the curriculum (Fieldwork I). Clinical centers for OT 501, OT 503, and OT 504 (Fieldwork II) are available in approximately 12 states in the U.S. It is possible to arrange for optional fieldwork (OT 503, OT 504) to be done internationally. The Occupational Therapy Program has an official mental health site on the island of Zanzibar, Tanzania, and other international sites are possible. The program's Academic Fieldwork Coordinator assists students in their selection of fieldwork sites and consults with them during their clinical education experiences.

Note: To participate in OT 501 through OT 504, an entry-level student must have successfully completed the required 14.5 units in OT and have the approval of the Director of the Occupational Therapy Program.

501 Fieldwork Experience II No credit A minimum of 12 weeks fulltime fieldwork within a medical center or other agency with guided experience in client evaluation and treatment. Pass/fail grading only. May be repeated. Fee required. *Prerequisite: successful completion of all academic coursework with satisfactory grade point average and approval of the OT Program Director. Two 12-week fieldwork experiences are required.*

503 Fieldwork Experience (Pediatrics) (optional) 0-2 units A minimum of 10-12 weeks full-time experience in a community agency, hospital setting, or public school, with guided experience in evaluation and treatment of children. Non-credit students take this course on a pass/fail grading basis only. Fee required. *Prerequisite: successful completion of all academic coursework with satisfactory grade point average and approval of the OT Program Director.*

504 Fieldwork Experience (Specialty Area) (optional) No credit Fulltime experience of 8-12 weeks, to be served in such specialty areas as hand therapy, home health, or burns treatment. Pass/fail grading only. Fee required. *Prerequisite: successful completion of all academic coursework with satisfactory grade point average and approval of the OT Program Director.*

PHYSICAL THERAPY

Statement of Purpose

The mission of the Physical Therapy Program at the University of Puget Sound is to prepare students at the clinical doctoral level for entry into the physical therapy profession. Our presence on a liberal arts campus underscores our belief that the development of clinician scholars is a natural extension of the values of critical analysis, sound judgment, active inquiry, community participation and apt expression. The curriculum is designed to teach the evaluation and intervention skills that are unique to the practice of physical therapy. Students also learn to identify professional boundaries, gain an appreciation of coalition building with other health care providers in order to optimize patient care, and become discerning consumers of the professional literature. Similarly, students develop the capacity for autonomous decision-making in preparation for a professional environment in which information is continually evolving. All courses provide opportunities to develop articulate written and oral communication skills. Through a careful blending of rigorous academic work and mentored clinical practice, our program seeks to prepare clinician scholars for informed, ethical, and efficacious practice.

Design of Curriculum

The University of Puget Sound Physical Therapy Program embraces the concept of physical therapy as a field that embodies scientific and empirical knowledge to explain human motion disorders. Physical therapists develop interventions to restore motion homeostasis, or enhance adaptation to disability based on the results of systematic patient examination. Graduates will be prepared to function as independent practitioners collaborating within the health care environment.

The professional portion of the program is sequentially integrated. During the first year of academic coursework the student does intensive work in the areas of musculoskeletal anatomy and kinesiology, neurophysiology, cardiopulmonary function, and other foundations of human motor function. Building on this foundation during the second year of study, the student focuses on the theory and foundation, then the techniques of clinical practice. The second-year student applies this new knowledge treating patients in the on-site teaching clinic under close supervision by program faculty. In the summer following the second year, the student completes an off-site clinical internship. In fall of the third year, the student takes capstone courses that require integration and critical analysis while treating patients in the on-site teaching clinic, and completes two advanced clinical electives in areas of special interest. The final semester of the program is made up entirely of internship experiences, which take place throughout the western United States. Sequentially integrated, cumulative explorations of critical inquiry, professional writing, and professional communication including instructional methodology are woven through the program.

Student Learning Goals

(Portions of text adopted from A Normative Model of Physical Therapy Professional Education, version 97, American Physical Therapy Association.)

The curriculum in Physical Therapy enables the learner to develop

1. The ability to think logically, analytically, and critically in clinical and health care decision making;
2. The ability to communicate clearly and effectively;
3. Intellectual autonomy and the accompanying capacity to reflect and learn independently for a lifetime;
4. An understanding of the interrelationship of knowledge;
5. Familiarity with diverse fields of knowledge;
6. An acknowledged set of personal values;
7. An understanding of the person, his/her subsystems, and his/her social and cultural needs;
8. Knowledge of motion as it occurs at the tissue, system, organ, and person levels;
9. Knowledge of the cause of motion disorders and the effect of those disorders on the person, system, organ, or tissue level plus the effect on families and society;
10. Knowledge of and skill in physical therapy procedures to effect motion homeostasis or to enhance adaptation to permanent loss;
11. Knowledge and ability to promote client health;
12. A set of concepts, values, and skills necessary for ethical practice as an independent practitioner collaborating within the health care environment in urban and rural communities;
13. The ability to assume responsibility for the health care needs of the persons under their care;
14. The ability to apply a systematic approach to solving health care problems;
15. The ability to contribute to society and the profession through practice, teaching, administration, and the discovery and application of new knowledge about physical therapy.

Physical Therapy Program

Doctor of Physical Therapy

The School of Occupational Therapy and Physical Therapy offers a program of study leading to the Doctor of Physical Therapy degree. The program prepares candidates for entry-level positions as practicing physical therapists. Physical therapists practice as independent practitioners in the health care environment.

Degree Requirements

Degree requirements are established by the faculty on recommendation from the Director of Graduate Study and the Academic Standards Committee.

1. An undergraduate degree must be cleared and posted to the academic record by the time of enrollment.
2. The following courses required for physical therapy must be completed with a grade of C or better: PT 601, 605, 610, 615, 616, 625, 640, 641, 644, 645, 646, 647, 655, 656, 662, 663, 664, 665, and two sections of PT 677. In addition students must receive a passing grade for PT 650, 651, 657, 660, 687, and 688.
3. PT 650, 651, 657, 660, 687, and 688 require the student to complete the equivalent of 38 weeks of full-time clinical internship under supervision of licensed physical therapists in a combination of on-campus clinics, and clinical facilities that hold an Extended Campus Agreement with the Physical Therapy Program. To be eligible to participate in off-campus internships, students must satisfactorily complete all prerequisite coursework and demonstrate appropriate professional behavior as measured by the departmental Affective Tool. In addition the student must undergo a background check by the Washington State Patrol, as required by RCW 43.43.830, prior to placement in both on- and off-campus clinical experiences.

Upon successful completion of the academic program, a comprehensive written exam, and clinical internship, a Doctor of Physical Therapy degree is granted. The graduate is then eligible to take any state licensure examination for physical therapists.

Continuation toward a Degree in Physical Therapy

1. Once degree candidacy has been granted, a student is expected to complete all degree requirements within six years. All courses to be counted in the degree, including graduate transfer credit, must be taken within the six-year period prior to granting the degree; hence, courses may go out of date even though candidacy is still valid.
2. A student is expected to maintain a cumulative grade point average of 3.0 on a 4.0 scale. The Academic Standards Committee reviews the record of a degree candidate who earns a cumulative grade point below 3.0 or who receives a grade of C+ or lower in a course. A maximum of two units of C or C+ grades, may be counted toward a degree, subject to School approval. Grades of C-, D+, D, D-, and F are not used in meeting graduate degree requirements but are computed in the cumulative grade point average. A candidate falling below a 3.0 or receiving a grade of C+ or lower may be removed from candidacy or be placed on probation. When candidacy is removed for any reason, the student may not register for additional work without the prior approval of the Academic Standards Committee. Approval must be by petition. A student will not be approved for PT 657, 660, 687, or 688 (Integrated Clinical Experiences III-VI) while on academic probation.

A student will be unable to continue in the program or enroll in Physical Therapy courses if the student receives a C-, D+, D, D-, F, or WF for the second time in required courses; must repeat more than two units of required courses; violates the standards of ethical practice observed by the academic and clinical educational programs in physical therapy;

- or violates university policies regarding academic dishonesty.
3. In addition, each student must provide his or her own transportation to clinical facilities for clinical experience, pay a fee for PT 657, 687 and 688 (Clinical Internships), and maintain health insurance, immunization, and a current CPR certificate.

Course Sequence

Students must be admitted to the Doctor of Physical Therapy Program before taking the following course sequence:

First Year

Fall Term	Spring Term
PT 601	PT 610 (1.25 units)
PT 605	PT 615 (0.25 unit)
PT 625	PT 640 PT 655 (0.50 unit)

Second Year

Fall Term	Spring Term	Summer Term
PT 641 (1.25 units)	PT 645	PT 657 (0 unit)
PT 644	PT 646	
PT 616 (0.25 unit)	PT 647	
PT 650 (0 unit)	PT 651 (0 unit)	
PT 656 (0.5 unit)		

Third Year

Fall Term	Spring Term
PT 660 (0 unit)	PT 687 (0 unit)
PT 662	PT 688 (0 unit)
PT 663 (0.5 unit)	
PT 664 (0.25 unit)	
PT 665 (0.25 unit)	
PT 677 (2 sections; 0.5 unit each)	

The courses offered in the Physical Therapy Program must be taken in the above-noted sequence. The program is designed for full-time enrollment only.

Course Offerings

Unless otherwise noted, each course is equivalent to 1 unit of credit.

601 Physical Therapy Concepts and Roles This course exposes students to the various roles of the physical therapist and introduces the basic skills and procedures which form the foundation of the physical therapy educational program. The course content includes patient/professional interaction skills such as communication and teaching, and motor skills such as transfers, range of motion, positioning, and ambulation with assistive devices. The course also introduces medical terminology, goniometry, and manual muscle testing, all of which are expanded upon in subsequent courses. Emphasis is placed on the acquisition of the motor skills and interpersonal skills necessary to perform these procedures.

605 Functional Anatomy and Biomechanics An in-depth study of functional anatomy of the limbs and trunk including osteology, arthrology, myology, neurology, angiology, and kinesiology.

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Biomechanics with application to the analysis of human movement is included. This course is designed to provide knowledge and understanding of the neuromusculoskeletal systems as a foundation for physical therapy treatment of injury or disease.

610 Neuroscience and Functional Neuroanatomy 1.25 units An intensive study of the human nervous system, including structure and function, as a foundation for understanding neurological dysfunction and rehabilitation. *Prerequisite: PT 605.*

615 Foundations of Physical Therapy Intervention 0.25 unit This course is designed to provide first year physical therapy students with foundational understanding of principles underlying physical therapy interventions. Utilizing an adaptive physiology approach, the course addresses the physiological changes that accompany reduced mobility and therapeutic exercise; principles of muscular strengthening and aerobic conditioning; alterations in tissue length via immobilization and therapeutic intervention; the design of exercise programs/prescriptions and psychobehavioral aspects of adherence; the principles and practice of therapeutic relaxation; and changes accompanying the aging process. *Prerequisite: completion of first semester DPT coursework.*

616 Psychological Factors in Physical Therapy Practice 0.25 unit This course provides an introduction to salient psychological factors having direct bearing on effective physical therapy practice. Areas covered include psychological paradigms; utilizing collaborative psychological resources; classification and diagnostic criteria of psychopathologies commonly comorbid with patient conditions presented to the physical therapist; impact of locus of control on physical restoration, adherence, and functional independence; psychological reactions to disability; motivational principles and psychobehavioral predictive factors in exercise adherence; countertransference; psychological factors in chronic pain syndromes; psychosomatic theory; psychophysiology of the stress response; and application of therapeutic relaxation techniques. *Prerequisite: second year standing in DPT program.*

625 Introduction to Critical Inquiry Development of measurement and disciplined inquiry skills; emphasis on problem definition, research design, methodology, data analysis, and statistical interpretation. Clinical experience included for measurement and research problem identification.

640 Physiology, Biophysics, and Application of Physical Agents The physiological and biophysical effects of physical agents used in physical therapy and principles of electrodiagnosis. Intensive laboratory experience for development of skill in application of physical agents and basic electrodiagnostic testing. A problem-solving approach to selection and performance of physical therapy intervention procedures based on lecture, reading, and analysis of current literature.

641 Orthopedic Evaluation and Treatment I 1.25 units This course is designed to provide the student with the necessary background knowledge and skill to perform musculoskeletal evaluations and therapeutic exercise procedures for the thoracic and lumbar spine, pelvis and lower extremities. Approximately 20 percent of class time is devoted to lecture on basics of orthopedic management from the medical doctor's perspective. Approximately 50 percent of class time deals with the theory of physical therapy assessment and treatment design. Emphasis is placed on the student's ability to interpret findings from a systemized evaluation and to develop appropriate pathology-specific procedures including therapeutic exercise based on current research and literature, as well as application of biomechanical theory. Laboratory experience comprises approximately 30 percent of class for skill development. Clinical experience in the community provides opportunities to refine skills as well as synthesize information gained in the classroom with

diverse clinical management styles in the community at large. *Prerequisite: PT 605, 615.*

644 Adult Neurologic Rehabilitation I This is the first of a two semester sequence exploring foundational neurorehabilitation models of treatment, current theory, and examination of patients within the context of adult neurology. Normal movement is studied (including gait and biomechanics of gait) in relationship to movement characteristics of neuropathology. Students begin to explore neuropathologies and apply theoretical understanding in examination and intervention design. *Prerequisite: PT 610.*

645 Adult Neurologic Rehabilitation II and Special Populations In this course, the second in a two-course series, students develop an understanding of neuropathologies in the context of physical therapy, including but not limited to CVA, MS, spinal cord injury, head injury, Parkinson's disease, and degenerative diseases of the central nervous system. Students apply knowledge gained in PT 644 and earlier courses to design examination and intervention strategies for adult patients with neurological impairments. The course emphasizes a functional approach and the development of sound problem solving skills. This course also includes the evaluation of special populations including people with prosthetic and orthotic needs. *Prerequisite: PT 644.*

646 Orthopedic Evaluation and Treatment II A continuation of PT 641, this course covers neuromuscular evaluation and treatment of the cervical and thoracic spine, ribs, shoulder, elbow, wrist and hand, and an introduction to the temporomandibular joint. *Prerequisite: PT 641.*

647 Pediatric Physical Therapy This course addresses issues in pediatrics that are relevant to physical therapists. The course also applies the information on normal development to pathologies that affect infants and children, particularly to cerebral palsy, meningomyelocele, pseudo-hypertrophic muscular dystrophy, and developmental delay. The assessment and treatment of premature infants is also addressed.

650 Integrated Clinical Experience I No credit Integrated clinical experiences designed to give students an opportunity to apply their knowledge and skills in an on-campus clinic. Concurrent seminars enable students to present relevant topics and to develop a workable plan that will improve an existing health care delivery system.

651 Integrated Clinical Experience II No credit This integrated clinical experience is a continuation of PT 650, enabling students to further apply their knowledge and skills in an on-campus clinic.

655 Principles of Cardiopulmonary Physical Therapy 0.50 unit This course provides an overview of the etiology, incidence, pathology, and medical management of common cardiac and pulmonary conditions across the lifespan. Appropriate physical therapy examination and intervention strategies for individuals with either primary or secondary cardiac or pulmonary dysfunction are introduced both in the context of a specialized cardiac or pulmonary rehabilitation setting as well as in general physical therapy practice. *Prerequisite: PT 601, 605, 625.*

656 Systemic Processes in Physical Therapy 0.5 unit Systemic processes affect the entire person as an organism. This course is a discussion and review of several such processes including normal and abnormal pregnancy, cancer, major burns, and renal disease. Appropriate physical therapy diagnosis and intervention is included. *Prerequisite: PT 615.*

657 Integrated Clinical Experience III No credit This internship consists of nine weeks of full-time clinical internship, which usually occurs off-campus. The course is to be taken in the sum-

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mer between second and third year of the program. Pass / Fail grading only. *Prerequisite: PT 641, 645, 646, 647, 650, 651.*

660 Integrated Clinical Experience IV No credit This integrated clinical experience is a continuation of PT 650 and 651, enabling students to further apply their knowledge and skills in an on-campus clinic. Students in this course have opportunities to role play elements of clinical instruction. *Prerequisite: Third year status in physical therapy program.*

662 Clinical Research: Application to Practice Measurement and scientific inquiry skills are applied to clinical problems. Research is carried out under practice conditions. Communication and dissemination of the findings are in the form of a presentation to a forum of colleagues and a paper which meets scientific journal guidelines. *Prerequisite: PT 625 and successful completion of first two years of program.*

663 Ethical Issues in Allied Health 0.5 unit This course deals with ethical dilemmas that arise in the everyday practice of physical therapy, as well as major issues of importance to the medical community as a whole. Students are introduced to basic ethical theories, concepts, terminology, and methods. Students apply this basic preparation in discussion of common dilemmas in health care. Dilemmas are identified for discussion using texts, student experience in clinical practice, and current situations reported in journalistic sources.

664 Physical Therapy Administration 0.25 unit This course covers the role of the physical therapist in administrative settings. Guests and students assist in the presentations. A health care proposal is prepared and presented that will improve an existing health care delivery system.

665 Physical Therapy in Social Context 0.25 unit This course explores the role that physical therapy plays in the health care system, and in society at large. Topics explored include political and legislative forces on health care, system structure, the interaction between the health care system and various populations, and social action.

677 Advanced Topics in Physical Therapy 0.5 unit This course is designed to build from students' basic backgrounds in a specialized area of physical therapy practice to a level of expertise and comprehensive understanding. Several topic areas are available each year. Course content includes basic medical science, clinical examination and intervention theory and practice, the opportunity to practice knowledge and skill in the treatment of actual patients, and synthesis of knowledge in a formal case report. May be repeated for credit with distinct content. *Prerequisite: third year standing in DPT program.*

687 Integrated Clinical Experience V No credit The analysis and synthesis of physical therapy concepts, skills, and values utilizing clinical experiences at University of Puget Sound clinical internship facilities. Each internship consists of ten weeks of guided and independent experiences to provide physical therapy services to the public. *Prerequisite: Satisfactory completion of the Physical Therapy coursework.*

688 Integrated Clinical Experience VI No credit The analysis and synthesis of physical therapy concepts, skills, and values utilizing clinical experiences at University of Puget Sound clinical internship facilities. Each internship consists of eleven weeks of guided and independent experiences to provide physical therapy services to the public. *Prerequisite: Satisfactory completion of the Physical Therapy coursework.*

689 Graduate Internship Elective No credit Variable length (four to eight weeks). This clinical internship elective takes place in specialty clinics including, but not limited to, home health, public school districts, burn centers, and hand therapy centers with guided and independent experiences to provide physical therapy services to the public. Fee required. *Prerequisites: Satisfactory completion of the Physical Therapy coursework.*

697 Special Project Variable credit up to 1 unit An independent study course designed to provide the student with an opportunity to engage in a collaborative project with faculty. The student, with faculty supervision, develops an individualized learning contract that involves critical inquiry, clinical research and/or classroom teaching. May be repeated for credit. *Prerequisite: Permission of faculty project advisor(s).*

Physical Therapy Clinical Affiliates

Clinical centers that accept full-time student affiliates for PT 657, 687, 688, and 689 are located in Washington, Oregon, California, Alaska, Hawaii, Idaho, Montana, Colorado, Utah, Missouri, Minnesota, and Texas.

ACADEMIC SUPPORT PROGRAMS

Advising

The advising system at the University of Puget Sound is designed to assist students in the development of education plans to achieve their career goals. Faculty advisors are assigned to students at admission to a graduate program. Students often work with faculty members prior to admission in completing admission requirements. MAT students are encouraged to seek advising in endorsement areas.

Career and Employment Services

Director: Kim McDowell

Career and Employment Services (CES) supports students as they align themselves with opportunities leading to creative, productive, and satisfying professional lives. CES assists students to clarify their values, identify their skills, assess their interests, locate related opportunities and compete successfully to secure them.

Students in School of Education graduate programs receive a variety of placement services from Career and Employment Services. All graduate students are welcome to use the full range of services of that office (Howarth 101, 253.879.3161, www.upst.edu/ces.xml).

The Center for Writing, Learning, and Teaching

Director: Julie Neff-Lippman

Associate Directors: Aileen Kane and Ivey West

The Center for Writing, Learning, and Teaching helps students from all academic disciplines develop their ability to use writing as a tool for thinking and learning. Founded on the idea that writing, speaking, and listening are integral parts of all disciplines, the Writing Center, located in Howarth Hall 109, is a place where students can discuss all aspects of their writing.

With the assistance of faculty or specially trained peer advisors, students learn how to overcome writer's block, approach an assignment, and assess the audience and purpose of a paper. Working on a one-to-one basis with a writing advisor, students also receive help with organizing

Academic Support Programs

their ideas, writing a strong thesis statement, and revising their written work to make it clear, direct, and persuasive. While the Center staff will not proof read papers, they will help students learn to be better proof readers. For appointments, students may call 253.879.3404.

The Center for Writing, Learning, and Teaching also provides academic assistance for undergraduate and graduate students at Puget Sound. Professional staff will design individualized programs in time management, test taking, vocabulary, and reasoning skills.

In addition, the Center can provide a brush-up on study strategies for those who have been away from an academic setting. For appointments, students may call 253.879.3395.

Services for Persons with Disabilities

The University of Puget Sound is committed to providing program access and appropriate support services to individuals with disabilities. For details regarding eligibility and possible accommodations, refer to the Disabilities Office Web site at www.ups.edu/x16037.xml or contact the Coordinator of Disabilities Services in the Center for Writing and Learning at 253.879.3395 or TDD 253.879.3399. The complete disability policy is published in the *Logger* and elsewhere on the university's Web site.

Technology Services

Chief Technology Officer: Molly Tamarkin

Technology Services helps faculty, students, and staff use information technology to achieve their goals at the University of Puget Sound, offering services in support of the university's mission. The university's computer resources include a variety of computer labs, both general-access and discipline-specific, and over one hundred electronic classrooms. More information about Technology Services is available on the university Web site.

The campus network connects all main campus buildings, residence halls, and university-owned houses, providing access to local and Internet e-mail, file and Web servers, and network access for personal computers. Puget Sound's wireless network covers much of campus and is constantly expanding. The latest information about network and wireless coverage is available at <http://resnet.ups.edu/wireless.shtml>.

All students may avail themselves of anti-virus and anti-spyware software at no charge, and purchase selected software at discounted prices in the Bookstore.

The Student Technology Advisory Board (STAB), formed by the Associated Students of the University of Puget Sound (ASUPS), meets weekly during the academic year to advise, discuss, and share information with Technology Services concerning student-related technology decisions of the university.

Technology-related assistance is available to all members of the campus community during regular business hours from the Helpdesk, 253.879.8585 or helpdesk@ups.edu.

Collins Memorial Library

Director: Jane Carlin

Collins Memorial Library is a central part of academic life at Puget Sound and plays an integral role in teaching and learning. Its mission is to provide collections and services that support the educational goals of the university.

The library provides access to a rich variety of resources. The physical collection consists of over 600,000 volumes of books, maps, music scores, media (CDs and DVDs), and publications of the federal and Washington state governments. Over 22,000 periodical titles are available, often

electronically. Subscriptions to over 100 online bibliographic indexes and full-text databases greatly expand access to information, as does the library's membership in the Orbis-Cascade Alliance, a consortium of 35 Washington and Oregon academic institutions. Materials requested from the consortium are delivered by courier in two to four business days. In addition, students may request materials from other libraries through ILLiad, an active interlibrary loan program. The library also maintains the University Archives and a special collection of rare books.

Library services help students develop the research skills they need to succeed in their academic career and in life. Reference assistance is offered and subject librarians are available for one-on-one research consultations. Librarians also work closely with faculty, offering several instructional services, including course-integrated library instruction, consultation on the design of course assignments, and handouts or Web pages tailored specifically to the resources and research techniques most appropriate to the course.

Collins Library offers a variety of study spaces, ranging from individual tables to rooms for group study. The library is fully networked and provides data ports and wireless access for individual laptops throughout the building. The library's Learning Commons, available to users with university network accounts, has 36 computer workstations that provide access to library resources as well as to productivity and course-related software. Additional computers are also available on the ground and first floors, and all library computers are connected to a printer.

The building is open 116.5 hours a week so that students have access to study areas and materials as much as possible. During reading period and final exam weeks, it is open 24 hours.

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 *Bulletin* 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 dismiss when formal academic action is taken by the Academic Standards Committee; 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.

The Logger (available on the university's Web site) is the comprehensive repository of academic policies. See *The Logger* for policies not included in this *Bulletin*, including policies on athletic eligibility, course requirements, grades, withdrawal, graduation requirements, honors, grievances, independent study, leaves of absence, petitions for exceptions, registration, transfer, study abroad, student Integrity Code, the Policy Prohibiting Harassment and Sexual Misconduct, Alcohol and Drug policy, and Residence policy. Exceptions to academic policies may be granted by the Academic Standards Committee or the dean or director of the school in consultation with the director of graduate study.

Classification of Students

Graduate A student with a baccalaureate degree, enrolled in undergraduate or graduate courses, who is not a candidate for a graduate degree.

Academic Policies

Degree Candidate A student who, after being admitted with graduate standing, applies to and is admitted by the director of graduate study into a graduate degree program.

Non-Matriculant A student who does not intend to pursue a degree, including those wishing to audit courses. A nonmatriculant must complete an admission agreement form, which may be obtained from the Office of Admission, prior to enrollment. (No more than two units taken as a nonmatriculant may be applied toward a University of Puget Sound graduate degree.)

Academic Load

These definitions are for university use. Programs regulated by external agencies may have other criteria for academic load. Financial aid programs, in particular, may use other definitions.

Full-time A graduate student enrolled for three (3) units of coursework is a full-time student.

Part-time A graduate student enrolled for fewer than three (3) units of coursework is a part-time student.

Registration

Dates for registration for each session are listed in the university calendar. Questions concerning registration, including repeat registration for the same course, should be directed to the Office of the Registrar.

Change of Registration

The student is held responsible for each course for which he or she officially registers. After the last published day to add or enter a course, courses may be dropped but none added.

Withdrawal from the University

A student who finds it necessary to withdraw from the university should apply for formal withdrawal through the Office of the Registrar. If this procedure is not followed, failing grades may be 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 *Bulletin*.

Concurrent Enrollment

A degree-seeking student may not be enrolled at the University of Puget Sound and another post-secondary institution during the same term unless such registration is approved in advance by petition to the Academic Standards Committee.

Independent Study

Students wishing to do independent study in academic areas not covered by existing courses in the curriculum may obtain a copy of the Independent Study Policy in the Office of the Registrar. If the conditions required for doing independent study are met, the student may complete an Independent Study Contract and submit it at the time of registration. All independent study courses carry the numbers 695 or 696 for graduate degree candidates. No more than two independent study courses may count toward a graduate degree. No more than one independent study may be taken in a single term.

Explanation of Credit

For purposes of transferring credit, one unit is equivalent to 6 quarter hours or 4 semester hours.

System of Grading

Letter Grades	Grade Points Per Unit
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
P (Pass, C- or higher)	0 (not computed in GPA)
F (Fail)	0 (computed in GPA)
W (Withdrawal)	0 (not computed in GPA)
WF (Withdrawal Failing)	0 (computed in GPA)
AU (Audit)	0 (not computed in GPA)
I (Incomplete)	0 (not computed in GPA)
IP (In Progress)	0 (not computed in GPA)

An explanation of these grades and grading policy is in *The Logger*, available on the university's Web site.

Grades are accessed by students through their Cascade Web accounts at <http://cascade.ups.edu>.

Academic Standing

The Academic Standards Committee will review the record of each degree candidate whose cumulative grade average is below 3.00 at the end of any term. A student whose average is below 3.00 will be put on academic probation for one term. If the average remains below 3.00 for a second term, the student may be dismissed from the university. Graduate candidates who earn a grade lower than "C" in any course may be dismissed immediately without the probationary term.

Academic expulsion may occur in severe situations, usually involving academic dishonesty. Academic expulsion is permanent dismissal from the university.

See *The Logger* online for the full probation and dismissal policy.

Student's Rights and Responsibilities

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. Academic policies and regulations are in *The Logger*, available on the university's Web site.

A student may petition the Academic Standards Committee for the waiver of some university academic regulations when extraordinary conditions indicate such a waiver is in the student's best educational interest and will not compromise standards. Some requirements are not petitionable. For reference, see the Petitions for Exceptions section of *The Logger*. Petition forms may be obtained in the Office of the Registrar, Jones 013.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.

Students should submit to the registrar, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the university to amend a record that they believe is inaccurate or misleading. They should write the university official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the university has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The university discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is as follows:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

Public Notice Designating Directory Information

The University of Puget Sound hereby designates the following categories of student information as public or "Directory Information." Such information may be disclosed by the institution at its discretion.

Category I. Name and current enrollment.

Category II. Local and permanent addresses and telephone number.

Category III. Date and place of birth, dates of attendance, class standing, previous institution(s) attended, major field of study, awards, honors (including Dean's List), degree(s) conferred (including dates), full-time or part-time status, class schedule.

Category IV. Past and present participation in sports and activities, physical factors (height, weight of athletes), photograph.

Category V. E-mail addresses.

Currently enrolled students may withhold disclosure of any category of information. To withhold disclosure, written notification must be received in the Office of the Registrar prior to September 10 at: University of Puget Sound, 1500 N. Warner St., Tacoma, WA 98416-0012. Forms requesting the withholding of "Directory Information" are available in the Office of the Registrar. The institution will honor a request to withhold information in any of the categories listed but cannot assume responsibility to contact the student for subsequent permission to release them. Regardless of the effect upon the student, the institution assumes no liability as a consequence of honoring instructions that directory information be withheld.

The University of Puget Sound assumes that failure on the part of any student to request specifically the withholding of categories of "Directory Information" indicates approval for disclosure.

ADMISSION

School of Education

Students admitted to study beyond the baccalaureate degree are classified either with advanced standing or as degree candidates. A student with advanced standing may enroll in graduate courses (three units maximum) for the purpose of accumulating graduate credit or completing prerequisite coursework required by a school for acceptance into a master's degree program, but is not eligible to receive a degree from the University of Puget Sound.

To qualify for the MAT or the MEd degree, a student must obtain advanced standing and be accepted for candidacy by the School of Education and the university Office of Graduate Study. This two-step application process is described below. All materials should be submitted directly to the Office of Admission. Questions about the admission process should be referred to the Office of Admission.

Admission with Advanced Standing

In order to be considered for advanced standing,

1. Complete the Application for Graduate Admission.
2. Forward official transcripts of all completed college-level coursework. Transcripts should be sent directly by each institution previously attended and reflect the completion of a baccalaureate degree from an accredited institution.
3. Forward the application fee of \$50 (U.S. funds, not required of a student previously admitted to the university).

Admission to Degree Candidacy

Application for MAT degree candidacy should be made at the same time the Application for Graduate Admission is submitted. Application for MEd candidacy may be made concurrent with, or subsequent to, application for advanced standing.

In order to be considered for degree candidacy,

1. Complete the steps described above.
2. Complete the Graduate Education Degree Candidacy Application.
3. Forward the Degree Candidacy Application Fee of \$25 (required of all students seeking degree candidacy).
4. Arrange to have scores from the Graduate Record Examination (GRE) forwarded from the Educational Testing Service.
5. Arrange to have two Appraisal of Applicant for Degree Candidacy forms completed and submitted.
6. Arrange to have scores from the WEST-B forwarded from National Evaluations Systems. (MAT only.)
7. Arrange to have scores from Praxis II forwarded from Educational Testing Service. After September 1, 2008, WEST-E scores must be forwarded from Pearson Education (MAT only).
8. If seeking admission to candidacy in the MED program, arrange to have a personal interview and develop a proposed course of study with one or more members of the Counseling Program faculty. An interview for MAT candidates may be requested by the student or by the School of Education Admission Committee.
9. Submit an essay which states in concise terms reasons for undertaking graduate study in the program to which admission is being sought. As appropriate, include a discussion of how professional and educational experiences to date and the proposed area of study are related to professional goals. Generally, but not exclusively, most essays are 300-500 typewritten words in length.
10. International students, in addition to the above, must
 - a. If English is a second language, submit official minimum scores of 550 (paper-based exam), 213 (computer-based exam), or 80 (internet-based exam) from the Test of English as a Foreign Language (TOEFL).
 - b. Satisfy visa application requirements by showing adequate financial resources to cover the anticipated period of study. This is done by completing and submitting a Supplemental Application for International Students, Financial Statement and a bank certification letter documenting available funds. These forms are available from the Office of Admission.

A candidacy decision will be based on the Admission Committee's assessment of the applicant's potential as a professional in his or her chosen field. The indicators upon which this judgment is based are drawn from the above material as well as performance in any courses already taken in the School of Education. Modest deficiencies in any category will be considered in context. In no instance will a candidate be considered without all evidence requested. The intention of the faculty of the School of Education is to choose the best candidates from among the applicant pool to fill a limited number of available openings. The faculty seek students who are mature, flexible, motivated, and bright. The faculty also recognizes that varied life experiences and broad educational backgrounds contribute to a student's ultimate success.

MAT applicants for secondary certificates are presumed to have met endorsement requirements in their teaching area of choice. Incomplete preparation could extend the period of study

before applicants are accepted to degree candidacy.

Application Deadlines

Application deadline for the MEd programs (School, Pastoral, or Agency Counseling) is March 1. Candidates will be considered at other times on a space-available basis. In order to be considered for admission, candidates must have all their materials, with the exception of the interview, submitted to the Office of Admission.

Application materials for the MAT degree, with the exception of the optional interview, must be submitted on or before March 1 for admission the following fall.

Candidates who do not hold a valid Washington certificate will be required to complete the Character and Fitness supplement as part of the application for Washington certification. This application includes a Washington State Patrol and FBI fingerprint clearance. Candidates with any previous criminal conviction, serious behavior problem or previous license revocation must be cleared by the Office of the Superintendent of Public Instruction prior to certification. Questions and requests for additional information should be addressed to the certification officer in the School of Education (253.879.3382).

Occupational Therapy

Professional Entry-Level Master's Degrees

Prerequisites for admission to the Master of Occupational Therapy and Master of Science in Occupational Therapy Programs (Professional Entry-Level) are as follows:

Note: One unit at the University of Puget Sound equals six quarter hours or four semester hours.

1. Baccalaureate degree from a regionally accredited college or university.
2. Human Anatomy and Physiology (EXER 221/222). While human anatomy and physiology are preferred, students may substitute vertebrate or comparative anatomy and physiology.
3. Elements of Applied Statistics (MATH 160) or equivalent (1 unit).
4. Human Behavioral Science/Human Development, a total of three (3) units, distributed as follows:
 - a. Human Development through the life span:
Developmental Psychology: Infancy through Childhood (PSYC 273) or equivalent and Developmental Psychology: Adolescence through Death (PSYC 274) or equivalent.
Note: It is sometimes possible to meet the Human Development prerequisite within a single course in which case an applicant must have completed 2 units in category (b) listed below.
 - b. Human Behavioral Science courses (one or more units as needed to complete the three-unit Human Behavioral Science/Human Development requirement): Psychology, Anthropology or Sociology at the 200 level or above addressing at least one of the following content areas:
 - (i) Normal and abnormal behavior of individuals and/or groups;
 - (ii) The analysis of behavior of individuals and/or groups and their interactions; or
 - (iii) Culture and mental health.

Questions about distribution of the three Human Behavioral Science/Human Development units, if taken at another school, should be directed to the Office of Admission, accompanied by a course description including the name of the school and an unofficial transcript if the coursework has been completed.

Post-Professional Master of Science in Occupational Therapy

The sole prerequisite for study in the PPMSOT, beyond a degree in occupational therapy, is an

Admission / Occupational Therapy

introductory course in statistics. Also note that the Graduate Record Examination is not required for application.

Application Information

Students admitted to study beyond the baccalaureate degree are classified either with advanced standing or as degree candidates. A student with advanced standing may enroll in graduate courses (3 units maximum) for the purpose of accumulating graduate credit or completing prerequisite coursework required by a school for acceptance into a master's degree program, but is not eligible to receive a degree from the University of Puget Sound.

To qualify for the Master of Occupational Therapy or the Master of Science in Occupational Therapy degree program, a student must obtain advanced standing and be accepted for candidacy in the particular program. This two-step application process is described below. All materials should be submitted directly to the Office of Admission. Questions about the admission process should be referred to the Office of Admission.

Application Procedures

Application for Advanced Standing.

- A. Application for Graduate Admission, University of Puget Sound.
- B. Application fee (\$50 U.S. funds).
- C. Official transcripts from all colleges and universities attended.

Application for Degree Candidacy Entry-Level Master's programs:

- A. Official transcripts verifying an undergraduate grade point average (GPA) of 3.0 or above from a regionally accredited college or university or a GPA of 3.25 or above for the last two academic years.
- B. Candidacy application for Graduate Degree, Occupational Therapy Program and Degree Candidacy Application Fee of \$25.
- C. Candidates for the entry-level Master of Occupational Therapy (MOT) or Master of Science in Occupational Therapy (MSOT) must submit Graduate Record Examination (GRE) scores not more than five years old. Since applications are due January 15, the GRE should be taken no later than December. Scores from the GRE must be sent directly from the Educational Testing Service to Puget Sound. Applications complete by January 15 will receive preferential processing.
- D. An essay and other written materials as specified by the Admission Committee. Instructions are included in the application materials and online.
- E. Three completed references on forms provided by the Office of Admission from persons unrelated to the applicant, which include a credentialed occupational therapist (OTR/L or OT/L), a college educator, and an employer/supervisor, preferably in a service-related field. Current forms are included in the application materials.
- F. Worksheet on prerequisite courses, with copies of course descriptions.
- G. Work and Experience Sheet.
- H. International students, in addition to the above, must
 - 1. Satisfy visa application requirements by showing adequate resources to cover anticipated period of study. This is done by completing and submitting a Supplemental Application for International Students, Financial Statement and a bank certification letter documenting available funds. These forms are available from the Office of Admission.
 - 2. If English is a second language, submit official minimum scores of 550 (paper-based exam), 213 (computer-based exam), or 80 (internet-based exam) from the Test of

English as a Foreign Language (TOEFL).

Thirty students are enrolled each fall into the Occupational Therapy graduate program. Admission decisions will be made on Puget Sound applicants before transfer applicants are considered. In order to obtain Puget Sound status, an applicant must have been enrolled as a full-time student (3-4 units) for at least one semester. That semester must have been completed within three semesters of the term in which a student will enroll in the program and must occur before the January 15 application deadline.

Application for Degree Candidacy Post-Professional Master's program

- A. Official transcripts showing completion of baccalaureate degree in occupational therapy from an accredited American OT program or World Federation of OT recognized school.
- B. Transcript showing completion of prerequisite statistics course (equivalent to Math 160, Elements of Applied Statistics, at Puget Sound).
- C. Candidacy application for Graduate Degree, Occupational Therapy Program and Degree Candidacy Application Fee of \$25.
- D. Required program essay described in application materials.
- E. Reference from one employer.
- F. Resume of work experience in the field of OT or other human services.
- G. International applicants are required to show equivalence of their preparation to a four year baccalaureate program as in the U.S. and must meet other requirements as outlined in H above.

Application Deadlines

Specific instructions for applications are available by mid-October. Instructions for applications are subject to change from year to year. All application materials must be postmarked no later than January 15. Applicants will be informed of selection decisions during March.

Program Reapplication

All applicants must submit the current year application materials for both the university and the program. Application materials from prior years are not acceptable. Students previously denied admission to the program may reapply only once and must submit a statement with the second application indicating what measures have been taken to strengthen the application since it was first submitted.

Acceptance to Degree Candidacy, Entry-Level Master's programs

The Occupational Therapy Program Admission Committee bases its graduate candidacy decisions on the best balance of the following:

1. Academic ability as demonstrated by grade point average and Graduate Record Examination (GRE) scores;
2. Written communication skills;
3. Understanding of the role and functions of occupational therapy and the importance of a graduate degree in occupational therapy;
4. Academic performance in prerequisite courses;
5. Exposure to the practice of occupational therapy, including breadth and depth (for example, a job or volunteer position in an occupational therapy clinic).

Acceptance to Degree Candidacy, post-professional Master's programs

The Occupational Therapy Program Admission Committee bases its graduate candidacy deci-

Admission / Physical Therapy

sions on the best balance of the following:

1. Baccalaureate degree in OT from an accredited college or university;
2. Completion of prerequisite statistics course;
3. Written communication skills demonstrated through the required essay;
4. Work experience in the field of OT or other human services.

Physical Therapy

Prerequisites for admission to the Doctor of Physical Therapy Program are as follows:

1. Baccalaureate degree from a regionally accredited college or university. Students may prepare themselves for graduate work in physical therapy while pursuing any major course of study. Some majors may be designated as pre-physical therapy majors. Students are cautioned not to assume that programs designated as such will advantage their application. A diversity of undergraduate backgrounds enriches a PT class. The admission committee does not consider any particular major to be superior preparation for physical therapy; a student with any undergraduate major may be admitted.
2. Fundamentals of Chemistry I, II (CHEM 110/111) or equivalent.
3. General College Physics (PHYS 111/112) or equivalent.
4. Human Anatomy and Physiology (EXSC 221/222) or equivalent. (In some universities, the equivalent courses may be offered in the Biology Department). While human anatomy and physiology are preferred, students may substitute vertebrate or comparative anatomy and physiology.
5. Elements of Applied Statistics (MATH 160) or equivalent.
6. A course in general or abnormal psychology, or sociology emphasizing human abnormal behavior or disability issues. Puget Sound courses that fulfill the requirement include Introduction to Psychology (PSYC 101); Developmental Psychology (PSYC 273 or 274); Abnormal Psychology (PSYC 295); Deviance and Social Control (CSOC 206); and Disability, Identity, and Power (CSOC 370).

All prerequisite courses must be taken for a grade, and the applicant must earn at least a grade of C in each course. The grades from physics and anatomy/physiology courses must average to B or better with no single grade less than C. When prerequisite courses have been completed more than ten years prior to application, the applicant should submit a letter describing how the prerequisite knowledge has been kept current. Since course content can be divided into specific courses in different ways, the faculty highly recommends that each science prerequisite course sequence be completed at a single college or university. Questions about prerequisite course equivalencies should be directed to the Office of Admission in letter form, accompanied by a course description including the name of the school and an unofficial transcript if the coursework has been completed. Only written inquiries will be accommodated. Prior to submission of the application for admission, all evaluations are unofficial. In addition, unofficial evaluations are completed only between May 1 and October 1.

Application Information

The University of Puget Sound Doctoral Program in Physical Therapy will participate in the new Physical Therapist Centralized Application Service, known as PTCAS. Applicants applying to the program for the 2009 entering class will apply online using the PTCAS application. Applicants may begin their PTCAS application on August 1, 2008. The PT program application deadline is December 15, 2008. Detailed information about the PTCAS application process will be available

on the PTCAS Web site at www.ptcas.org as of June 2008.

In addition to submitting an application through PTCAS, applicants must also submit official Graduate Record Examination (GRE) scores that are not more than five years old directly to the University of Puget Sound. Finalists for admission will be asked to submit a secondary application consisting of a prerequisite course report with course descriptions for verification of prerequisite equivalency. The Puget Sound application fee for the secondary application is \$25. International students, in addition to the above, must

1. Satisfy visa application requirements by showing adequate financial resources to cover the anticipated period of study. This is done by completing and submitting a Supplemental Application for International Students, Financial Statement and a bank certification letter documenting available funds, available from the Office of Admission.
2. If English is a second language, submit official minimum scores of 550 (paper-based exam), 213 (computer-based exam), or 80 (internet-based exam) from the Test of English as a Foreign Language (TOEFL).

Approximately 30-36 students are enrolled each fall in the Doctor of Physical Therapy Program. Priority for admission is given to competitive qualified students who have or will have degrees from the University of Puget Sound. University of Puget Sound graduates comprise 10 – 20% of a typical class; thus applicants who have or will have completed a degree at another college or university and who meet the standards for acceptance are strongly urged to apply.

Acceptance to Degree Candidacy

The Physical Therapy Program Admission Committee bases its graduate candidacy decisions on the applicant's qualifications taken as a whole and strives to select those applicants whose educational records predict academic success in the program and whose interests, background, and professional goals are compatible with the philosophy and goals of the Physical Therapy Program. Admission and degree candidacy decisions will be based on information related to the following:

1. Completion of all prerequisites prior to matriculation.
2. Academic ability:
 - a. A cumulative undergraduate grade point average (GPA) of 3.0 or above from a regionally accredited college or university. A student who has not achieved a cumulative GPA of 3.0 in the undergraduate degree must clearly articulate within the PTCAS application essay why he or she believes that achieving a 3.0 GPA in rigorous graduate studies is a realistic goal.
 - b. A 3.0 GPA in the prerequisite courses. If an applicant does not have a 3.0 GPA in the prerequisite courses, the PTCAS essay should include an explanation of why that is the case. If admitted, the student will be required to attain a 3.0 GPA in any remaining prerequisite courses prior to matriculation in the PT program..
 - c. A minimum grade of 2.0 (C grade or better) in each prerequisite course.
3. Graduate Record Examination (GRE) scores, not more than five years old.
4. Exposure to the practice of physical therapy, including breadth and depth (for example, a job or volunteer position in a physical therapy clinic). One hundred hours is recommended, but no minimum number of hours is required.
5. Content and quality of writing and references within the PTCAS.

Student Financial Services

STUDENT FINANCIAL SERVICES

Associate Vice President for Student Financial Services: Maggie Mittuch

Co-Director of Student Financial Services: Ava Brock

Co-Director of Student Financial Services: Shirley Johnson

Student Financial Services, composed of staff who support Student Accounts and Financial Aid and Scholarships, work closely with students to provide comprehensive financial information and assistance. Staff members actively join in partnership with students to develop financial solutions that help make a Puget Sound education a reality.

Schedule of Tuition and Fees

Tuition and fees are established in the spring for the following academic year. The university reserves the right to change tuition and fees for a given semester without prior notice. Once the semester begins, no changes will be made to the tuition or fees for that semester. Every student is presumed to be familiar with the tuition, fees, and financial polices published in this *Bulletin*.

Tuition for Graduate Degree Candidates 2008-2009

	<u>Cost Per Unit</u>
Master of Arts in Teaching (MAT)	\$3,910
Master of Occupational Therapy (MOT, MSOT)	
and Doctor of Physical Therapy (DPT).....	\$4,260
Master of Education (MEd).....	\$2,770

Tuition charges for fractional unit courses will be based on the per unit rate.

MEd tuition rates apply only to courses that are part of the MEd program or are required for the MEd degree.

Full-time students, alumni, and members of the University of Puget Sound Women's League, may audit, without charge, one class per term, with a maximum of two classes per academic year. Other students will be charged one-half the per unit rate. All auditors will be charged any applicable class instruction fees. Reduced tuition rates are not available to students who change a graded class to an audit class. For a list of nonauditible courses, see *The Logger* online.

Clinical Affiliation Fees

The Fieldwork Experience and the Internship fee for Occupational Therapy and Physical Therapy students is \$3,640. The Fieldwork Experience fee for each additional placement beyond the required internships is \$100.

Health Insurance

The University of Puget Sound requires that all full-time students have health insurance coverage. The university has partnered with EIIA to provide a low cost group health insurance plan for students not otherwise covered by a plan valid in the Tacoma metropolitan area, or for students who desire coverage supplemental to their existing plan.

All full-time students will be billed for health insurance through Student Financial Services as part of the semester billing process. Students will have an opportunity to submit a request for waiver of the university plan provided they are able to demonstrate coverage under a different plan and that this coverage is valid for treatment in the Tacoma metropolitan area. Waivers are only available until the 10th day of the term, so it is important for those not wishing coverage to submit their waiver information in a timely fashion. The annual cost of coverage in 2008-2009 for

the EIIA \$5,000 limit plan is \$165, and the policy coverage extends from August 1 through July 31.

More information on the university's health insurance plan and waiver option is available on the Student Financial Services Web site at www.ups.edu/sfs.

Other Fees

Application for admission	\$ 50
Application for degree candidacy	\$ 25
Late confirmation fee (for payment and/or signed invoice received after the payment deadline)	\$100
Payment plan participation fee (per semester of participation)	\$ 80
Returned check fee*	\$ 25

*Two returned checks will cause check-writing privileges to be permanently revoked.

Deposits

Advance tuition deposit - new students	\$100
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Student Invoices and Payment

Students are billed each semester for tuition, fees, room and board on the Initial Payment Invoice. This invoice summarizes all charges, credits financial aid, and calculates the payment due. Students must confirm their registration by providing an electronic signature or by signing a paper copy of the invoice and must submit any required payment by the payment deadline each semester. A signature is required even if financial aid fully covers the amount due. If registration waitlist activity causes a change in tuition fees (i.e., part-time to full-time, full-time to overload), payment of the additional tuition fees is expected by the payment deadline or at the time of the schedule change.

Students will receive electronic notification to their Puget Sound e-mail address when their semester invoice is available online on their Cascade Web account. Notification of account billing to a parent or other third party is available with the student's authorization. Students may provide this authorization on their Cascade Web accounts.

Financial aid credit is not given for unapproved private loans, work-study awards, and certain outside scholarships not disbursed directly to the university. When these funds are received, they will be used to pay off the balance or reduce the payment plan balance.

Funds received by the university from loans or scholarships must be applied to the student's account if there is any unpaid balance at the time of receipt.

Payment must be made by either cash, check, or electronic e-check; we do not accept payment by credit card.

Payment Deadlines

The payment deadline for Fall 2008 is August 5, 2008. The payment deadline for Spring 2009 is January 5, 2009. Mail bearing these postmark dates is accepted as on time. Students must comply with these payment deadlines to avoid penalty fees.

If students anticipate difficulties in meeting the payment deadline, they must contact Student Financial Services in advance of the deadline to discuss possible options.

Monthly Payment Plan

The university offers an interest free monthly payment plan to students who prefer to spread their payments throughout the course of the semester. Under this plan, the net amount due for the semester plus an \$80 payment plan participation fee is divided into five equal monthly payments. The first payment is due by the validation deadline for each semester. The four remaining pay-

Student Financial Services

ments are due on or before the 5th day of each month following. A monthly late fee of 1 percent will be imposed for past due payments. An estimated payment plan is calculated on the Initial Payment Invoice.

All monthly payment plan requests are subject to review and final approval by Student Financial Services. Payment plans may be modified or canceled 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.

Any expected financial aid that is delayed or canceled for any reason will increase the student's account balance and payment due for the term.

Monthly statements of account are provided to each student. This statement reflects payments, scholarships, and loans applied to the student's account. Students will receive electronic notification to their Puget Sound e-mail address when their monthly statement is available on their Cascade Web account. Notification of account billing to a parent or other third party is available with the student's authorization. Students may provide this authorization on their Cascade Web accounts.

Inquiries concerning payment options should be directed to Student Financial Services at 253.879.3214, 800.396.7192, or by e-mail at sfs@ups.edu.

Registration for Classes

Registration for classes is confirmed when the Initial Payment Invoice has been signed and the required payment has been received. Registrations not confirmed by the payment deadline are assessed a \$100 late confirmation fee. Registrations not confirmed by the end of the second day of classes are canceled and students are required to re-register on a space available basis.

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 does not, however, cancel the incurred obligations on the part of the student.

The university reserves the right to withhold 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 paid in full. The university further reserves a similar right, as stated in the preceding sentence, if (1) any student loan (including Perkins) is in a past-due or delinquent status, or (2) any student has caused the university to incur a financial loss and has not voluntarily repaid the loss.

Refunds and Adjustments

All students completely withdrawing from a term or dropping down in units to effect tuition charges will be eligible for tuition charge adjustments based on the official withdrawal date as provided by the Office of the Registrar and according to the following schedule:

Withdrawal before the first day of classes - 100 percent tuition adjustment; withdrawal on the first or second day of classes - 100 percent tuition adjustment; the third day of class through the Last Day to Drop Without Record- 80 percent; the eleventh day of classes through the end of the third week - 50 percent; after the end of the third week and through the end of the fourth week - 40 percent; after the end of the fourth week and through the end of the fifth week - 30 percent; after the end of the fifth week and through the end of the sixth week - 25 percent; after the end of the sixth week and through the end of the seventh week - 20 percent; after the end of the seventh week and through the end of the eighth week - 15 percent; after the end of the eighth week - no refund.

For the exact dates of adjustment periods by term, refer to the Academic Calendar.

Financial Aid. Student Financial Services will calculate any necessary refunds and returns of

Federal and institutional financial aid based on the date a student drops from full-time to part-time status or completely withdraws. Aid refund calculations for students dropping from full to part-time status are based on overall charges in tuition and fee rates, coupled with any other particular award requirements. Aid refund calculations for completely withdrawing students are pro-rated, calculated on a daily basis up to the 60 percent completion point of the term.

Tuition Refunds are based on Tuition charges assessed, not payments made. A full copy of the refund policy, with examples, is on file in the Student Financial Services Office.

Financial Aid and Scholarships

How to Apply

Students wishing to apply for any need-based financial aid must complete the Free Application for Federal Student Aid (FAFSA), listing the University of Puget Sound (code 003797). For priority consideration, the FAFSA should be completed by March 31. The FAFSA is available online at www.fafsa.ed.gov.

Need-Based Aid Financial Aid Programs

Subsidized Federal Stafford Loan

Graduate degree candidates may borrow up to \$8,500 per academic year through the Subsidized Federal Stafford Loan program. The interest rate is fixed at 6.8 percent. The loans are interest free while enrolled at least half time. Repayment begins six months after a student has graduated or is no longer enrolled at least half time.

Federal Perkins Loans

The University of Puget Sound is the lender for the Perkins Loan Program. The interest rate for Perkins Loans is 5 percent and is interest free while enrolled at least half time. Repayment begins nine months after a student has graduated or is no longer enrolled at least half time. The Perkins Loan program carries with it certain cancellation provisions, including provisions for those working in the Allied Health Professions (which include both Occupational and Physical Therapists) and for certain areas of teaching. Further information on these cancellation opportunities is available from the Perkins Loan Repayment Office at perkinsloans@ups.edu.

Work-Study Employment

Off-campus part-time employment is available through the Washington State Work-Study program. Whenever possible, students are referred to positions which complement their fields of study or career interests. Preference for work-study employment is given to full-time students.

Non-Need Based Aid Financial Aid Programs

Unsubsidized Federal Stafford Loan

Graduate students may be eligible to borrow up to \$12,000 per academic year. The interest rate is fixed at 6.8 percent. Students borrowing from the Unsubsidized Federal Stafford program are responsible for interest payments from the time the funds are disbursed to the university. Repayment begins six months after a student has graduated or is no longer enrolled at least half time.

PLUS Loan for Graduate Students

Graduate students may pursue funding through the Graduate PLUS Loan program. Students may borrow a PLUS Loan for any year in which they are enrolled at least half time. The interest rate is fixed at 8.5 percent. Fees of 3 percent are subtracted from each disbursement to cover the loan origination fee required for this federal loan. Information about the PLUS Loan for graduate stu-

Student Financial Services

dents is available on the Student Financial Services Web site at www.ups.edu/sfs.

Private Loan Opportunities

There are many private lenders who offer private educational loans to students provided the qualifying credit and income criteria are met. Students may borrow up to the cost of attendance, less any financial aid they have been awarded. Information about private loan programs is available online at www.simpletuition.com/ups.

Employment

The Career and Employment Services Office is a resource center for students seeking part-time, temporary, and summer employment on campus and in the local community. The office is located in Howarth Hall, Room 101.

Fellowships and Scholarships

A number of partial tuition fellowships will be awarded to incoming Occupational Therapy and Physical Therapy graduate students who have demonstrated exceptional academic achievement in prior coursework. These fellowships are offered at the point of admission and recipients are notified along with their letter of acceptance to the program. Fellowship recipients are chosen during the admission process using information on the admissions application; no separate application is required.

Puget Sound's graduate scholarship program is composed of a number of scholarships provided through the financial commitments of University of Puget Sound alumni and friends. These one-time only scholarships will be awarded to graduate students based on their academic achievement and/or financial need. Scholarship recipients are chosen by the department faculty; no separate application is required.

Master of Arts in Teaching Scholarships

Barbara Albertson-Johnson Scholarship. One scholarship is awarded to a student with financial need planning a teaching career in elementary education.

Lilla Baarslag Endowed Scholarship Fund. One scholarship is awarded to a female student returning to college to complete a degree in the MAT Program.

Edith G. Bowditch Scholarship. One scholarship is awarded to a student planning a teaching career.

Campbell Science-Teacher Scholarship. One scholarship is awarded to a student who is planning a teaching career in the sciences.

Mary Anne Palo Gray Scholarship. One scholarship is awarded to a female student who has recently completed undergraduate work at the University of Puget Sound.

Nyberg Scholarship. One scholarship is awarded to a student planning a teaching career in elementary education.

Raymond Powell Endowed Scholarship Fund. Several scholarships are awarded to students planning teaching careers.

Janet Tait Scholarship. One scholarship is awarded to a student planning a teaching career in elementary education.

Occupational Therapy Scholarships

Bethesda Buchanan Memorial Scholarship. One or two scholarships are awarded annually to students enrolled full-time who demonstrate financial need.

Rosemary Funk Scholarship. One scholarship is awarded annually to a student enrolled full-time who demonstrates financial need.

Marjorie Jenkins Mann Endowed Scholarship. One scholarship is awarded annually to a student enrolled full-time.

Esther Griffith Pitz Scholarship. One scholarship is awarded annually to a student enrolled full-time.

Ross Family Memorial Endowed Scholarships. Two to three scholarships are awarded annually to outstanding students enrolled full-time who demonstrate financial need.

Judith Rowe Memorial Scholarship. One scholarship is awarded annually to a student enrolled full-time.

Physical Therapy Scholarships

Alumni Fund Scholarship for Membership in the American Physical Therapy Association. Each Puget Sound physical therapy student is sponsored for one year of student membership in the American Physical Therapy Association, during the first year of physical therapy study. Students must involve themselves in one social action within the association during the sponsored year.

Alumni Fund Scholarship for Physical Therapy Students. One scholarship is awarded annually to a student enrolled full-time who shows outstanding potential as a clinician.

Honored Faculty Endowed Scholarship. One scholarship is awarded annually to an outstanding student enrolled full-time who has particular interest in pediatrics, adult neurology and/or clinical research.

Ross Family Memorial Endowed Scholarships. Two to three scholarships are awarded annually to outstanding students enrolled full-time who demonstrate financial need.

Cynthia Roth Memorial Scholarship. One scholarship is awarded annually to a student enrolled full-time who shows potential to become a caring and excellent clinician, with preference given to students who are parents.

Additional Sources of Assistance

WICHE. The WICHE Student Exchange Program helps Occupational Therapy and Physical Therapy students from Western states obtain access to fields of professional education not available in their home states. Residents of these participating Western states must complete pre-professional requirements and meet admission standards for the desired program. Applicants residing outside of Washington interested in determining eligibility should contact the certifying officer of the state in which they reside. For further information contact: WICHE Student Exchange Program at 303.541.0210; E-mail: info-sep@wiche.edu; Web: www.wiche.edu.

Veterans Benefits. Selected academic programs of study at the University of Puget Sound are approved by the Washington State Higher Education Coordinating Board's State Approving Agency for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10 U.S.

Student Financial Services

Code. For additional information, contact the Veterans Affairs certifying official at 253.879.3160.

All financial aid and scholarship information, including program eligibility, award amounts, and loan interest rates, is subject to change.

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Gillian N. Toledo '94	Seattle, Washington
Peter K. Wallerich P'77	Tacoma, Washington
William T. Weyerhaeuser	Tacoma, Washington
John A. Whalley '64	Tacoma, Washington
Kenneth W. Willman '82	Hong Kong

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Nancy R. Hoff '51	Philip M. Phibbs	James H. Wiborg
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Associate Academic Dean, Alyce DeMarais

Associate Academic Dean, Lisa Ferrari

Associate Academic Dean and Dean of Graduate Studies, Sarah Moore

Vice President for University Relations, David Beers

Vice President for Finance and Administration, Sherry Mondou

Vice President for Enrollment, George H. Mills Jr.

Vice President for Student Affairs and Dean of Students, Mike Segawa

GRADUATE FACULTY

Allen, Roger: Professor, Physical Therapy
BS, MSED, University of Kansas, 1976, 1977
PhD, University of Maryland, 1979
BSPT, University of Washington, 1996

Beck, Terence: Professor, Education
BA, Seattle Pacific University, 1979
MEd, University of Puget Sound, 1990
PhD, University of Washington, 2000

Bobby, Kim: Clinical Associate Professor, Education
BA, California State University-Fresno, 1990
MA, California State University-Sacramento, 1994
EdD, University of Washington, 2007

Boyles, Robert: Clinical Associate Professor, Physical Therapy
BS, Eastern Washington University, 1989
MS, DSc, Baylor University, 1991, 2002

DeBenedictis, Marie: Academic Fieldwork Coordinator, Occupational Therapy
MOT, University of Puget Sound, 1984

Edgoose, Julian: Associate Professor, Education
BA, Oxford University, 1990
MA, PhD, Columbia University, 1996, 1999

Gast, Joan Elizabeth: Instructor, Education
BA, University of Oregon, 1974
MEd, University of Puget Sound, 1978

Hamel, Frederick: Associate Professor, Education
BA, University of Santa Clara, 1985
MA, MAT, University of Chicago, 1986, 1990
PhD, University of Washington, 2000

Hastings, Jennifer: Clinical Associate Professor and Director of Clinical Education, Physical Therapy
BA, University of California, Berkeley, 1981
MA, Boston University, 1985
PhD, University of Washington, 2006

Holme, Barbara: Instructor, Education
BA, MEd, University of Puget Sound, 1965, 1978

Hummel-Berry, Kathleen: Professor and

Director, Physical Therapy
BS, MEd, PhD, University of Washington, 1975, 1978, 2001

Jaasko-Fisher, Heather: Visiting Instructor and Clinical Supervisor, Education
BA, MAT, University of Puget Sound, 1994, 1995

Kaminsky, Tatiana: Assistant Professor, Occupational Therapy
BS, University of Wisconsin-Madison, 1995
MS, University of Washington, 2003

King, Jennice: Instructor, Education
BA, Central Washington University, 1966
MA, University of Northern Colorado, 1977
MEd, University of Puget Sound, 1993

Kirchner, Grace: Professor, Education
BA, Oberlin College, 1970
MA, PhD, Emory University, 1972, 1975

Kline, Christine: Professor and Dean, Education
BA, Mills College, 1967
MA, University of Pennsylvania, 1968
DED of Education, Rutgers, 1985

Linauts, Martins: Clinical Associate Professor, Occupational Therapy
BS, Albright College, 1972
BS, Oakland University, 1986
PhD, The Ohio State University, 1977

Looper, Julia: Assistant Professor, Physical Therapy
BS, MSPT Boston University, 1999, 2001
PhD, University of Michigan, 2008 (expected)

Luthman, Margaret: Visiting Clinical Assistant Professor, Occupational Therapy
BS, Eastern Kentucky University, 1983
MS, Colorado State University, 2005

McGruder, Juli: Professor Emerita, Occupational Therapy
BS, Indiana University, 1975
MS, Indiana University-Indianapolis, 1979
MA, PhD, University of Washington, 1994, 1999

Graduate Faculty

Ryken, Amy: Associate Professor, Education
BA, Mills College, 1985
MPH, PhD, University of California-Berkeley,
1990, 2001

Swinth, Yvonne: Professor, Occupational Therapy
BS, University of Puget Sound, 1984
MS, PhD, University of Washington, 1991, 1997

Tomlin, George: Professor and Director, Occupational Therapy
BS, Massachusetts Institute of Technology, 1972
MA, Boston University, 1979
MS, University of Puget Sound, 1983
PhD, University of Washington, 1996

Watling, Renee: Visiting Assistant Professor, Occupational Therapy
BS, MS, PhD, University of Washington, 1992, 1998, 2004

Wilson, Ann: Clinical Associate Professor, Physical Therapy
BS, University of Puget Sound, 1989
MEd, University of Washington, 1994

Woodward, John: Professor, Education
BA, Pomona College, 1973
MA, PhD, University of Oregon, 1977, 1985

Fall Semester 2008

August 5	Tuesday	Confirmation Deadline (postmarked by)
August 22	Friday	Open Registration for Fall Closes
August 22	Friday	New Student Orientation Check In Open, 8 a.m.
August 22	Friday	Residential Facilities Open for all New Students, 9 a.m.
August 22	Friday	Board Meal Plan Service Opens, 7 a.m.
August 22-31	Friday-Sunday	Orientation Week
August 29	Friday	Residential Facilities Open for All Continuing Students, 9 a.m.
September 1	Monday	Labor Day (No Classes)
September 2	Tuesday	Classes Begin
September 2	Tuesday	Add/Drop and Audit Registration Begins
September 3	Wednesday	Last Day to Drop with 100% Tuition Adjustment
September 9	Tuesday	Last Day to Add or Audit Classes
September 9	Tuesday	Last Day to Exercise P/F Option
September 12	Friday	Application for May/August/December, 2009 Graduation
September 15	Monday	Last Day to Drop Without Record
September 15	Monday	Last Day to Drop with 80% Tuition Adjustment
September 19	Friday	Last Day to Drop with 50% Tuition Adjustment
September 26	Friday	Last Day to Drop with 40% Tuition Adjustment
October 3	Friday	Last Day to Drop with 30% Tuition Adjustment
October 10	Friday	Last Day to Drop with 25% Tuition Adjustment
October 13	Monday	Last Day to Withdraw With an Automatic "W"
October 17	Friday	Incomplete Spring/Summer Work Due to Instructor
October 17	Friday	Mid-Term
October 17	Friday	Last Day to Change Meal Plan
October 17	Friday	Last Day to Drop with 20% Tuition Adjustment
October 20-21	Monday-Tuesday	Fall Break (No Classes)
October 22	Wednesday	Mid-Term Grades Due, noon
October 24	Friday	Last Day to Drop with 15% Tuition Adjustment
October 24	Friday	Preliminary 2008 Summer Schedule Available
November 7-14	Friday-Friday	Registration for Spring Term
November 24	Monday	Open Registration Begins (Continuing and Transfer Students)
November 26	Wednesday	Board Plan Meal Service Closes, 3 p.m.
November 26	Wednesday	Travel Day (No Classes)
November 27-30	Thursday-Sunday	Thanksgiving Holiday
December 10	Wednesday	Last Day of Classes
December 11-14	Thursday-Sunday	Reading Period (No Classes)
December 15-19	Monday-Friday	Final Examinations
December 19	Friday	Board Plan Meal Service Closes, 6 p.m.
December 20	Saturday	All Residential Facilities Close, noon
January 5	Monday	Final Grades Due, noon
January 6	Tuesday	Probation/Dismissal meeting for Fall 2008, 9 a.m.

Spring Semester 2009

January 5	Monday	Confirmation Deadline, by mail (Postmarked by)
January 14	Wednesday	Board Plan Meal Service Open
January 16	Friday	Open Registration for Spring closes
January 17	Saturday	Residential Facilities Open for All Continuing Students, 9 a.m.
January 19	Monday	Martin Luther King, Jr. Birthday (No Classes)
January 19	Monday	Orientation for New Students
January 20	Tuesday	Classes Begin

Calendar 2008-2009

January 20	Tuesday	Add/Drop and Audit Registration Begins
January 21	Wednesday	Last Day to Drop with 100% Tuition Adjustment
January 27	Tuesday	Last Day to Add or Audit Classes
January 27	Tuesday	Last Day to Exercise P/F Option
February 2	Monday	Last Day to Drop Without Record
February 2	Monday	Last Day to Drop with 80% Tuition Adjustment
February 6	Friday	Last Day to Drop with 50% Tuition Adjustment
February 13	Friday	Last Day to Drop with 40% Tuition Adjustment
February 20	Friday	Last Day to Drop with 30% Tuition Adjustment
February 27	Friday	Last Day to Drop with 25% Tuition Adjustment
March 2	Monday	Last Day to Withdraw with an Automatic "W"
March 6	Friday	Last Day to Drop with 20% Tuition Adjustment
March 13	Friday	Last Day to Drop with 15% Tuition Adjustment
March 13	Friday	Incomplete Fall Work Due to Instructor
March 13	Friday	Mid-Term
March 13	Friday	Last Day to Change Meal Plan
March 16–20	Monday–Friday	Spring Recess (Residential Facilities Remain Open)
March 23	Monday	Classes Resume
March 23	Monday	Mid-Term Grades Due, noon
April 6–10	Monday–Friday	Registration for Fall Term
April 13	Monday	Early Registration for Summer begins
April 20	Monday	Open Registration for Fall begins (Continuing and Transfer Students)
May 6	Wednesday	Last Day of Classes
May 7–10	Thursday–Sunday	Reading Period (No Classes)
May 11–15	Monday–Friday	Final Examinations
May 15	Friday	Board Plan Meal Service Closes, 6 p.m.
May 15	Friday	Class of 2009 Graduation Party, 8 p.m.
May 16	Saturday	Residential Facilities Close for nongraduating students, noon
May 16	Saturday	Convocation, 2 p.m.
May 17	Sunday	Baccalaureate, 10 a.m.
May 17	Sunday	Commencement, 2 p.m.
May 18	Monday	Residential Facilities Close for Graduating Seniors, noon
May 27	Wednesday	Final Grades Due, noon
May 29	Friday	Probation/Dismissal Meeting for Spring 2009, 9 a.m.

Summer Session 2009

Term I

May 18	Monday	Term I Begins
May 18	Monday	Last Day to Drop with 100% Tuition Adjustment
May 22	Friday	Last Day to Exercise P/F Option
May 22	Friday	Last Day to Add a Class
May 22	Friday	Last Day to Register for Audit
May 22	Friday	Last Day to Drop without Record
May 22	Friday	Last Day to Drop with 50% Tuition Adjustment
May 25	Monday	Memorial Day (No Classes)
May 29	Friday	Last Day to Drop with a "W"
May 29	Friday	Last Day to Drop with 25% Tuition Adjustment
June 26	Friday	Term I Ends
July 7	Tuesday	Term I Grades Due, noon

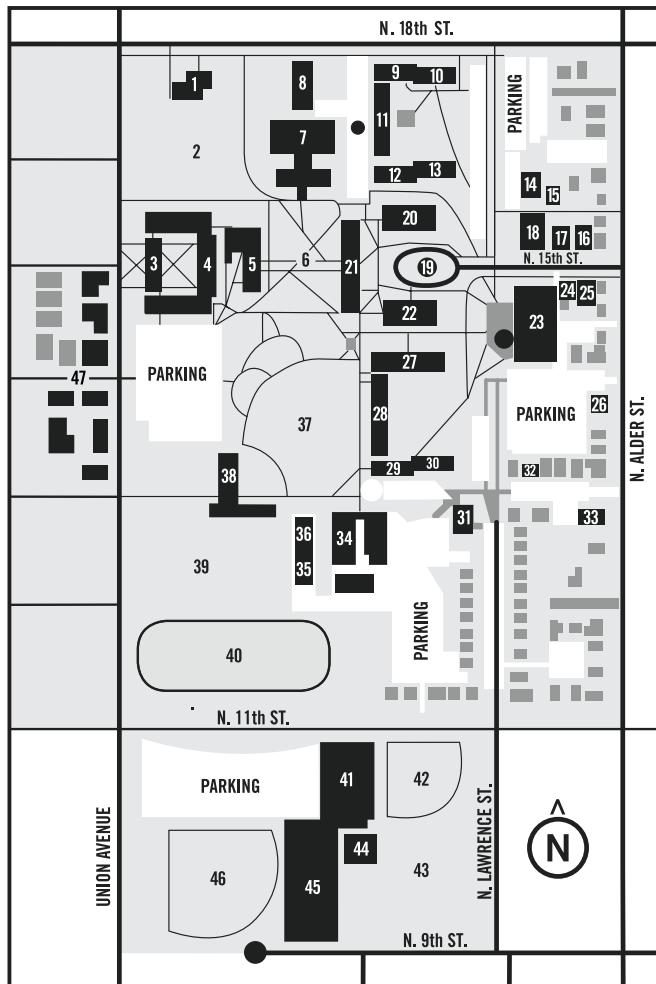
Term II

June 29	Monday	Term II Begins
June 29	Monday	Last Day to Drop with 100% Tuition Adjustment
July 2	Thursday	Last Day to Exercise P/F Option
July 2	Thursday	Last Day to Add a Class
July 2	Thursday	Last Day to Register for Audit
July 2	Thursday	Last Day to Drop without Record
July 2	Thursday	Last Day to Drop with 50% Tuition Adjustment
July 3	Friday	Independence Day Holiday (No Classes)
July 10	Friday	Last Day to Drop with a "W"
July 10	Friday	Last Day to Drop with 25% Tuition Adjustment
August 7	Friday	Term II Ends
August 17	Monday	Term II Grades Due, noon

Term A

June 22	Monday	Term A (MAT) Begins
June 22	Monday	Last Day to Drop with 100% Tuition Adjustment
June 26	Friday	Last Day to Drop with 75% Tuition Adjustment
June 26	Friday	Last Day to Exercise P/F Option
June 26	Friday	Last Day to Add a Class
June 26	Friday	Last Day to Register for Audit
June 26	Friday	Last Day to Drop without Record
July 2	Thursday	Last Day to Drop with 50% Tuition Adjustment
July 2	Thursday	Last Day to Drop with a "W:"
July 3	Friday	Independence Day Holiday (No Classes)
July 10	Friday	Last Day to Drop with 25% Tuition Adjustment
August 14	Friday	Term A Ends
August 24	Monday	Term A Grades Due, noon

University of Puget Sound Campus Map



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| 2 Alcorn Aboretum | 21 Jones Hall | 34 South Hall |
| 11 Anderson/Langdon Residence Hall | 6 Karlen Quad | 16 Student Activities |
| 40 Baker Stadium/Peyton Field/Shotwell Track | 8 Kilworth Memorial Chapel | 17 Student Diversity Center |
| 46 Baseball Diamond | 18 Kittredge Hall and Art Gallery | 45 Tennis Pavilion |
| 14 Ceramics Building | 33 Langlow House | 4 Thompson Hall |
| 7 Collins Memorial Library | 39 Lower Baker Field | 37 Todd Field |
| 26 Communications House | 20 McIntyre Hall | 28 Todd/Phibbs Residence Hall |
| 32 Community Involvement & Action Center | 5 Musis Building/Schneebeck Concert Hall | 47 Union Avenue Residences |
| 24 Copy Services | 1 President's House | 12 University Residence Hall |
| 43 East Athletic Field | 29 Regester Residence Hall | 44 Volleyball Courts |
| 41 Memorial Fieldhouse/Pamplin Sports Center | 10 Schiff Residence Hall | 35 Wallace Pool |
| 3 Harned Hall | 15 Sculpture Building | 36 Warner Gymnasium |
| 9 Harrington Residence Hall | 25 Security Services | 23 Wheelock Student Center (WSC) |
| 22 Howarth Hall | 30 Seward Residence Hall | 38 Wyatt Hall |
| 31 Human Resources Office | 13 Smith Residence Hall | |
| 19 Jones Circle | 42 Softball Field | |

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Telephone and E-mail Directory

The address of the University of Puget Sound is
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Telephone: 253.879.3100
Facsimile: 253.879.3500

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Academic Vice President and Dean.....	253.879.3205.....	acadvp@ups.edu
Admission	253.879.3211	admission@ups.edu
Academic Advising.....	253.879.3250.....	aa@ups.edu
Alumni and Parent Relations.....	253.879.3245.....	alumoffice@ups.edu
Associated Students	253.879.3600	asupspresident@ups.edu
	TDD 253.879.3252	
Athletics Office.....	253.879.3140	ahackett@ups.edu
Bulletins.....	253.879.3211	admission@ups.edu
Career and Employment Services.....	253.879.3161	ces@ups.edu
Center for Writing, Learning, and Teaching....	253.879.3395	neff@ups.edu
Chief Diversity Officer.....	253.879.3991	kobby@ups.edu
Counseling, Health, and Wellness Services.....	253.879.1555	chws@ups.edu
	TDD 253.879.3964	
Fellowships.....	253.879.3329	fellowships@ups.edu
Financial Aid and Scholarships	253.879.3214	sfs@ups.edu
	or 800.396.7192	
Institutional Research.....	253.879.3104	rnelson@ups.edu
International Programs/Study Abroad.....	253.879.3652.....	jannie@ups.edu
Library.....	253.879.3669.....	libref@ups.edu
	TDD 253.879.2664	
President's Office.....	253.879.3201	president@ups.edu
Registrar's Office.....	253.879.3217	registrar@ups.edu
Security Services	253.879.3311	
	TDD 253.879.2743	
Student Affairs (Dean of Students)	253.879.3360.....	dos@ups.edu
Summer Session	253.879.3207	lferrari@ups.edu
Technology Services.....	253.879.8585.....	helpdesk@ups.edu
Transcript Ordering (recorded message).....	253.879.2641	
Tuition/Fees/Payment of Bills	253.879.3214	sfs@ups.edu
	or 800.396.7192	
University Relations.....	253.879.3902.....	vpour@ups.edu

Diversity Statement

We Acknowledge

the richness of commonalities and differences we share as a university community.
the intrinsic worth of all who work and study here.
that education is enhanced by investigation of and reflection upon multiple perspectives.

We Aspire

to create respect for and appreciation of all persons as a key characteristic of our campus community.
to increase the diversity of all parts of our university community through commitment to diversity in our recruitment and retention efforts.
to foster a spirit of openness to active engagement among all members of our campus community.

We Act

to achieve an environment that welcomes and supports diversity.
to ensure full educational opportunity for all who teach and learn here.
to prepare effectively citizen-leaders for a pluralistic world.

Equal Opportunity Statement

The University of Puget Sound does not discriminate in education or employment on the basis of sex, race, color, national origin, religion, creed, age, disability, marital or familial status, sexual orientation, veteran or military status, gender identity, or any other basis prohibited by local, state, or federal laws. This policy complies with the spirit and the letter of applicable federal, state, and local laws, including Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Questions about the policy may be referred to the university's affirmative action officer (253.879.3991) or the Office of Civil Rights, Department of Education, Washington, D.C., 20202.



UNIVERSITY *of* PUGET SOUND

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