PROGRAM OFFICES:

- Milgard School of Business ........................................... DOU 401
- Education ........................................................................... WCG 324
- Institute of Technology .................................................... PNK 210
- Interdisciplinary Arts and Sciences .................................. WCG 424
- Nursing .............................................................................. CP 326
- Social Work ........................................................................ WCG 203
- Urban Studies ...................................................................... WCG 223

OTHER OFFICES:

- Admissions Advising ....................................................... SCI 105
- Advancement, Office of .................................................. GWP 407
- Career Development Center .......................................... MAT 106
- Chancellor, Office of ...................................................... GWP 312
- Computer Labs ............................................................... WG 108/CP 005
- Copy/Mail Center ............................................................. WCG 105
- Disability Support Services ............................................ MAT 207
- Diversity Resource Center .............................................. WCG 102
- Enrollment Services ........................................................ GWP 102
- General Education Center ............................................. SCI 102
- International Programs .................................................... WCG 223
- KeyBank Professional Development Center .................. Carlton Ctr., 4th floor
- Media Services ............................................................... MAT 253
- Registrar ............................................................................ GWP 202
- Safety and Security Services .......................................... DOU 180
- Student Affairs ............................................................... MAT 207
- Student Counseling Center .......................................... MAT 207
- Student Life Office .......................................................... MAT 108
- Student Government (ASUWT) ....................................... MAT 109
- Teaching & Learning Center .......................................... KEY 202

KEY TO ABBREVIATIONS:

- BB  Birmingham Block Building
- BHS  Birmingham Hay & Seed Building
- CP  Cherry Parkes
- DOU  Dougan Building
- GWP  Garretson Woodruff Pratt Building
- KEY  Keystone Building
- MAT  Mattress Factory
- PNK  Pinkerton Building
- SCI  Science Building
- WCG  West Coast Grocery Building
- WG  Walsh Gardner Building
## Contents

General Information ................................................................. 5  
Academic Calendar ................................................................. 7  

Financial Aid ........................................................................... 8  

Tuition and Fees ....................................................................... 10  

Registration ............................................................................ 13  

Academic and University Policies ........................................... 16  

**Undergraduate Academic Programs**  
Admission and Graduation Requirements .................................. 20  
Business Administration ......................................................... 27  
Computer Engineering and Systems ......................................... 37  
Computing and Software Systems ............................................. 41  
Environmental Science ............................................................ 61  
Global Honors ......................................................................... 49  
Interdisciplinary Arts and Sciences ......................................... 51  
Nursing (RN to BSN) ................................................................. 89  
Social Welfare ......................................................................... 95  
Urban Studies ......................................................................... 101  
Minors and Certificates ............................................................ 107  

**Graduate Academic Programs**  
Admission and Graduation Requirements .................................. 112  
Business Administration ......................................................... 117  
Computing and Software Systems ............................................. 121  
Education ................................................................................ 125  
    Educational Administrator .................................................. 131  
    Professional Certification .................................................. 129  
    Secondary Science Education ............................................. 128  
    Teacher Certification (K-8) .................................................. 126  
Interdisciplinary Studies ......................................................... 137  
Nursing .................................................................................... 141  
Social Work ............................................................................ 148  

Staff ....................................................................................... 151  

Index ...................................................................................... 152
The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran. This policy applies to all programs and facilities including, but not limited to, admissions, educational programs, employment, and patient and hospital services.

Any discriminatory action can be a cause for disciplinary action. Discrimination is prohibited by Presidential Executive Order 11246 as amended; Washington State Gubernatorial Executive Orders 89-01 and 93-07; Titles VI and VII of the Civil Rights Act of 1964; Washington State Law Against Discrimination RCW 49.60; Title IX of the Education Amendments of 1972; State of Washington Gender Equity in Higher Education Act of 1989; Sections 503 and 504 of the Rehabilitation Act of 1973; Americans with Disabilities Act of 1990; Age Discrimination in Employment Act of 1967 as amended; Age Discrimination Act of 1975; Vietnam Era Veterans’ Readjustment Act of 1972 as amended; other federal and state statutes, regulations; and University policy. Coordination of the compliance efforts of the University of Washington with respect to all of these laws and regulations is under the direction of the Assistant Provost for Equal Opportunity, Dr. Helen Remick, University of Washington, Equal Opportunity Office, Box 354560, 4045 Brooklyn Avenue Northeast, Seattle, WA 98195, 206-685-3263 or 206-543-6452 (TTY).

Additional information concerning the equal opportunity and affirmative action policies and procedures, including complaint procedures, is in the Operations Manual, D46.1, D46.2, D46.3 and D46.4, and the UW Handbook, Vol. IV, p. 44.

For information on reasonable accommodation for students with disabilities, call Disability Support Services, 253-692-4493 or 253-692-4413 (TTY), or e-mail dssuwt@u.washington.edu.

About this catalog

The material in this catalog has been compiled and organized to provide the reader with a comprehensive view of the programs and courses at the University of Washington Tacoma. It includes academic requirements and procedures necessary for admission and graduation. Because UW Tacoma’s programs and policies are rapidly evolving, changes will occur during the period this catalog is in circulation. Students should assume the responsibility to contact their advisers or program for the most current information.

The quarterly Registration Guide (www.tacoma.washington.edu) gives information on courses offered, class hours, and classroom locations and has the latest calendar dates, fees and details on registration.

The content of this catalog is subject to change without notice and does not constitute an agreement between the University of Washington Tacoma and the student.
The University of Washington Tacoma serves the South Puget Sound region by offering baccalaureate, certificate and graduate-level programs of the highest academic quality. The campus schedules its classes in ways that accommodate the needs of students who have substantial commitments to work and family. The various courses of study at UW Tacoma produce highly knowledgeable and capable graduates who go on to make impressive contributions in their careers and in their communities.

Mission

The University of Washington Tacoma educates diverse learners and transforms communities by expanding the boundaries of knowledge and discovery.

Vision

The University of Washington Tacoma envisions itself at the hub of a vibrant community recognized as being among the best educated in the country. As one of three campuses of a world-class university, UW Tacoma is dedicated to interdisciplinary and innovative teaching and scholarship and to engaging the community in mutually beneficial partnerships. UW Tacoma's commitment to diversity is central to an environment where students, staff, faculty and South Sound residents find abundant opportunities for intellectual, personal and professional growth.

Defining Characteristics and Guiding Principles

The University of Washington Tacoma

… engages minds through creative, rigorous and interdisciplinary approaches to teaching and scholarship that encourage lifelong learning and prepare graduates who will communicate effectively, think critically and creatively, apply technology, act responsibly and effect positive change.

… is a student-centered community that places high value on quality teaching and learning in a setting that supports the needs and diversity of its undergraduate and graduate student bodies.

… is dedicated to exploring challenging issues and divergent ideas and opinions in the context of respect for human worth and dignity, while bound to high ethical standards and principles for civil discussion and debate.

… is committed to diversity through nurturing a campus community where similarities and differences are acknowledged and respected. UW Tacoma welcomes and supports individuals of any age, gender, race, religion, sexual orientation, physical ability, and ethnic, cultural and socioeconomic background.

… is innovative, entrepreneurial and collaborative in its approach to teaching, scholarship, creating new educational programs, establishing partnerships, and
constructing and renovating campus buildings.

... is connected with the Washington State Community and Technical Colleges in providing seamless educational pathways for students seeking a baccalaureate education.

... is a catalyst for economic, technological and community development, helping to attract new and relocating businesses, enriching cultural life, inspiring educational achievement, and serving as a powerful resource for varied segments of the community, including health care, K-12 education, the arts, business, labor, nonprofit services, and government.

... is an urban campus focusing on local, regional, national and international issues, building on a commitment to provide access to a university education to residents of the South Puget Sound, and fueling the revitalization of downtown Tacoma.

... is proud to be a campus of the University of Washington, upholding its traditions within higher education while pioneering highly effective, nontraditional approaches to implementing its mission.

---

### Degrees

The University of Washington Tacoma confers the following degrees:

- Bachelor of Arts (B.A.)
- Bachelor of Arts in Business Administration (B.A.B.A.)
- Bachelor of Science (B.S.)
- Bachelor of Science in Nursing (B.S.N.)
- Master of Arts (M.A.)
- Master of Business Administration (M.B.A.)
- Master of Education (M.Ed.)
- Master of Nursing (M.N.)
- Master of Science (M.S.)
- Master of Social Work (M.S.W.)

Selected academic programs of study at the University of Washington Tacoma are approved by the Higher Education Coordinating Board’s State Approving Agency (HECB/SAA) for enrollment of those eligible or receive benefits under Title 38 and Title 10, U.S. Code.

---

### State Board of Education Certificates

The University of Washington Tacoma is authorized by the State Board of Education to offer professional certificate programs in education for administrators and teachers. UW Tacoma prepares and recommends individuals for the following state certificates:

- Initial Teaching Certificate (K-8)
- Professional Certificate for Educators
- Educational Administrator Certificate (for principals and program administrators)

### Accreditation

The University of Washington Tacoma is accredited as a unit of the University of Washington by the Northwest Association of Schools and Colleges. Individual academic programs may have other accreditations as well. (See individual program sections.)

---

### Key Bank Professional Development Center

The mission of the KeyBank Professional Development Center is to expand access to the resources of the University of Washington Tacoma by offering advanced, non-degree education to individuals and organizations in the South Puget Sound region. For more information, please contact the Center at (253) 692-4618 or visit www.tacoma.washington.edu/pdc.

---

### University of Washington Tacoma Officers of Administration

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Beth Rushing
Vice Chancellor for Academic Affairs
Ysabel Trinidad
Vice Chancellor for Administrative Services
Carol Van Natta
Vice Chancellor for Advancement
Sharon Parker
Assistant Chancellor for Equity and Diversity
James Coolsen
Special Assistant to the Chancellor, Interim Associate Vice Chancellor for Enrollment Services
Derek Levy
Interim Associate Vice Chancellor for Student Affairs
Janet Rutledge
Associate Vice Chancellor for Finance & Administration

---

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Craig W. Cole, Vice Chair
Stanley H. Barer
Jeffrey H. Brotman
William H. Gates
Frederick C. Kiga
Constance L. Proctor
Herb Simon
Shelly Yapp

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### University of Washington Officers of Administration

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Provost and Vice President for Academic Affairs
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Executive Vice President
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Vice President for Minority Affairs
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Vice President for Computing and Communications
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Vice President for Development and Alumni Relations
Eric Godfrey
Vice President for Student Affairs
Paul G. Ramsey
Vice President for Medical Affairs
Scott Woodward
Vice President for External Affairs
Suzanne Ortega
Dean, Graduate School
<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td><strong>AUTUMN QUARTER 2006</strong></td>
<td></td>
</tr>
<tr>
<td>Instruction begins</td>
<td>Sept. 27</td>
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<tr>
<td>Veterans Day holiday</td>
<td>Nov. 10</td>
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<tr>
<td>Thanksgiving holidays</td>
<td>Nov. 23 - 24</td>
</tr>
<tr>
<td>Last day of instruction</td>
<td>Dec. 8</td>
</tr>
<tr>
<td>Final examinations</td>
<td>Dec. 11 - 15</td>
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<tr>
<td><strong>WINTER QUARTER 2007</strong></td>
<td></td>
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<tr>
<td>Instruction begins</td>
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<tr>
<td>Martin Luther King Jr. Day holiday</td>
<td>Jan. 15</td>
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<tr>
<td>Presidents Day holiday</td>
<td>Feb. 19</td>
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<tr>
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<td>March 9</td>
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<tr>
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<td>March 12 - 16</td>
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<tr>
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<tr>
<td>Instruction begins</td>
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</tr>
<tr>
<td>Memorial Day holiday</td>
<td>May 28</td>
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<tr>
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<td>June 1</td>
</tr>
<tr>
<td>Final examinations</td>
<td>June 1 - 7</td>
</tr>
<tr>
<td>Commencement</td>
<td>June 8</td>
</tr>
<tr>
<td><strong>SUMMER QUARTER 2007</strong></td>
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<tr>
<td>Instruction begins</td>
<td>June 19</td>
</tr>
<tr>
<td>Independence Day holiday</td>
<td>July 4</td>
</tr>
<tr>
<td>Term A ends</td>
<td>July 18</td>
</tr>
<tr>
<td>Term B begins</td>
<td>July 19</td>
</tr>
<tr>
<td>Quarter ends</td>
<td>Aug. 17</td>
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</tbody>
</table>

Dates in this calendar are subject to change without notice.
Financial Aid

Nearly 60 percent of students attending the University of Washington Tacoma receive some type of financial aid. These students receive federal, state and institutional financial aid to help them pay for their education.

There are four basic types of aid.

- **Grants**: Federal, state and institutional grants do not require repayment.
- **Loans**: Must be repaid, generally beginning six months after a student graduates or leaves school. Loans require repayment with interest charges of approximately 8 percent (depending on the program) accruing during the repayment period.
- **Work-Study**: Students can be employed either on or off campus, with the primary focus being that students enhance their field of study by working part-time in a career-related position.
- **Scholarships and Tuition Waivers**: Awards are based on financial need, academic achievement and the quality of the personal essay that is submitted as part of the scholarship application process.

What is Financial Need?

For most aid programs, financial need is defined as the difference between what it costs to attend school and what the student can afford to pay. The amount a student should be able to pay is determined by a standard, federally mandated need-analysis method. The method establishes whether a student is financially independent (unmarried students under the age of 24 years may be considered dependent and in that case must provide parent information) or financially dependent on his or her parents and takes into account past earnings and benefits, a percentage of net assets and all other sources of support.

There is no income standard or other simple method of determining whether a student will qualify for need-based financial aid. Any student who thinks he or she needs help should apply.

If a student has additional medical, transportation, child-care, or other unusual expenses not covered by the living allowance, the student may, by submitting a revision request with documentation (physician’s statement, child-care, or baby-sitter bills, etc.), ask Office of Student Financial Aid to consider the additional costs in his or her budget.

Eligibility for Financial Aid

To qualify for federal financial aid, a student must:

- Be a U.S. citizen, permanent resident or other eligible noncitizen
- Be admitted to the University in an approved program and meet minimum enrollment requirements (distance learning, correspondence and most nonmatriculated students are not eligible for financial aid)
- Not be in default on a previous student loan or owe a repayment on a grant or loan for which the student was not eligible
- Be registered with the Selective Service (if required)
- Be making satisfactory academic progress (The definition of satisfactory progress differs with different kinds of aid. In general, undergraduate students are required to register for and complete 12 credits per quarter; graduate students, 10 credits per quarter. Check with the financial aid staff for detailed information.)
- Provide financial information (including parents’ information, where required)
- Be free of any federal or state drug-related convictions

Eligible students are considered for funding based on three things: need, class level, and state residency status. Need determines priority for those programs within the class level. Students with the fewest resources are given first priority for all aid funds.

Application and Important Dates

The Free Application for Federal Student Aid (FAFSA) is the basic application for most types of financial aid.

Students may complete and submit their FAFSA information directly to the federal processor online. Students must apply for a Personal Identification Number (PIN) in order to complete the online FAFSA. PINs can be obtained by registering through www.pin.ed.gov. To access FAFSA on the Web, go to www.fafsa.ed.gov. Applications are also available from the Office of Enrollment Services.

Students should complete their FAFSA for the upcoming year (defined as Summer through Spring quarters) beginning in mid-December or early January.

A student who wishes to apply for financial aid to support study during Summer Quarter must submit a separate application.

Renewal Application

Students who have filed a FAFSA before must complete a Renewal Application before each academic year in order to continue to be eligible for aid. The Renewal Application can be completed online (again, a PIN is required).

Priority Dates

For priority consideration, the FAFSA, Renewal FAFSA or FAFSA on the Web must be dated as received by the federal application processor by Feb. 28 of each year. Students are encouraged to mail the FAFSA no sooner than Jan. 1 and no later than Feb. 15 before the upcoming academic year. Students who submit their FAFSAs after the priority date, fifth-year students and part-time students may be eligible to borrow funds through the Federal Stafford Loan or the Federal PLUS/Federal Supplemental Loan programs. Undergraduates may qualify for a Federal Pell Grant.
Because the priority date falls before the income tax deadline, students and parents can use estimated income figures if their tax information is not prepared. Tax and asset documents may be requested at a later date to verify information provided on the initial application.

Students who apply for financial aid should remember to keep copies of financial documents used in completing the FAFSA, should stay in touch with the financial aid counselor and should notify the Office of Enrollment Services of any change in address.

**Consortium Agreements**

UW Tacoma students will occasionally need to enroll at a community college to complete admission deficiencies. The credits at the community college may be counted toward the student’s total quarter enrollment credits using a Financial Aid Consortium Agreement. Both UW Tacoma and the community college must approve Consortium Agreements. If approved, Consortium Agreements enable the student to receive financial aid based on the total credits being taken at both institutions. Agreements must be submitted to the Office of Enrollment Services no later than three weeks prior to the start of the quarter.

**Scholarships**

Consideration for need-based scholarships is given based on information received on the FAFSA (on-time applicants only). Scholarship lists are available through the Office of Enrollment Services and at Web sites listed later in this section.

UW Tacoma offers several full and partial scholarships available to fund study only at UW Tacoma. For information on scholarship opportunities, contact the Office of the UW Tacoma Registrar and Financial Aid at (253) 692-4400 or check online at www.tacoma.washington.edu/finaid.

**World Wide Web Resources for Financial Aid Program Eligibility**

<table>
<thead>
<tr>
<th></th>
<th>UNDERGRADUATE Washington Resident</th>
<th>UNDERGRADUATE Nonresident</th>
<th>GRADUATE Washington Resident</th>
<th>GRADUATE Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Pell Grant</td>
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<tr>
<td>Federal Supplemental Grant</td>
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<tr>
<td>State Need Grant/SSIG</td>
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<tr>
<td>University Tuition Exemption</td>
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<tr>
<td>University Grant</td>
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<tr>
<td>Academic Scholarship</td>
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<tr>
<td>Federal Perkins Student Loan</td>
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<tr>
<td>Federal Direct Stafford Loan</td>
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<td>Federal Direct Plus Loan</td>
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<tr>
<td>Federal and State Work Study</td>
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</table>
Tuition and Fees

The cost of a student’s education at the University varies with individual circumstances. The amount charged for resident undergraduate tuition and fees is set by the state and is indexed to the cost of instruction. Tuition and fees for non-residents and graduate students are set by the University of Washington Board of Regents. Because inflation increases costs, tuition rates generally increase each year. Since University costs are supported by the state, the rates charged to students who are not residents of Washington state are higher than the rates for residents. Please refer to the Registration, Academic and University Policies sections for information regarding residency classification. Tuition charges are based on the student’s classification (undergraduate or graduate) rather than on course level. See chart on next page for tuition rates. Rates are subject to change without notice.

Tuition and Fee Payment

Students incur an obligation to pay tuition and fees in U.S. dollars when they register. Students receive e-mail notification once tuition charges are available on MyUW. Payment in full of tuition is due by Friday of the third week of the quarter. Nonpayment of tuition and fees by the due date results in a charge of $50 for balances of $50 to $250 and $120 for balances in excess of $250. Students with an overdue balance will not be allowed to register for the next quarter.

Options for tuition payment

Plan 1: Tuition in Full

This plan is best for students receiving financial aid (such as loans, grants, scholarships and Chapter 31 V.A. benefits) and those who are able to pay their tuition in full. Payment by check or money order may be made to the UW Tacoma Cashier or mailed directly to the UW Student Accounts Office, Campus Box 355870, Seattle, WA 98195. Credit card payments may be made online through MyUW. There is a convenience charge assessed when using this option. The amount in full is due by Friday of the third week of the quarter. Tuition may be paid out of the financial aid award or by using emergency loans.

Plan 2: Tuition Installment Plan

This plan is best for students who are not receiving financial aid and who would like to make payments over several pay periods. Students must enroll for this option each quarter with the UW Tacoma Cashier during the first week of the quarter. One third of the tuition plus a $10 service charge is due by the first Friday of the quarter. The remaining balance of tuition is due in two equal payments on the third and fifth Fridays of the quarter. To qualify for the installment plan all payments must be made on time. The second and third payments are subject to late fees as shown in the table on page 14. Payments must be made to the UW Tacoma Cashier.

When the payment is not in conformance with the tuition and fee billing, specific instructions on how the payment is to be applied must accompany the payment. In the absence of instructions, the University makes a reasoned interpretation of the student’s intent and accounts for the funds accordingly. The student number must be specified on all payments.

Tuition Forfeiture

When students drop or withdraw from courses after the first week of the quarter and the drop results in lower tuition, the University reserves the right to collect one-half the tuition through the 30th calendar day of the quarter for the dropped course or courses and full tuition after the 30th calendar day of the quarter. In some circumstances, students may petition the registrar to have the tuition forfeiture waived. Details are available in the Office of the Registrar (see Request to Waive Tuition Forfeiture or Registration Fees).

Request to Waive Tuition Forfeiture or Registration Fees

If a student feels that he or she has been charged a tuition forfeiture or registration fee in error, or wishes to contest a forfeiture or fee, he or she may complete a Request to Waive Tuition Forfeiture or Registration Fees form. Failure to receive a tuition bill does not nullify a student’s responsibility for payment by the tuition due date and is not an acceptable justification for a waiver. Please refer to the form for appropriate guidelines for granting these requests. Petitions must be received by the UW Tacoma Registrar no later than the last day of instruction.

Tuition and Fee Refund

When a fee payment is made by check, a waiting period is required before a refund can be authorized. An application for refund may be refused unless it is made during the quarter in which the fees apply. A student who withdraws for disciplinary reasons forfeits all rights to refund or cancellation of any portion of his or her fees.

Other Fees

Explanation of fees where necessary follows. All fees are subject to change without notice.

Application Fees

There is no reduction in fees for auditors.

Undergraduate ...........................................$ 50
Graduate ...................................................$ 45
Graduate Nonmatriculated ..........................$ 45
Undergrad. Returning Students ........$ 50

Late Payment of Tuition

If balance exceeds $250...............................$ 120
If balance is $50-$250 ..............................$ 50
If balance is less than $50 .........................$ 0
The fee is a service charge, not a penalty, of grading option) made on a given day. Of classes, a $20 change-of-registration fee
Transcript (Official)
Replacement of Student ID Card
paper cover
Re-registration
Change of Registration
Late Registration
Registrar's Office Service Fees
Late Registration
First through 10th day of class.....$ 25
After 10th day of class.............$ 75
Change of Registration ............$ 20
Re-registration .......................$ 75
Duplicate diploma with
paper cover .............................$ 10
Replacement of Student ID Card...$ 10
Transcript (Official).................$ 4
Change-of-Registration Fee
On the first Monday of the second week
of classes, a $20 change-of-registration fee
is assessed for any number of add, drop
or change transactions (including change
of grading option) made on a given day.
The fee is a service charge, not a penalty,
and is in addition to any change in tuition
or forfeiture as a result of adds, drops or
changes. There is no charge prior to or
during the first week of classes.
Late Registration Fee
A late registration service charge of $25 is
assessed when a student registers for the first
time after the last scheduled day of Period II
registration (the Sunday before the quarter
begins) and through the 10th day of the
quarter. If circumstances warrant, waiver of
the service charge may be petitioned to the
UW Tacoma Registrar using the Request
To Waive Tuition Forfeiture or Registration
Fees form.
Re-registration Fee
A student who must re-register as a
result of a previous quarter’s cancellation for
nonpayment of tuition must pay a $75 fee.
If circumstances warrant, a waiver or refund
of the registration or the re-registration
service charge may be sought by petition to
the UW Tacoma Registrar using the Request
To Waive Tuition Forfeiture or Registration
Fees form.
Special Course and Laboratory Fees
Some courses have extraordinary
expenses associated with them and, in such
cases, the University may charge additional
fees in amounts that approximate the added
instructional or laboratory costs.
Technology Fee
This fee is to recover, in whole or in part,
the costs of providing and maintaining
services to students that include, but are not
limited to the following: access to the Internet

2006-2007 Tuition Rates*
Tuition rates are subject to change without notice.

<table>
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<tbody>
<tr>
<td>7 – 18 credits</td>
<td>$2,911</td>
<td>$6,852</td>
</tr>
<tr>
<td>Fee per credit over 18 credits</td>
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<td>$958</td>
</tr>
<tr>
<td>6 credits</td>
<td>$2,495</td>
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</tr>
<tr>
<td>5 credits</td>
<td>2,079</td>
<td>4,894</td>
</tr>
<tr>
<td>4 credits</td>
<td>1,664</td>
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</tr>
<tr>
<td>3 credits</td>
<td>1,248</td>
<td>2,937</td>
</tr>
<tr>
<td>2 credits (min.)</td>
<td>832</td>
<td>1,958</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Master of Social Work</th>
<th>Resident</th>
<th>Non-Resident</th>
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<tbody>
<tr>
<td>7 – 18 credits</td>
<td>$2,994</td>
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<tr>
<td>6 credits</td>
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<tr>
<td>5 credits</td>
<td>2,139</td>
<td>4,954</td>
</tr>
<tr>
<td>4 credits</td>
<td>1,711</td>
<td>3,963</td>
</tr>
<tr>
<td>3 credits</td>
<td>1,283</td>
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<tr>
<td>2 credits (min.)</td>
<td>856</td>
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<table>
<thead>
<tr>
<th>Master of Science in Computing and Software Systems</th>
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<tbody>
<tr>
<td>7 – 18 credits</td>
<td>$3,077</td>
<td>$7,018</td>
</tr>
<tr>
<td>Fee per credit over 18 credits</td>
<td>$419</td>
<td>$982</td>
</tr>
<tr>
<td>6 credits</td>
<td>$2,638</td>
<td>$6,016</td>
</tr>
<tr>
<td>5 credits</td>
<td>2,198</td>
<td>5,013</td>
</tr>
<tr>
<td>4 credits</td>
<td>1,758</td>
<td>4,010</td>
</tr>
<tr>
<td>3 credits</td>
<td>1,319</td>
<td>3,008</td>
</tr>
<tr>
<td>2 credits (min.)</td>
<td>879</td>
<td>2,005</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Master of Business Administration</th>
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<th>Non-Resident</th>
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<tr>
<td>7 – 18 credits</td>
<td>$4,523</td>
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<td>Fee per credit over 18 credits</td>
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<td>3 credits</td>
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<tr>
<td>2 credits (min.)</td>
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<td>2,315</td>
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<table>
<thead>
<tr>
<th>Postbaccalaureate and Graduate Nonmatriculated Students</th>
<th>Resident</th>
<th>Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 – 18 credits</td>
<td>$3,077</td>
<td>$7,018</td>
</tr>
<tr>
<td>Fee per credit over 18 credits</td>
<td>$419</td>
<td>$982</td>
</tr>
<tr>
<td>6 credits</td>
<td>$2,638</td>
<td>$6,016</td>
</tr>
<tr>
<td>5 credits</td>
<td>2,198</td>
<td>5,013</td>
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<tr>
<td>4 credits</td>
<td>1,758</td>
<td>4,010</td>
</tr>
<tr>
<td>3 credits</td>
<td>1,319</td>
<td>3,008</td>
</tr>
<tr>
<td>2 credits (min.)</td>
<td>879</td>
<td>2,005</td>
</tr>
</tbody>
</table>

*The Student Technology Fee, based on the number of credits taken, is already included in the tuition rates shown.
and World Wide Web, e-mail, computer and multimedia workstations and laboratories, computer software and dial-up telephone services. Part-time students (those paying less than full-time tuition) are charged on a prorated basis. The fee is included on the quarterly tuition billing.

Financial Obligations

The comptroller is authorized to place an administrative hold on the records of any student who fails to pay amounts due to the University. Until this hold is cleared, the University does not release the student’s record or any information based on the record, does not prepare transcripts or certified statements, and denies registration as well as graduation from the University.

Tuition and fees (including parking and library fines) not paid by the end of the academic quarter are subject to an interest charge of 1 percent per month, or fraction thereof (12 percent APR), beginning the month following the end of the quarter.

An administrative hold also may occur when a student has not complied with University rules, followed University procedures or satisfied student obligations. The hold may be placed on the student’s record by the authorized University office responsible for enforcement of the rule, procedure or obligation involved. The student is not permitted to register for any subsequent quarter or to obtain a transcript of his or her record or a certified statement except on the written release of the office that placed the hold.

Tuition Exemption

Eligible University and State of Washington employees and members of the Washington National Guard may enroll for and receive a tuition exemption for up to six credits each quarter, provided they enroll on a space-available basis. Eligible students are allowed to enroll for more than six credits and will be charged tuition accordingly for the additional credits. All students participating in the tuition-exemption program will be assessed a quarterly $30 registration fee and must pay other applicable fees, including the technology fee. A participating student may not register for any course, including the credits beyond six that the student will be paying for, prior to the student’s assigned space-available registration day or the exemption will be canceled. Matriculated students desiring a higher registration priority to facilitate course enrollment may choose to cancel their exemption for the quarter, register early and pay regular tuition rates. Space availability applies to degree programs as well as courses, and fully enrolled programs may not have space to accommodate students using the tuition exemption.

Eligible students must hold one of the following statuses on the day the exemption form is approved, and must be in that status on the first day of the quarter for which the exemption was granted. To be eligible a student must be:

- A University of Washington employee: permanent classified or contract classified staff who are employed half-time or more with six months or more of continuous service prior to the first day of the quarter and faculty/professional staff employed half-time or more on the first day of class,
- A non-University of Washington permanent classified or contract State of Washington employee employed half-time or more,
- A permanent classified or exempt paraprofessional employee of a technical college employed half-time or more,
- A non-academic employee or member of the faculty or instructional staff employed half-time or more at a state institution of higher education other than the University of Washington, or
- A member of the Washington Army National Guard or Washington Air National Guard.

A note of caution: A UW employee pursuing a graduate program or graduate-level coursework claims the amount of the quarterly exemption as income on the federal income tax return unless his or her supervisor has certified that the program or coursework is job related. If it is determined that the course is not job related, the value of the exemption will be considered income and subject to withholding.

Qualifying Courses

Courses that involve intensive one-on-one interaction between faculty member and student (such as independent study, research and some fieldwork courses) do not qualify under the definition of “space available.” Tuition-exempt students may be required to pay full tuition to enroll in these courses. See the quarterly Registration Guide for details. All 600- and 700-level courses are excluded from the tuition exemption program.

Admission Status

Individuals who wish to participate in the tuition exemption program must apply for admission to the University of Washington Tacoma. Applicants are subject to the same priority application dates as other new students. Individuals wishing to apply as a matriculated student or as a graduate nonmatriculated student, to a UW Tacoma academic program, should contact the specific UW Tacoma program office for details regarding the application process and space availability in the program. New nonmatriculated students should submit an application for admission to the Office of Enrollment Services. Because tuition exempt paperwork must be received no later than 10 working days prior to the start of the quarter, new applicants are encouraged to submit their paperwork regardless of their pending application status.

Program participants who are former UW Tacoma students returning in the same classification or as nonmatriculated students should submit their application for admission to the Office of Enrollment Services.

Registration and fees

The Office of the UW Tacoma Registrar accepts tuition exempt paperwork for the next quarter beginning the Monday after the 10th day of the current quarter. Paperwork must be submitted each quarter and must be received no later than 10 working days prior to the first day of the quarter in which attendance is planned. UW Tacoma strictly adheres to this deadline. Paperwork must be complete, including required signatures, or it will be returned. Paperwork that has been returned must be completed by the same deadline noted above.

Actual registration for courses begins through MyUW on or after the appropriate eligibility dates as listed in the quarterly Registration Guide. Under the tuition exemption program, tuition-exempt students must pay the quarterly Technology Fee. They will be billed this fee, and any other applicable fees, plus the $30 tuition exemption registration fee once they have registered for a course.

UW faculty/staff ID cards may be used for library services. Participating state of Washington employees and members of the National Guard may obtain student ID cards for library services from the Office of Enrollment Services.

More information and the quarterly required tuition exemption form are available in the Office of Enrollment Services.
Registration

Registration Eligibility

Continuing University of Washington Tacoma students who remain in good scholastic standing are guaranteed the opportunity to register each quarter at UW Tacoma as long as they maintain continuous enrollment (excluding Summer Quarter) or satisfy the guidelines of the quarter-off policy. Continuation must be in the same classification (undergraduate, postbaccalaureate or graduate) and at the same campus. After a student has earned a baccalaureate degree, he or she must apply for readmission as a postbaccalaureate, nonmatriculated or graduate student before being allowed to register.

Newly admitted students and students readmitted to the same or a new classification (undergraduate, postbaccalaureate or graduate) or admitted to a different University campus are eligible to register during a specified time period. See "Registration Periods" on page 18.

Exceptions to the guarantee of registration eligibility include students under disciplinary action, students with a financial hold on their records and students failing to meet conditions of admission or not meeting program or University satisfactory-progress policies. Additionally, continuing students who withdraw during the first week of two consecutive quarters (Summer Quarter not included) will not be eligible to register as continuing students for the third quarter and must reapply as former students returning to the University. If an undergraduate does not enroll for two or more quarters, he or she must file a Returning Student application for readmission with the Office of Enrollment Services.

Quarter-Off Policy

Undergraduate students who have completed a quarter at the University of Washington Tacoma, may take the following quarter off and remain eligible to register during Registration Period I for the subsequent quarter without reapplying as a returning student. Any quarter from which a student has completely withdrawn, or from which he or she is canceled, does not constitute a completed quarter. Summer Quarter enrollment is not required to maintain continuous registration eligibility. The quarter-off policy is not available for graduate students; please see Graduate Student On-Leave Status.

Graduating Senior Priority

Graduating seniors or postbaccalaureate students with a degree application on file in the Graduation Office may register on the first day of Period I for their final two quarters. Students who postpone their graduation may save their priority quarters by not registering before their regular senior or postbaccalaureate priority day. When students have used their Graduating Senior Priority for two quarters, their registration priority reverts to the regular senior or postbaccalaureate schedule. Students may not register for classes in any quarter beyond the quarter for which they have applied to graduate (except Summer Quarter).

Registering at Other UW Campuses

Students who have completed at least 15 credits at the Tacoma campus are eligible to register for up to five credits per quarter at one of the other UW campuses during Registration Period II. Eligible students should meet with their adviser, complete an Add/Drop card with the signature of their adviser and take it to the Office of the Registrar to register. Undergraduate students are limited to a total of 45 credits and graduate students are limited to 12 credits through cross-campus registration.

Dropping a Course

Students dropping a course during the first two weeks of a quarter shall have no entry on their permanent academic transcript except notice of withdrawal from the University if all courses are dropped, in which case a complete withdrawal date is recorded on the transcript. A course drop made during the third through the seventh week of the quarter will be recorded on an undergraduate student's transcript with a "W" grade and a number designating the week of the quarter in which the course was dropped. Students may drop only one course each academic year (Autumn through Summer quarters) from the third through the seventh week of the quarter.

To drop a course officially, a student must complete the transaction electronically using MyUW or submit a drop card in the Office of the Registrar. A student who drops a course unofficially (only through the instructor or adviser, for example) is given a grade of 0.0. Students receiving or applying for financial aid should check with the financial aid counselor before dropping a class because it may affect financial aid eligibility. Students should be aware that dropping a course may affect their student account. Please see the "Tuition and Fees" section of this catalog.

During Summer Quarter, the timeline for dropping a course is abbreviated due to the shortened session. Please consult the Summer Quarter Registration Guide for specific dates.

Hardship Withdrawal Policy

Students may petition the UW Tacoma Registrar in writing for a Hardship Withdrawal if they are unable to complete a course due to physical or mental debilitation or unusual or extenuating circumstances beyond their control that may have arisen and prevented them from dropping the
course by the seventh week. Petitions must be filed promptly after the occurrence of the event that gave rise to the need for dropping, preferably prior to the end of the quarter. Only in rare circumstances will petitions be accepted after the close of the quarter in which the withdrawal is being petitioned. Students who have completed the requirements for the course are generally not eligible for a hardship withdrawal.

The Petition for Hardship Withdrawal should be completed by the student and submitted to the UW Tacoma Registrar. Supporting documentation as detailed on the petition form must accompany the petition. The UW Tacoma Registrar reserves the right to verify the authenticity and details of the documentation.

Complete Withdrawal from the University for a Registered Quarter (dropping all courses for the quarter)

It is the student’s responsibility to withdraw from all courses if he or she is unable to attend. Students may withdraw using the electronic registration systems through the unrestricted drop period. Beginning with the third week of the quarter, official withdrawals must be submitted to the UW Tacoma Registrar and must include the signature of the program adviser. An official withdrawal is effective the date of the last drop made electronically, the date it is received in the Office of the Registrar, or if submitted by mail, the date of the postmark.

Tuition owed will be based on the date the complete withdrawal is received. Withdrawals are NOT accepted after the last day of instruction for the quarter.

The tuition forfeiture schedule for complete withdrawal from the University is as follows:

- Students who withdraw on or before the seventh calendar day of the quarter do not pay tuition.
- Students who withdraw after the seventh calendar day through the 30th calendar day continue to owe one half of their tuition.
- Students who withdraw after the 30th calendar day continue to owe full tuition.

The following principles apply to complete withdrawal from the University:

- Courses dropped as part of a complete withdrawal from the University during the first two weeks of a quarter are not recorded on the student’s UW transcript; however, the date of the complete withdrawal is recorded.

- A recipient of veterans benefits should immediately notify the veterans benefits coordinator of withdrawal.
- A student with a scholarship or loan awarded through the University should notify the financial aid counselor of withdrawal.

Withdrawal for Military Service

Students who are conscripted into the U.S. armed forces or called to active military duty may withdraw through the end of the seventh week of instruction and receive a full refund but no academic credit. If a student withdraws after that date, the student may receive either a full refund or academic credit and no refund. Please consult with the Office of the Registrar for complete details.

Registration Guide

Each quarter, the Office of the Registrar publishes an online Registration Guide that contains the schedule of classes, academic calendar, final examination schedule, registration period dates, deadlines (including graduation application deadlines), information about tuition and fees, and registration and withdrawal procedures. It is the responsibility of the student to know and understand these procedures and deadlines. This information is also accessible using the World Wide Web at www.tacoma.washington.edu/studentaffairs.

How to Register

Students can access MyUW directly at myuw.washington.edu or through the UW Tacoma home page at www.tacoma.washington.edu under “Current Students.” A UW NetID and password are required.

To register for courses, click on Registration. Links to the Time Schedule are found under Registration Resources. Clicking on one of these links opens another window. Students can then check the Time Schedule, toggle windows back to Registration, and enter the course SLNs as necessary.

When finished, click on Update Schedule. Selections are scheduled only if all sections are available and there are no restrictions that would prevent the student from registering (such as prerequisites). Messages will appear on the right side of the screen if there are any problems. Make any necessary revisions and resubmit.

Other System Features

Course availability

Beginning Period I, students can check course availability via the online time schedule at myuw.washington.edu.

Student account

and loan status inquiries

Use MyUW to:

- Find current student account balance
- Get a summary of disbursed financial aid and aid-check availability
- Determine if outside lender loan funds are available
- Get the latest recorded student account payment
- Set up direct deposit of financial aid funds
- Pay tuition electronically
- Apply for short-term loans
- Apply for short-term loans

Grades

A list of all courses taken and grades received (an unofficial transcript) is available through MyUW.

Registration Periods

Registration consists of three registration periods. For the most complete information, including the exact dates for each registration period, please consult the quarterly Registration Guide.

Registration Period I

Open to currently registered, matriculated students and those eligible to register under
the quarter-off policy. Occurs during the latter half of the quarter preceding the quarter for which the student is registering. (For example, currently enrolled students registering for Autumn Quarter do so in Spring Quarter.)

**Registration Period II**
Open to new and returning students, nonmatriculated, and continuing students who did not register during Registration Period I. Period II begins when Registration Period I closes.

**Registration Period III**
Open to all students for late registration, course adds and drops. Occurs during the first week of the quarter. Certain fees and tuition charges may apply. Please see the “Tuition and Fees” section.

**Late Add Period**
Open during the second week of the quarter. A $20 fee is charged for each additional day add transactions are processed. This fee is in addition to any tuition increase or forfeiture as a result of the change. Students may not add classes or increase credits after the tenth calendar day of the quarter as indicated in the quarterly Registration Guide.

**Unrestricted Drop Period**
Open during the second week of the quarter. Courses dropped during this period do not appear on the academic transcript. A $20 fee is charged for each additional day drop transactions are processed. This fee is in addition to any tuition decrease or forfeiture as a result of the change.

**Late Course Drop Period**
Students may drop one course each academic year (Autumn through Summer quarters) from the third through the seventh week of the quarter. A “W” and a number indicating the week in which the course was dropped will follow the course title on the academic transcript. A $20 fee is charged for the day that the drop transaction is processed. This fee is in addition to any tuition decrease or forfeiture as a result of the change.

**Full-Time and Half-Time Status**

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Half-Time</th>
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</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>12 cr.</td>
<td>6-11 cr.</td>
</tr>
<tr>
<td>Graduate</td>
<td>10 cr.</td>
<td>5-9 cr.</td>
</tr>
</tbody>
</table>

To be classified as a full-time student by the University of Washington Tacoma, an undergraduate student must register for and complete at least 12 credits per quarter.

A graduate student must register for and complete at least 10 credits per quarter.

To be classified as a half-time student by the University, an undergraduate must register for and complete at least six credits per quarter. A graduate student must register for and complete five credits per quarter.

Please note that financial aid and tuition rates do not necessarily correspond to the above credit requirements.

**Residence Classification Requirements**
The Office of the Registrar has detailed information on residence classification and the residence questionnaire. Residency is determined by several factors in addition to physical residence in Washington and may be established through the submission of documentary evidence. Any student seeking clarification regarding residency classification should contact the Office of the Registrar.

**Military Personnel**
Active-duty military personnel stationed in the state of Washington, their spouses and dependent children are eligible for resident tuition. Please request a military exemption form from the Office of the Registrar.

**Access Program for Older Adults**
UW Tacoma allows Washington residents 60 years of age or older to audit certain courses on a space-available basis. Registration for Access students occurs on the first Wednesday of the quarter. Students who attend the University under the Access Program are limited to two courses per quarter. There is a nominal registration fee, but Access students do not pay tuition. As auditors, students do not receive credit, participate in discussions, complete laboratory work or take examinations.

**Auditing a Course**
Students who intend to audit a course must first register for the class through MyUW and then go in person to the Office of the Registrar to elect the audit grade option. The deadline to change to audit status is listed in the quarterly Registration Guide. A $20 fee may be imposed depending on the timing of the transaction. Permission to audit is granted by the course instructor and is generally allowed only for lecture classes. Auditors may not participate in discussion or laboratory work.

**Summer Quarter**
Students should note that due to the shortened session, deadlines for fee payment and registration transactions may vary from those of the regular academic year. A complete list of Summer Quarter courses and the quarterly deadlines can be found in the Summer Quarter Registration Guide.
Academic Policies

UW Tacoma uses a numerical grading system. Instructors may report grades from 4.0 to 0.7 in 0.1 increments and the grade 0.0. The number 0.0 is assigned for failing work or unofficial withdrawal. Grades in the range 0.6 to 0.1 may not be assigned. Grades reported in this range are converted by the registrar to 0.0. Numerical grades may be considered equivalent to letter grades as shown in the chart at right.

The following letter grades may also be used:

CR: Credit awarded in a course offered on a credit/no-credit basis only or in courses numbered 600, 601, 700, 750 and 800. The minimum performance level required for a CR grade is determined, and the grade is awarded directly by the instructor. CR is not computed in GPA calculations.

NC: Credit not awarded in a course offered on a credit/no-credit basis only or in courses numbered 600, 601, 700, 750 and 800. The grade is awarded directly by the instructor and is not included in GPA calculations.

S: Satisfactory grade for courses taken on a satisfactory/not-satisfactory basis. An S grade is automatically converted from a numerical grade of 2.0 or above for undergraduate classes and 2.7 for graduate classes is converted to NS. NS is not included in GPA calculations. No credit is awarded for courses in which an NS grade is received.

I: Incomplete. An Incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student’s control. To obtain credit for the course, an undergraduate student must convert an Incomplete into a passing grade no later than the last day of the next quarter. The student should never re-register for the course as a means of removing the Incomplete. For undergraduate students, an Incomplete grade not made up by the end of the next quarter is converted to a grade of 0.0 by the Office of the Registrar unless the instructor has indicated when assigning the Incomplete grade, that a grade other than 0.0 should be recorded if the incomplete work is not completed. The I (Incomplete) is not removed from the permanent record and appears on the transcript with the completed grade. An instructor may approve an extension of the Incomplete removal deadline by contacting the UW Tacoma Registrar no later than the last day of the quarter following the quarter in which the Incomplete grade was assigned. Extensions, which may be granted for up to three additional quarters, must be received before the Incomplete has been converted into a failing grade. In no case can an Incomplete received by an undergraduate be converted to a passing grade after the lapse of one year.

W: Official withdrawal or drop from a course from the third through the seventh week of the quarter for undergraduates. A number designating the week of the quarter is recorded with the W when a course is dropped. It is not computed in GPA calculations.

HW: Grade assigned when a student is allowed a hardship withdrawal from a course after the 14th calendar day of the quarter (see Hardship Withdrawal Policy on page 17). It is not computed in GPA calculations.

### LETTER GRADE EQUIVALENTS

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point Equivalent</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>3.9 - 4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.5 - 3.8</td>
</tr>
<tr>
<td>B+</td>
<td>3.2 - 3.4</td>
</tr>
<tr>
<td>B</td>
<td>2.9 - 3.1</td>
</tr>
<tr>
<td>B-</td>
<td>2.5 - 2.8</td>
</tr>
<tr>
<td>C+</td>
<td>2.2 - 2.4</td>
</tr>
<tr>
<td>C</td>
<td>1.9 - 2.1</td>
</tr>
<tr>
<td>C-</td>
<td>1.5 - 1.8</td>
</tr>
<tr>
<td>D+</td>
<td>1.2 - 1.4</td>
</tr>
<tr>
<td>D</td>
<td>0.9 - 1.1</td>
</tr>
<tr>
<td>D-</td>
<td>0.7 - 0.8</td>
</tr>
<tr>
<td>E</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Lowest passing grade Failure or Unofficial Withdrawal. No credit earned.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3.9 - 4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.5 - 3.8</td>
</tr>
<tr>
<td>B+</td>
<td>3.1 - 3.4</td>
</tr>
<tr>
<td>B</td>
<td>2.9 - 3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.5 - 2.8</td>
</tr>
<tr>
<td>C+</td>
<td>2.1 - 2.4</td>
</tr>
<tr>
<td>C</td>
<td>1.7 - 2.0</td>
</tr>
<tr>
<td>E</td>
<td>0.0</td>
</tr>
</tbody>
</table>

A minimum of 2.7 is required in each course that is counted toward a graduate degree. Grades below 1.7 in graduate programs are recorded as 0.0.
Grade-Point Average (GPA)

The cumulative GPA includes credits granted for courses taken in residence at all campuses of the University of Washington and those with a DL (Distance Learning) suffix taken through UW Educational Outreach (UWEO). The UW transcript also reflects grades for other UWEO courses that are not residence credit and grades for credit by examination. These latter grades do not affect the student’s UW cumulative GPA.

Computation of GPA

The grade-point average for graduation is computed by dividing the total cumulative grade points by the total credits attempted for courses taken in residence at the University. Grade points are calculated by multiplying the number of credits by the numeric value of the grade for each course. The sum of the grade points is then divided by the total credits attempted. Courses elected on an S/NS basis are counted as follows: Satisfactory grades are printed on the permanent record as an S and do not count in the quarterly or cumulative grade-point average, but they do count as credits earned toward graduation. Not-satisfactory grades (NS) do not count in the quarterly and cumulative grade-point averages and do not count as credits earned toward graduation.

Example 1:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIAS 498</td>
<td>3</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>TSMIN 300</td>
<td>5</td>
<td>2.9</td>
<td>14.5</td>
</tr>
<tr>
<td>TCSIUS 445</td>
<td>5</td>
<td>3.2</td>
<td>16.0</td>
</tr>
</tbody>
</table>

Total credits earned toward graduation: 10
Total graded credits attempted: 13
Grade-point average = 30.5 ÷ 13 = 2.35

The student attempted 15 credits, but only 10 are graded; the I is not computed in the grade-point average. If the work in TBUS 320 is not made up by the end of the quarter, the I will convert to a numeric grade of 0.0 and the grade-point average will be recomputed. When the grade of 0.0 is received, it is computed in the grade-point average, but no credit is awarded toward graduation.

Repeating Courses

With the approval of the academic program offering the course, a student may repeat a course once. Both the original grade and the second grade will be computed in the grade-point average, but credit will be allowed only once. Veterans receiving benefits must receive approval from the veterans coordinator in the Office of Enrollment Services before a course is repeated.

Class Attendance

The University of Washington Tacoma reserves the right to drop students who have not attended class during the first week of the quarter to make space for other students waiting to enroll. However, students should not assume that they will automatically be dropped from a course if they do not attend.

Grading Procedures

Change of Grade

Except in case of error, an instructor may not change a grade that he or she has submitted to the registrar. A student who finds administrative omissions or errors in a grade report must make application for a review not later than the last day of the student’s next quarter in residence. Grades used to meet graduation requirements cannot be changed after the degree has been granted. Students are not automatically notified of grade changes posted after the first of the quarter.

Grade Appeal Procedure

A student who believes he or she has been improperly graded first discusses the matter with the instructor before the end of the following academic quarter. If the student is not satisfied with the instructor’s explanation, the student may submit a written appeal to the director or the dean of the program that offered the course, with a copy of the appeal also to the instructor. This must be done no later than 10 class days after his or her discussion with the instructor.

The director consults with the instructor to ensure that the evaluation of the student’s performance has not been arbitrary or capricious. Should the director believe the instructor’s conduct to be arbitrary or capricious and the instructor decline to revise the grade, the director, with the approval of the voting members of his or her faculty, shall appoint an appropriate member, or members, of the faculty of that program to evaluate the performance of the student and assign a grade. The UW Tacoma Vice Chancellor for Academic Affairs and the University of Washington Provost should be informed of this action.

Once a student submits a written appeal, this document and all subsequent actions on this appeal are recorded in written form for deposit in the student’s file.

Grade Reports

The University of Washington does not mail grade reports. Students access their grades online using MyUW.

Transcripts

Official transcripts are available from the Office of the Registrar or the Cashier’s Office. Transcripts may be ordered using a request form or by written request from the student. The request must include name; Social Security number or student identification number; current phone number; date of birth; address to which the transcript should be sent and student signature. Additional helpful information includes dates of attendance and former name.

Because the signature of the student is required, e-mail requests cannot be accepted. Payment of $4 per transcript is required at the time of the request by check or money order. The Transcript Request form is available online at www.tacoma.washington.edu/cashier/transcripts. Allow three to five working days for processing. Same-day requests are available for an additional $15 fee. Transcripts may be picked up in the Office of the Registrar with picture identification or mailed to a third party, per student request. Each transcript will include all coursework taken at the University of Washington, with indication of the campus where the credits were earned.

Students can print out an unofficial transcript online at myuw.washington.edu.
### Academic Standards

Students are expected to meet the traditional standards of honesty and truthfulness in all aspects of their academic work at UW Tacoma. In particular, all work submitted to an instructor in fulfillment of course assignments, including papers and projects, written and oral examinations, and oral presentations and reports, must be free of plagiarism. Plagiarism is using the creations, ideas or words of someone else without formally acknowledging the author or source through appropriate use of quotation marks, references and the like. Student work in which plagiarism occurs will not be accepted as satisfactory by the instructor and may lead to disciplinary action against the student submitting it. Any student who is uncertain whether his or her use of the work of others constitutes plagiarism should consult the course instructor for guidance before formally submitting the work involved.

### Satisfactory Progress

The University’s satisfactory progress policy requires that students complete their undergraduate degree within 30 credits beyond the minimum required for the degree. Because most degrees require 180 total transfer and UW credits, students generally must complete their programs by the time they earn 210 credits.

Undergraduates who have completed over 210 credits will be notified by the end of the third week of the quarter that a hold is being placed on their registration due to lack of satisfactory progress. Students are encouraged to meet with their program adviser to prepare a graduation plan to avoid this situation.

### Low Scholarship

#### Academic Warning

An undergraduate student whose grade-point average falls below 2.00 in his or her first quarter at the University receives an academic warning. If a cumulative grade-point average of at least 2.00 for courses earned in residence at the University is not achieved by the end of the next quarter, he or she is placed on academic probation.

#### Academic Probation and Dismissal for Low Scholarship

An undergraduate student is placed on academic probation at the end of any quarter (except for the first quarter at the University, when an academic warning is issued) in which his or her cumulative grade-point average falls below 2.00. Once on probation, the student must attain at least a 2.50 for each succeeding quarter’s work until the cumulative grade-point average is raised to a 2.00 or the student is dropped for low scholarship.

#### Reinstatement

An undergraduate student who has been dropped under low-scholarship rules will be readmitted to the University only at the discretion of the UW Tacoma Admissions, Academic Standards and Graduation Committee and only after having sat out one quarter. A student readmitted after being dropped under these rules enters the University on academic probation and may be required to re-apply to their academic program. The student’s GPA is the same as when dropped from the University, and the student may not use grades from other colleges or universities to raise his or her UW grade-point average. A readmitted student is dropped if he or she fails to attain either a 2.50 grade-point average for the following quarter’s work or a cumulative UW grade-point average of 2.00 at the end of that quarter. The student is removed from probation at the end of the quarter in which a cumulative grade-point average of 2.00 or better is reached. The Petition for Reinstatement form is available from the Office of the Registrar.

#### Senior in Final Quarter

A senior who has completed the required number of credits for graduation, but whose work in what would normally be his or her final quarter places him or her on probation does not receive a degree until removed from probation.

#### Dean’s List

##### Quarterly Dean’s List

The quarterly high-scholarship list includes the names of matriculated undergraduate students who have attained a quarterly grade-point average of 3.50 in the final grades for at least 12 graded credits. Appropriate high-scholarship entries are made on the student’s permanent academic record.

##### Annual Dean’s List

The yearly award for high scholarship is recorded on the academic transcript of undergraduate students enrolled for three quarters of the academic year (summer through spring) and who earned a quarterly GPA of 3.50 in 12 or more numerically graded credits each quarter. It is also recorded for students enrolled for four quarters who met the standard just mentioned and also earned a quarterly GPA of 3.5 or better in the fourth quarter if enrolled for 10 or more credits.

#### Annual Dean’s List Certificate

Annual Dean’s List Certificates are awarded to students in the senior class who have high scholastic records for their junior year. The Honors Committee on the University of Washington, Seattle campus determines the grade-point average required for the awarding of certificates. Students receive a certificate and a letter of congratulations from the UW Tacoma Chancellor.

### Baccalaureate Honors

Baccalaureate honors (summa cum laude, magna cum laude, cum laude) are awarded only to recipients of a first baccalaureate degree. These honors are earned by those students who have completed no fewer than 90 residence credits at this institution. At least 60 of the 90 credits must have been acquired on a graded basis.

The University’s Honors Committee determines annually the grade-point requirement for each baccalaureate honor. In recent years, approximately 10 percent of the students have been awarded baccalaureate honors. Credits earned by extension courses are not counted toward honors eligibility.

August graduates who participated in the preceding June commencement should contact their program adviser regarding recognition of honors at the June ceremony.

#### Faculty Honors

At the University of Washington Tacoma, faculty honors are awarded to those students receiving a baccalaureate degree whose GPA is in the upper 10 percent of their program and who have earned between 43 and 89 graded credits at the UW.

#### Chancellor’s Medal

The Chancellor’s Medal, which is conferred at commencement, recognizes the graduating senior who has the most distinguished academic record. Only students who have earned at least 90 credits (43 credits for Nursing students) in residence at the University of Washington Tacoma may be considered.

### Student 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 UW Tacoma.

#### Student Conduct Code

The University Board of Regents has adopted a Student Conduct Code, which applies to both academic and nonacademic conduct for students while in attendance at UW Tacoma. The University of Washington Student Conduct Code obligates students to:

- Maintain high standards of academic and professional honesty and integrity.
- Respect the rights, privileges and property of other members of the academic community and visitors to the campus.
- Refrain from actions that would interfere with University functions or endanger the health, safety or welfare of other persons.
Comply with the rules and regulations of the University, its schools, colleges and departments.

Violations of these standards may result in a variety of disciplinary actions, including suspension or permanent dismissal from the University. The Code specifies standards of conduct, jurisdiction for hearing disciplinary matters and due process. Students may obtain copies from the Office of Student Affairs or online at www.washington.edu/students/handbook/conduct.html.

Individual academic and professional programs may have standards and expectations beyond those explained in the Code of Conduct. Please contact the program office for details.

Computer Use and Software Copyright Policy

All faculty, staff and students who use any computer at the University are responsible for using computer resources in an ethical and legal manner. For example, it is not appropriate to share computer accounts or use them for commercial purposes, to send unwanted e-mail, or to distribute copyrighted software, music or images. Those who do not follow the rules could lose their UW computing privileges. For detailed information, see “Know the Rules” on the Computing and Information Technologies Web site at www.washington.edu/computing.

Equal Opportunity

The University of Washington, as a standing policy, does not discriminate on the basis of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran. Any discriminatory action can be a cause for disciplinary action. This policy applies to all University programs and facilities including, but not limited to, admissions, educational programs, employment, and patient and hospital services. Such discrimination is prohibited by Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Age Discrimination in Employment Act Amendments of 1978, Vietnam Era Veteran's Readjustment Assistance Act of 1974, Americans with Disabilities Act of 1990, State of Washington Gender Equity in Higher Education Act of 1989, other federal and state statutes and regulations, and University policy. Coordination of the compliance efforts of the University of Washington with respect to all of these laws and regulations is under the direction of the Equal Employment Officer, Dr. Helen Remick, University of Washington, Equal Employment and Affirmative Action Office, JA-08, 4045 Brooklyn Ave. NE, Seattle, Washington 98195, (206) 543-1830.

Student Education Records

As a general rule, the University will not release a student’s education records to a third party without the written consent of the student.* This includes tuition account information. The complete University policy on student education records and the location of such records may be found in the Washington Administrative Code under WAC 478-140. Manuals containing the code are available at reference stations on campus (including in the Office of the Chancellor and in the campus library) and at the University of Washington Visitor’s Information Center at 4014 University Way NE, Seattle. The policy covers such items as accessibility, review and expunging of inaccurate records, and costs to be charged for copies of student records. Information release forms for tuition accounts information only may be obtained from the Student Accounts and Cashier’s Office, 129 Schmitz Hall, Seattle.

Release of Student Directory Information

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of student educational records. However, the following information is considered public or directory information and may be released to anyone unless the student requests otherwise: name, telephone number, e-mail address, place of birth, major, dates of attendance, degrees and awards received, full- or part-time enrollment status, most recent previous educational institution attended, and for athletes, date of birth, weight and height. If a student chooses not to authorize release of directory information, he or she can restrict this information using MyUW (myuw.washington.edu) or by completing a form in the Office of the UW Tacoma Registrar. Except under provisions of the USA PATRIOT Act of 2001, no information will be released on students who have restricted release of directory information, including degrees awarded and dates of attendance. To change authorization and allow release, students must present, in person, a request in writing to the Office of the UW Tacoma Registrar substantiated by photo identification.

Complete details regarding FERPA and students’ rights concerning educational records are available from the Office of the Registrar.

Sexual Harassment Complaint Procedure

Students, staff, faculty and other users of University services who have a concern or complaint regarding sexual harassment may contact either the director of Human Resources at UW Tacoma, the Ombudsman at (253) 692-4476 or the University Complaint Investigation and Resolution Office at (206) 616-2028. Personnel in these offices provide assistance in resolving concerns and complaints. Also, UW Tacoma staff may contact the director of Human Resources at UW Tacoma about sexual harassment concerns.

*The USA PATRIOT Act of 2001, however, limits some privacy protections.
The University of Washington Tacoma admits freshmen and transfer students through a competitive review of applicant pools. Admission requirements and priority application dates vary by quarter and academic program, so it is recommended that prospective students contact the Office of Admissions Advising and Outreach for current information by calling (253) 692-4742. Additional information is also available on our Web site at www.tacoma.washington.edu/admissions.

**Freshman Applicants**

Students with less than 40 college-level credits at the time of application should complete the Application for Freshman Admission. This includes high school students who have not attempted college-level coursework and Running Start students who have less than 40 college-level credits at the time of application. (Running Start students who have completed 40 or more college-level credits at the time of application and meet transfer admission requirements, should apply using the Transfer Application for Admission.)

Freshman applicants must meet high school core subject requirements, have a minimum 2.0 GPA and submit SAT or ACT scores. Applicants will be evaluated on a number of factors, including the following: grades and test scores, rigor of curriculum; activities and accomplishments; educational goals; diverse life experiences; and first-generation college status. These factors are not of equal weight and no single factor will be sufficient to confer admission.

The University will offer admission to applicants who will most benefit from and contribute to the University’s educational community. In selecting the freshman class, the University will not make admission decisions solely on the basis of past academic accomplishments. The intention is to enroll a freshman class that, as a whole, represents the diversity of our community.

College-level credit will be awarded for those courses that have been successfully completed and meet UW transfer credit equivalencies; evaluation for appropriate placement into the UW Tacoma freshman core curriculum will be conducted by the General Education Center.

**Freshman Advising**

Freshman advising is done through the General Education Center located in Science 102.

**Core Curriculum**

The freshman curriculum is built around a series of 10-credit core courses that blend different disciplines and are built around a global theme.

A different faculty team—in classes with a student-to-faculty ratio of 25 to 1—will teach the course from a different academic perspective each quarter. Over the course of the year, students meet a full range of general requirements but remain focused on the same global theme. A student may earn credit in English and economics one quarter, then history and sociology the next. But throughout the year, discussion, lectures, reading, writing and project assignments will focus on the same, unifying theme designed to broaden students’ perspectives, not only about what they are studying, but also about the world in which they live.

Students will take core courses with the same group of students throughout their first year. Within those core courses, students will meet regularly in smaller groups, and be able to choose a separate elective course each quarter.

Beyond the core curriculum, students select each quarter from a range of elective courses that will allow them to explore and prepare for potential majors.

**Transfer Applicants**

Students who have completed 40 or more college-level credits at the time of application should complete the Application for Transfer Admission. Transfer students who have a minimum 2.0 GPA, have fulfilled core subjects requirements and have completed at least 40 college-level credits, including five credits of English composition or its equivalent, at the time of application will be considered for admission to the University.

Most transfer applicants who have completed the equivalent of two years of coursework at a community college or four-year college prior to the quarter for which they are seeking admission are generally considered for admission to an academic program at the time of application.

Some academic programs admit transfer students with less than the equivalent of two years of college-level coursework. See the individual program sections for details regarding specific admission requirements.

**Core Subjects Requirements**

Students are required to complete a minimum level of preparation in six subject areas in high school. More information about each of the core requirements is available online at www.tacoma.washington.edu/admissions/freshman/core_subjects.cfm.

**Minimum High School Preparation**

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>REQUIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 years</td>
</tr>
<tr>
<td>Social studies</td>
<td>3 years</td>
</tr>
<tr>
<td>Foreign language</td>
<td>2 years</td>
</tr>
<tr>
<td>Science</td>
<td>2 years</td>
</tr>
<tr>
<td>Fine, visual or performing arts</td>
<td>½ year</td>
</tr>
<tr>
<td>Academic electives</td>
<td>½ year</td>
</tr>
</tbody>
</table>
**Using College Coursework to Complete Core Requirements**

Almost all applicants will have satisfied these requirements through high school coursework, which is generally defined as that completed in grades 9-12. However, there are several ways to satisfy high school core subjects requirements at the college level. In general, five quarter credits (or three semester credits) at the college level equals one year of high-school study. If you completed a portion of the core subjects requirements in high school, you can pick up in college where you left off in high school. For example, if you completed three years of English in high school, you can use one college English composition or literature course to bring your total to four years.

**Grading Restrictions**

To satisfy any of the core subject requirements, a passing grade, including a ’D’, is acceptable in either high school or college work. Also acceptable is a grade of ’Pass’ in a course taken on a ’Pass/Not Pass’ basis.

However, if you are completing high school core subjects through college coursework, you are strongly encouraged to take core subjects for a letter/numerical grade, because you may later want to apply core courses towards requirements for your major or university or college graduation requirements, for which grading restrictions pertain.

**Application Process**

There are two ways to complete the application process for the University of Washington Tacoma: online via the Web or by downloading or requesting a paper application packet. There is no difference in the application fee, but the online application does require a credit or debit card to pay the fee.

The application fee is nonrefundable. Applicants should ensure they meet all admission requirements before submitting an application. It is recommended that applicants meet with an admissions adviser if they have questions.

**Application Materials**

The online application can be found on the University’s Web site at www.tacoma.washington.edu/admissions. A paper application can be downloaded in PDF format from the Admission Web site or applicants can request a paper application be mailed to them by calling (253) 692-5723.

**Application Requirements**

1. All students must carefully complete the appropriate Application for (Freshman or Transfer) Admission form and submit payment for the $50 undergraduate application fee. If completing the online application, the fee must be paid with a credit or debit card. The application fee is nonrefundable and must be submitted each time a student applies.

Students completing a paper application must mail the application along with a check or money order (U.S. dollars only; do not send cash) payable to the University of Washington to:

University of Washington Tacoma
Attn: Office of Admissions
Campus Box 358433
1900 Commerce St.
Tacoma, WA 98402-3100

2. Send two official transcripts from each college attended and a high school transcript if a foreign language or intermediate algebra was studied in high school. Freshman applicants are not required to send high school transcripts at the time of application (a self-reported list of high school, courses and grades is part of the application), although final official transcripts will be required if an offer of admission is made. These should be sent to:

University of Washington Tacoma
Attn: Office of Admissions
Campus Box 358400
1900 Commerce St.
Tacoma, WA 98402-3100

3. Submit any additional application materials (such as personal statements and letters of recommendation) that are specifically required by the academic program. Transfer applicants should send these materials directly to the appropriate academic program office. Freshman applicants should send these materials to the Office of Admissions. For details review the individual program sections of this catalog.

Once transcripts and supporting documents are received, they become part of the student’s permanent academic record and cannot be returned to the student. Any student who desires transcripts of work elsewhere must order official copies from the institution at which the work was undertaken. UW Tacoma does not issue or certify copies of transcripts from other institutions.

**Change of Application Quarter**

The application that a student submits is valid only for the quarter specified. If a student wants to change the quarter of the application, the student must submit another application and fee. Certain circumstances warrant completion of the Petition to Update Application Quarter for the undergraduate (not Teacher Certification) programs. If the petition is granted, then the student will not need to complete another application or submit another application fee. Please check with the Office of Enrollment Services for the petition and its guidelines.

**When to Apply**

Early application is strongly advised. In order to assure consideration, the completed application, along with any other required documents, should be submitted by the priority application date. Priority application dates for transfer students are shown in the table below. UW Tacoma accepts freshman applications for Autumn Quarter only. For priority

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**Priority Application Dates for Transfer Admission**

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milgard School of Business</td>
<td>Apr. 15</td>
<td>Oct. 15</td>
<td>Jan. 15</td>
<td>—</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>May 1</td>
<td>Nov. 15</td>
<td>Feb. 15</td>
<td>—</td>
</tr>
<tr>
<td>Institute of Technology</td>
<td>May 15</td>
<td>Oct. 15</td>
<td>Jan. 15</td>
<td>—</td>
</tr>
<tr>
<td>Interdisciplinary Arts and Sciences</td>
<td>May 1</td>
<td>Nov. 15</td>
<td>Feb. 15</td>
<td>—</td>
</tr>
<tr>
<td>Nursing</td>
<td>Feb. 15</td>
<td>*</td>
<td></td>
<td>Feb. 15</td>
</tr>
<tr>
<td>Social Welfare</td>
<td>Apr. 3</td>
<td>—</td>
<td></td>
<td>—</td>
</tr>
<tr>
<td>Urban Studies</td>
<td>Aug. 15</td>
<td>Nov. 1</td>
<td>Feb. 1</td>
<td>—</td>
</tr>
</tbody>
</table>

*Pre-major admission may be available for other quarters. Please contact the program office for details.*

These dates may change for subsequent years, and programs that admit more than once a year may not continue to do so in subsequent years.
scholarship consideration, freshman applications must be received by January 15. For priority admissions consideration, freshman applications must be received by March 1.

Freshman and transfer applications received after the respective priority application dates will be considered on a space-available basis. Please note that a complete application includes all forms, essays and transcripts.

Also, for financial aid and scholarship consideration, your Free Application for Federal Student Aid (FAFSA) should be submitted by February 28. See the “Financial Aid” section for more information on completing the FAFSA.

Notification of Admission Decision

When all required documents have been received, an evaluation is made and the applicant is notified of his or her admission status. An offer of admission is generally valid only for the quarter indicated. Applicants who wish to be considered for a different quarter may be required to file a new application and pay the associated fee. (See Change of Application Quarter on page 23.) Application materials of applicants who do not register for the quarter to which they have been admitted are normally retained for a period of one year from the quarter of application. At the end of this period materials on file are destroyed unless the applicant has notified the University of a continued interest in attending UW Tacoma.

Admission Categories

UW Tacoma offers seven admission categories, outlined below. The Office of Enrollment Services can assist applicants who are uncertain about the proper admission category.

Matriculated students

New students at UW Tacoma seeking their first undergraduate degree are normally considered matriculated students and admitted to the University as freshmen or sophomores or to a specific academic program as transfer students.

Postbaccalaureate students

Postbaccalaureate students are those who have completed one or more bachelor’s degrees and are working toward another bachelor’s degree or completing prerequisite courses for a graduate program. The application of their previous coursework toward graduation requirements will be determined by program faculty and advisers.

Nonmatriculated students

Although a student enrolled at the University of Washington Tacoma in a nonmatriculated status cannot earn a degree, a grade is earned and full credit is awarded and recorded on a UW transcript. The credits earned as a nonmatriculated student usually transfer to other institutions. If a student is later accepted into a matriculated status at the Tacoma campus, courses earned as a nonmatriculated student may be applied to undergraduate degree requirements, with some restrictions. Students admitted as nonmatriculated may be limited in the number of credits they will be allowed to accrue in this status. The number may vary by program. Students considering switching to matriculated (degree-seeking) status are encouraged to do so as soon as possible, as 45 of the last 60 credits of a baccalaureate degree must be earned as a matriculated student in residence at the Tacoma campus.

Students who wish to change their status from nonmatriculated to matriculated must apply to do so by the priority application date of the program they wish to enter. Change-of-status forms are available in the Office of Enrollment Services.

Applicants seeking matriculated status may have admission and registration priority over nonmatriculated applicants.

Non-UW Tacoma students applying to the Geographic Information Systems (GIS) and Nonprofit Management certificate programs should apply as nonmatriculated students. Please review the program requirements for guidance in making a successful application and completing additional application requirements.

Summer Only Visiting Students

Also apply as nonmatriculated students. Admission in this status is valid only for Summer Quarter and applicants must meet application and admission requirements if they wish to matriculate for subsequent quarters. Students admitted for Autumn who wish to begin their studies during Summer Quarter should consult their academic program.

Returning former students

A returning UW Tacoma undergraduate student who has not been enrolled for more than one quarter (not including summer) is required to complete and file a Returning Student Application and pay a $50 application fee by the priority application date. Because academic programs determine admission based upon prior academic record and space availability, admission is not guaranteed to returning students. Returning nonmatriculated students are re-admitted as space permits. Contact the specific academic program office to discuss the re-admission process.

Pre-major students

Students wishing to register for UW Tacoma courses in a quarter other than the quarter in which their desired program (for example, Nursing) regularly admits may request approval from that program to enroll as a pre-major student on a space-available basis. Transfer applicants admitted to the University and not admitted to an academic program are also admitted as pre-major students. Pre-major is a matriculated status.

International students

Admission of international students on F, B, J, H, L, M, R, TD and TN visas is limited and available for Autumn Quarter only. International students must adhere to the application deadlines specified above or submit their applications by July 1, whichever is earlier. Admission is offered only to international students who have completed the first two years of their degree at a Washington state community college and have a minimum cumulative GPA of 3.0. Students are welcome to submit transcripts from non-U.S. colleges or universities. Credentials must be original documents or photocopies stamped as certified-true copies by school officials or other educational authorities.

All transcripts written in any language other than English must be accompanied by English translations in the same format as the originals, certified as accurate by a qualified translator and providing an evaluation of the foreign credentials. Interested students should request an International Student Admissions Information packet from the Office of Enrollment Services or download the International Student application materials from the UW Tacoma Web site.

Auditors

Individuals who wish only to audit University courses should apply for admission with nonmatriculated standing. Attendance in courses as an auditor is by consent of the instructor involved and only as space permits. Permission to audit is ordinarily granted for lecture classes only. An auditor may not participate in class discussion or laboratory work, and the auditor’s registration may be canceled at the discretion of the instructor. No record of audited courses is kept. Regular tuition and fees are charged. To receive credit for an audited course, the student must register for the class for credit and complete the course requirements in a subsequent quarter.
Completion of Academic Program Admission Requirements

For admission to a major, each academic program at the University of Washington Tacoma has established minimum admission requirements. These vary from program to program. See each program’s section in this catalog for a complete list. The following are required by all academic programs:

Foreign Language
All applicants must complete two high school years, or 10 credits at the college level, of a single foreign language. The study must be devoted to a single foreign language and must be in sequence, with no repetition of any prior term of study. Any natural language other than English that has been formally studied may be used to satisfy this requirement, including languages no longer spoken, such as Latin and ancient Greek. American Sign Language (AMESLAN, the language of the deaf community in America) will also meet this requirement. However, other forms of deaf signing and computer “languages” are not acceptable. The foreign language requirement will be considered satisfied for applicants who had instruction through seventh grade in a language other than English.

Mathematics
All applicants must complete three years of high school math through intermediate (second-year) algebra or a course in intermediate algebra in college. Proficiency may be satisfied through other coursework; check with an adviser for a list.

Quantitative/Symbolic Reasoning (QSR) course
All applicants must complete one Quantitative/Symbolic Reasoning (QSR) course. Coursework to fulfill this requirement can be completed through enrollment at a community college, at a four-year institution or through UW Distance Learning. In some circumstances, coursework may be completed at UW Tacoma. Some students enroll concurrently at UW Tacoma and a community college to accomplish this. Depending upon individual circumstances, students may be able to complete a portion of these requirements at UW Tacoma. Courses offered at UW Tacoma that will satisfy this requirement are indicated in the course description listings for each program.

Writing
All applicants must complete at least five credits of English composition to meet the minimum admission requirement. English composition courses are not offered at the Tacoma campus. Coursework will need to be completed through enrollment at a community college, a four-year institution or UW Distance Learning. Students should consider completing the required 5-10 additional credits of writing-intensive coursework prior to entering UW Tacoma. In some cases, completion of an advanced writing course at UW Tacoma may be used to fulfill the English composition requirement. Courses offered at UW Tacoma that will satisfy this requirement are indicated in the course description listings for each program.

Undergraduate Transfer Credit

To students pursuing a first bachelor's degree, UW Tacoma awards transfer credit according to the guidelines listed below. It reserves the right to accept or reject credits earned at other institutions of higher education. In general, it is University policy to accept credits earned at institutions fully accredited by the regional accrediting association provided that such credits have been earned through university-level courses (see exceptions below) appropriate to the student’s degree program. For courses taken at a Washington state community college, UW Tacoma follows the list of transferable courses published in the UW Equivalency Guide for Washington Community and Technical Colleges.

Notable Restrictions on Transfer Credit

Lower-division college credit
Students are allowed between 90-113 transferable lower-division (100- to 200-level) quarter credit hours (depending on degree program) of the 180 credits needed for a bachelor's degree. Upper-division credits (300- to 400-level) from other four-year institutions may apply only to the elective component of a baccalaureate degree and only with program approval.

UW Extension distance learning
If permitted by the specific academic program, up to 90 credits earned in correspondence courses offered by the Distance Learning division of UW Extension may be applied toward a UW degree. However, 45 of the student's final 60 credits must be taken in residence at UW Tacoma to meet the Final-Year Residence Requirement.

Extension credit from other schools
No more than 45 credits earned as extension credit from other schools may be applied toward a UW degree. Military credit, discussed below, is included in the 45 extension credit limit.

Guidance/Personal development
A maximum of 3 credits is awarded for courses in this area as part of the 15 credits allowed for vocational/technical courses.

Limitation on ROTC credits
Credits earned in first- and second-year military training courses may not be counted in the 180 credits that are required for graduation. Some third- and fourth-year courses may count, depending on the student's degree program.

Military credit
Credits earned in Armed Forces Training Schools (AFTS) and through USAFI and DANTES may not exceed 30 and are included in the 45 extension credit limit. Official transcripts or DD-214 or DD-295 forms must be submitted, and credit will not be awarded until after the student has enrolled. Scores received in such coursework are not included in the transfer GPA.

Out-of-sequence courses
Credit is not awarded for prerequisite courses completed after a more advanced-level course has been completed. For example, students will not be awarded credit for Spanish 102 if it was taken after Spanish 103.

Physical education
No more than 3 quarter credits will be allowed for physical education activity courses.

Vocational-technical courses
A maximum of 15 transfer credits will be awarded for a wide range of college-level courses that are vocational-technical, rather than academic, in content (i.e., bookkeeping, electronics, physical therapy technician). These credits may apply only to the elective component of a baccalaureate degree and only with program approval.

Alternative credit
The University of Washington Tacoma does not award general credit for work or life experience.

Courses Receiving No Credit
Courses receiving no transfer credit include (but are not limited to):

- Courses below college level (usually numbered below 100)
- Repeated or duplicate courses
- Coursework taken at an institution that is not accredited by the regional association
- Courses that provide instruction in a particular religious doctrine
- Mathematics courses considered below college level, including basic math, business math, beginning and intermediate algebra
- Courses offered for non-credit continuing education units
Remedial English (e.g., reading, vocabulary development, grammar, speed reading, or any courses that are preparatory to an institution's first English composition course)

- Courses providing instruction in English as a Second Language (100-level or above)
- Remedial courses in any academic discipline
- Any course in the following categories:
  - aeronautics/aviation/pilot training
  - air conditioning/heating-refrigeration
  - allied health (optics)
  - auto mechanics
  - beginning typing
  - carpentry/construction methods
  - cooking/baking
  - cosmetology
  - custodial training/maintenance
  - diesel mechanics
  - fire science
  - graphics reproduction
  - horse-shoeing
  - military science (lower-division)
  - replacement parts
  - stationary steam engineering
  - study skills
  - water science technology

- College-Level Examination Program (CLEP): The University does not accept or award credit for CLEP general or subject examinations. Any such credit awarded by other institutions, or through independent testing, will not be transferred to the University.

Applicability of Transfer Credit to Degree Requirements

The Office of Enrollment Services has the authority to make decisions approving transfer credit to the University and application of transfer credits to fulfill University requirements. The individual academic program offices have the authority to determine application of transfer credits to fulfill major requirements.

By the first quarter of enrollment, a student should meet with a program adviser to plan a program of study. The program adviser will determine how the transfer credits may be used in meeting degree requirements.

Quarter vs. Semester Credits

Colleges and universities that operate on a semester system award semester credit. The University of Washington Tacoma awards quarter credit. One semester credit is equivalent to 1.5 quarter credits; one three-semester-credit course is equivalent to 4.5 quarter credits. Sixty semester credits are equivalent to 90 quarter credits.

Class Standing

A student’s initial class standing is determined by the total number of transfer credits awarded by the University of Washington Tacoma, not by the number of years of college study or completion of an associate’s degree. The following table lists the required credits for each class:

- Sophomore: 45-89 credits
- Junior: 90-134 credits
- Senior: 135 credits or more

Students should note that satisfying Tacoma campus graduation requirements depends not only on the number of credits completed (a minimum of 180) but also on completion of all program requirements.

Transfer GPA

In calculating the transfer GPA, the following guidelines apply:

- Grades from all transferable academic courses attempted, from all colleges the student has attended, in which the student has received grades between 0.0 and 4.0 on a 4.0 grading scale are included in the calculation.

- Repeated courses. At UW Tacoma, the most recent grade for a repeated course is used in the transfer GPA. (Note: This method is different from that used in calculating the UW Tacoma GPA for UW Tacoma courses that have been repeated.)

- All transferable academic credit from two-year colleges is included in the calculation, even if it exceeds 90 credits.

- Transfer coursework completed after a student matriculates must be graded on a numerical or letter-grade basis.

The following are not included in the transfer GPA:

- Courses considered by UW Tacoma to be below college level
- Math courses equivalent to MATH 098 (formerly MATH 101, Intermediate Algebra)
- Certain religion courses that teach from a particular doctrinal perspective or that teach preparation for the ministry
- Developmental or remedial courses
- Courses in study skills
- Lower-division military science courses
- English as a Second Language courses
- Vocational/technical courses
- Courses recorded with a grade of “Incomplete”
- Courses recorded with a grade of “Pass” or “Satisfactory”
- P.E. activity credits in excess of three quarter credits
Graduation Requirements for the Baccalaureate Degree

To graduate, a student must meet University requirements; college, school or campus requirements; and program requirements. This section contains only University requirements. The graduation requirements for academic programs at UW Tacoma are explained in each program’s section in this catalog.

Scholastic Standards Required

To be eligible for the baccalaureate degree, a student must earn a cumulative grade-point average of at least 2.0 for all work done in residence at the University. The graduation grade-point average is computed when the student has completed all work for the degree and includes only credits earned while in residence at the University.

Credits Required

To be eligible for graduation from the University with a baccalaureate degree, a student must satisfy all other specific program requirements and must complete a minimum of 180 academic credits.

Final-Year Residency Requirement

To be recommended for a first or subsequent baccalaureate degree, a student must complete 45 of his or her last 60 credits as a matriculated student in residence at UW Tacoma. To seek an exception to this requirement, students should contact their program adviser, who will submit the request to the UW Tacoma Admissions, Academic Standards and Graduation Committee. If an exception is granted, the student still must present a minimum of 45 credits taken in residence as a matriculated student to be awarded a UW degree.

Catalog for Graduation Requirements

With the approval of his or her program adviser, a student may choose to graduate under the requirements of either the current catalog or the catalog in effect at the time he or she entered the program from which he or she is to graduate.

If the student graduates more than 10 years after enrolling in the program, the current catalog must be used for graduation purposes. Exceptions to this rule cannot be made without official approval.

Waiver of Graduation Requirements

To request a waiver of Tacoma campus or University graduation requirements a student must petition the UW Tacoma Admission, Academic Standards and Graduation Committee. A student should see his or her program adviser to obtain the petition form and initiate the waiver process. The adviser will forward the petition to the committee. An exemption from an all-University graduation requirement becomes void at the end of two calendar years from the date such exemption is granted if all degree requirements have not been completed within that period.

Filing a Graduation Application

A University of Washington Tacoma student must make an appointment with his or her program adviser to complete a written application for graduation. The application may be filed as early as three quarters before the expected date of graduation. The University of Washington Tacoma’s absolute deadline for filing an application is Friday of the second week of the quarter in which the student intends to graduate. Students who will complete their degree requirements in Summer Quarter but wish to participate in the preceding Spring commencement must adhere to the Spring deadline. It is the student’s responsibility to apply for a degree and/or certificate; degrees are not automatically awarded when requirements have been satisfied. The student’s application, listing all remaining graduation requirements, and any supporting documents are prepared at the graduation appointment.

Two Majors or Two Degrees

Second baccalaureate degree

A second baccalaureate degree may be granted, but a student must earn a minimum of 45 credits beyond the number required for the first degree. These credits usually must be earned in residence, with the granting of exceptions to the residency rule being the responsibility of the college, school or campus awarding the degree. The student must achieve no less than a 2.0 cumulative grade-point average in the credits required for the second degree.

Students completing a second baccalaureate degree are not registered in the Graduate School, but in the academic division of the University with jurisdiction over the degree sought.

Degrees with two majors

The student’s application for a baccalaureate degree with two majors must show both majors and be approved by the advisers of both programs. Requirements of both majors must be met. Both majors appear on the transcript.

Two baccalaureate degrees concurrently

Two baccalaureate degrees, associated with different majors, may be granted at the same time, but the total number of academic credits earned must reach a minimum of 45 credits in excess of the number required for the first baccalaureate degree.

Commencement

Formal commencement exercises are conducted at the close of Spring Quarter. In April of each year, commencement information is sent to each student eligible to participate the following June (i.e., those who graduated the previous August, December or March and those who anticipate graduating in June or August of the current year).

Diploma distribution

Diplomas are produced approximately 12 weeks after the end of the quarter in which they are earned and are mailed directly to the graduate.
BACHELOR OF ARTS IN

Business Administration

The Business Administration degree program is designed to prepare students for entry into professional positions in business and government. The curriculum, which leads to a Bachelor of Arts in Business Administration, emphasizes critical competencies needed by students to succeed in the business environment of the 21st century. Students will learn and apply the specific skills associated with each competency in the core courses, refine and practice the competencies in their study option, and use and demonstrate the competencies in additional coursework as they fine-tune skills for their professional careers. The five competencies are as follows:

Teamwork
Teamwork requires interdependence to achieve a common goal. Interpersonal skills that support teamwork include leading, following, managing conflict and attending to individual differences.

Communication
Communication is the ability to create and exchange meaning with others in a variety of contexts. Communication is comprised of skills in speaking, writing, reading and listening. Additional aspects include giving and receiving feedback, constructing and interpreting symbolic and nonverbal messages, and employing various media technology.

Strategic Thinking
Strategic thinking is the process of proactively recognizing, framing and analyzing opportunities and problems in a dynamic environment. Strategic thinking requires considering multiple stakeholders in creating, evaluating and implementing systematic solutions on an ongoing basis. Additional aspects include managing ambiguity and complexity and being a catalyst for change.

Integrated Business Knowledge
Integrated business knowledge is understanding and applying principles, concepts, models and skills from the various fields of business administration and their interrelationships.

Professionalism
Professionalism is adopting the social norms and standards of the business profession. Professionalism embodies ethical, accountable and socially responsible behavior and commitment to continuous individual development.

Accreditation
The Milgard School of Business at the University of Washington Tacoma is accredited by the Association to Advance Collegiate Schools of Business (AACSB) in association with the University of Washington Seattle and Bothell campuses.

 Formal Options

At the Milgard School of Business, options are formalized programs of study that require completing certain coursework. A student admitted to an option has registration priority for upper-division classes in that area and has successful completion of an option noted on his or her transcript upon graduation.

There are four formal options in the Business Administration degree: Accounting, Finance, Management and Marketing.

Accounting
The Accounting option is designed to complement the broader-based Business Administration core. Students develop skills to work in organizations and be effective decision-makers with a focus on the accounting aspects of business.

Areas stressed within the accounting discipline include recording and reporting of financial data under generally accepted accounting principles, understanding tax law and its effect on business decisions, auditing financial statements using generally accepted auditing principles, understanding accounting information systems, understanding the composition of consolidated financial statements, and gathering and using cost data for planning and control decisions. Electives provide further study in public-sector accounting, taxation, auditing and other areas.
Students who wish to pursue a career in public accounting and be eligible to sit for the CPA exam are required to have an additional 45 quarter credits (30 semester hours) beyond the undergraduate degree requirement. The Milgard School offers these students an opportunity to take additional undergraduate and graduate business coursework. Other programs at the University can provide additional non-business learning opportunities.

**Finance**

The finance sector is a high-growth industry in the Pacific Northwest. Students in the Finance option acquire a solid background in financial theory and practices enabling them to work in a wide range of business professions. In addition, students develop a broad array of analytical skills, attain a thorough understanding of the finance function in different types of organizations, and sharpen their awareness of how financial institutions and markets function in a global economy.

The Finance option at the Milgard School of Business provides not only solid academic education in finance but a practical, hands-on preparation for a career in the financial sector. The structure of the program allows students to prepare for the Level 1 exam of the Chartered Financial Analyst (CFA) program, the most respected professional designation in the industry.

The Finance option prepares students to begin a career in portfolio management, financial planning, investing, banking, real estate investment and other related industries. Domestic and international career opportunities in the financial services industry are rapidly expanding. The Puget Sound area is well represented by successful, progressive financial firms with a high demand for professionals in all areas of finance.

**Management**

The Management option addresses the ability to lead other people, fostering the skills of planning, organizing, controlling and decision making at all levels and areas in the organization. Courses in the Management option emphasize how the tools and theories of management can help accomplish organizational goals. In addition, this option also fosters the development of skills that can be used to foster individual and organizational efficiency and effectiveness through the study of leadership, team and individual behavior, and human resources. The option prepares students for career opportunities in numerous areas: employee relations, training, inventory and material management, production and operations, strategic planning, purchasing, consulting, administration, information management, human resources, financial services, hotel and retail management, project management, organizational development, sales, and leadership in business, industry or government.

**Marketing**

The Marketing option provides the knowledge that encompasses the dynamic environment of economic conditions, consumer research, product safety, technology, legal issues and social change. The courses in this option examine consumer behavior, channels of distribution, marketing research, pricing, advertising, product development, promotion, industrial marketing and sales administration. The option prepares students for responsibilities in domestic business firms, including private and publicly held firms, as well as governmental agencies, international and multinational organizations. Marketing careers may involve specializations such as product or brand management, advertising, wholesaling, marketing research and sales.

**Informal Options**

Students may choose to concentrate in General Business or International Business and follow coursework and guidelines set by the department. These options are informal and are not noted on the student’s transcript.

**General Business**

The study of business is truly interdisciplinary, drawing from such varied fields as economics, political science, psychology, sociology and anthropology. The General Business option is designed for the student interested in a broad perspective that draws from multiple disciplines. General Business gives students the opportunity to explore a wide range of business disciplines, including management, marketing, accounting, finance and international business. Students completing the General Business option will be well-prepared to work in small businesses where their work will span multiple functional areas or in large organizations where they will be involved with cross-functional projects or teams. Students interested in entrepreneurship will also benefit from this option, as it allows them to customize the curriculum while exposing them to all critical aspects of business.

**International Business**

The International Business option provides a focused course of study from the perspective of the global environment. Courses in the option are designed to emphasize the economic reality of the global marketplace and effective performance in the dynamic international-business arena. The electives from Interdisciplinary Arts and Sciences provide for further study in international culture, religion and economics. Students are required to develop a portfolio to demonstrate their integrative learning. International Business is intended to prepare students for positions in international divisions of American companies; to work in the import-export business; to seek careers in national or international governmental agencies; to establish international businesses; and to enter careers in international commercial and investment banking.

**Admission Requirements**

**Educational Qualifications**

- A cumulative GPA (grade-point average) of at least 2.75 in all college coursework.
- A cumulative GPA of at least a 2.75 in all accounting, business, math and economics coursework.
- Prerequisites (see chart). Business prerequisites must be graded. The minimum acceptable grade in a business prerequisite is 2.0.

**Supplemental Application and Personal Statement**

A written personal statement is required from all applicants and is used by the Milgard School Admissions Committee to assess applicants. When writing the statement, applicants should refer to the current Milgard School application packet for specific instructions. Additional application information is located on the Web at www.tacoma.washington.edu/business.

**Assessment**

All applicants to Milgard School of Business are required to complete the Writing Skills Assessment (WSA) test. The WSA provides the Admissions Committee with quantitative measures in addition to grade-point averages upon which to base admissions decisions. The assessment is completed only once and scores from UWS or UW Bothell can be transferred to Tacoma.

**Professional Recommendation**

A minimum of one professional recommendation is required. Refer to the recommendation forms in the application packet for details.
Admission

The Milgard School of Business admits students for Autumn, Winter and Spring Quarters.

Selection Criteria

Admission is competitive, and candidates will be evaluated on the following criteria:

- Completion of all prerequisite courses
- Previous academic performance (cumulative and business GPA)
- Results of the Writing Skills Assessment (WSA) test
- Likelihood of success in the degree program
- Demonstration of the relationship between academic opportunities and the candidate’s professional career goals
- Applications for admission are considered complete when the following have been received:
  - UW Tacoma undergraduate application and application fee
  - Milgard School of Business supplemental application and personal statement
  - Transcripts
  - Results of WSA test
  - Professional recommendation

Admission decisions are made by the Business School Admissions Committee.

Curriculum

The bachelor of Arts in Business Administration curriculum consists of:

- 30 credits of required core courses
- 30-35 credits of option courses
- 5 credit capstone course
- 20-25 credits of electives

Students are expected to complete most of the Business Administration core before progressing to more advanced option courses. The 300-level core courses will usually be completed during the student’s first year as a Business student at UW Tacoma.

Business Policy and Strategic Management (TBUS 400) is a capstone course and may be taken only when a student has completed all core courses and has applied to graduate. TBUS 301 may be taken concurrently.

General Electives

Twenty to 25 credits of general electives are required to complete the Business degree. When selecting electives, a student should focus on courses that emphasize broad-based critical thinking. Students are encouraged to select electives that support career interests and provide opportunities for lifelong learning. Students may use the elective credits to develop more depth in one business discipline or to explore other areas of interest in business, health, liberal arts, computing and urban studies. General electives may be filled by transfer credits from other accredited institutions that grant baccalaureate degrees. Students with transfer credit beyond 90 credits may be able to apply additional credits towards general electives. See an adviser for more information.

Internship credit fulfills general elective requirements.

Program Standards

The following standards apply to all students in the Milgard School of Business. These standards may be in addition to other academic standards at the University of Washington Tacoma.

- Students must satisfactorily complete all upper-division courses at UW Tacoma by achieving a minimum 1.7 grade. If a grade below 1.7 is received, the student must repeat the course. Course credit will be awarded only once, and both grades will be computed into the grade-point average. If a grade below a 1.7 is received in an elective course, the course will not count toward graduation, but the student is not required to repeat that specific course.

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**BUSINESS ADMINISTRATION ADMISSION REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Undergraduate class standing of junior</td>
<td>Completion of an approved associate’s degree (academic transfer degree) or 90-105 transferable college credits.</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Two years in high school of the same foreign language or 10 credits of one language at the college level.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Requirement fulfilled by Calculus.</td>
</tr>
</tbody>
</table>
| Writing                                               | 10 credits
  - Must include 10 credits of English Composition.    |
| Visual, Literary and Performing Arts (Humanities) [V] | 10 credits
  - College-level foreign language credits can be applied toward this requirement. |
| Individuals and Societies (Social Science) [I]        | 25 credits
  - Must include Microeconomics, Macroeconomics, Business Law, one course in either Psychology, Sociology or Anthropology and 5 additional Social Science credits. |
| The Natural World (Natural Science) [N]              | 20 credits
  - Must include 5 credits each of Pre-calculus, Calculus and Statistics plus 5 additional Natural Science credits. |
| Accounting                                            | 9-15 credits
  - Must include Introduction to Financial Accounting, Financial Accounting and Managerial Accounting. (Accounting students are required to earn a 3.0 grade or better in each accounting prerequisite course.) |
| Electives                                             | To complete 90-105 transferable credits                                   |

1 Foreign language through 103 required for International Business option.
Courses in the Business core and option may not be taken through distance learning.

Courses in the Business core and option may not be taken S/NS (satisfactory/not satisfactory).

Upper-division business courses completed at other accredited four-year institutions may not be more than seven years old in order to substitute for a course in the Business major. If a course is more than seven years old, the student will be required to repeat the course at UW Tacoma. Credit will not be awarded twice for an equivalent course. There is no time limit on prerequisite coursework.

Upper-division courses used for transfer credit are held to the 1.7 grade standard required for all courses by the Milgard School of Business.

Students may transfer up to two classes and apply them toward the core, and one class applied toward the formal or informal option.

Students must complete two writing courses prior to graduation from the Milgard School of Business. Please consult a Business adviser when enrolling in courses to satisfy this requirement.

Students changing to a Business degree from other majors will be required to meet program and academic performance requirements in force at the time the major is changed.

Removal from Program

An undergraduate Business student who is dismissed from the University for low scholarship is removed from the Business Administration program. A letter of dismissal is sent to the student.

Students removed from the Milgard School who wish to re-enter the program must re-apply for admission. The Milgard School evaluates the student’s file, statement requesting re-admission and any extenuating circumstances, and then recommends action.

Graduation Requirements

To qualify for graduation with a Bachelor of Arts in Business Administration from the University of Washington Tacoma, a student must:

- Be a matriculated Business student in good academic standing with the University of Washington Tacoma and the Milgard School of Business.
- Satisfy all of the prerequisites for entrance into Milgard School of Business.
- Satisfy all of the general University requirements for graduation.
- Complete all of the required and elective courses in the Business degree and your formal or informal option:

Accounting option
- 30 credits of core courses to include:
  - TACCT 330 Accounting Information Systems
- 35 credits of Accounting courses to include:
  - TACCT 301 Intermediate Accounting I
  - TACCT 302 Intermediate Accounting II
  - TACCT 303 Intermediate Accounting III
  - TACCT 311 Cost Accounting
  - TACCT 411 Auditing Standards and Principles
  - TACCT 451 Individual Income Taxation
  - TACCT elective (5 credits)
- 5-credit capstone course
  - TBUS 400 Business Policy & Strategic Mgmt.
- 20 credits of electives

Finance option
- 30 credits of core courses
- 35 credits of Finance courses to include:
  - TFIN 424 Managerial Economics
  - 30 credits of Finance electives
- 5-credit capstone course
  - TBUS 400 Business Policy & Strategic Mgmt.
- 20 credits of electives

General Business option
- 30 credits of core courses
- 30 credits of upper-division business courses (TBUS 468 and 469 do not apply)
- 5-credit capstone course
  - TBUS 400 Business Policy & Strategic Mgmt.
- 25 credits of electives

International Business option
- 30 credits of core courses
- 20 credits of International Business courses to include:
  - TACCT 485 International Accounting
  - TMGMT 478 International Business
  - TMGMT 480 International Management
  - TMKTG 480 International Marketing
- 15 credits of approved IAS electives
- 10 credits of additional Business courses
- 5-credit capstone course
  - TBUS 400 Business Policy & Strategic Mgmt.
- 10 credits of electives

Management option
- 30 credits of core courses
- 30 credits of Management courses
- 5-credit capstone course
  - TBUS 400 Business Policy & Strategic Mgmt.
- 25 credits of electives

Marketing option
- 30 credits of core courses
- 30 credits of Marketing courses to include:
  - TMKTG 450 Consumer Marketing
  - TMKTG 475 Marketing Strategy
  - TMKTG 460 Research Methods
- 5-credit capstone course
  - TBUS 400 Business Policy & Strategic Mgmt.
- 25 credits of electives

- Complete 180 quarter credits.
- Complete TBUS 300 and TBUS 400 in residence at UW Tacoma.
- Maintain a minimum cumulative 2.0 grade-point average and a minimum cumulative 2.0 grade-point average in all Business courses.
- Complete 45 of the last 60 credits in residence at the University of Washington Tacoma.
- Apply for graduation with an adviser by the application deadline posted by the Business School for the expected date of graduation, and prior to registration for the Business capstone.
Course Descriptions

For the most current course information, please consult the Milgard School of Business Web site at www.tacoma.washington.edu/business.

Core Courses
TBUS 300
Managing Organizations
5 credits
Examines the profession of management, and nature of organizations. Focuses on the key managerial functions and organizational processes needed to plan, organize, lead and control contemporary organizations. Activities provide opportunities to improve communication, strategic thinking, teamwork, integrations and professional capacities. Prerequisite for most Business courses. [I]

TBUS 301
Quantitative Analysis for Business
5 credits
Provides statistical tools to analyze business problems and enhance decision-making. Utilizes an applied approach to organize, explore and analyze data, design experiments and surveys, understand estimations and significance tests and use quantitative methods. [N][Q]

TBUS 310
Effective Managerial Communications
5 credits
Focuses on developing and using oral and written communication skills in an organizational environment. Provides students with opportunities to communicate clearly and concisely in writing, make persuasive presentations, listen to the ideas and opinions of others, and provide and receive constructive feedback. Students will utilize and further develop abilities to function as productive team members and to appreciate and understand diversity in the work place. Emphasizes communication and professionalism. [I][IV]

TBUS 320
Introduction to Marketing Management
5 credits
Introduces the major principles and practices that are used by marketing managers in analyzing marketing problems and developing appropriate solutions. A primary goal is to understand how marketing operates within the global, social and economic environment. Designed to begin to develop competencies in teamwork, integrated business knowledge and strategic thinking. [I]

TBUS 330
Introduction to Information Technology
5 credits
Introduces techniques that managers use to locate, organize, distribute, and use information for decision making and strategic advantage. Tools for managing information are addressed, including computer hardware, software, telecommunication networks and various information system components. Includes a computer laboratory component in which students address organizational and managerial information requirements.

TBUS 350
Business Finance
5 credits
Focuses on understanding the sources, uses, and control of funds in business organizations. Key topics include managing cash flow, evaluating the time value of money, capital budgeting, evaluating stocks and bonds, and determining the financing mix. Consideration is given to the organizational, ethical and economic consequences of financial decisions. Designed to begin to develop competencies in strategic thinking and professionalism. Business majors or permission of instructor.

TBUS 400
Business Policy & Strategic Management
5 credits / Prerequisites: TBUS 300, 310, 320, 330 (or TACCT 330) & TBUS 350
Focuses on the integration and application of knowledge and competencies developed by Business Administration students. Major components of the course include the preparation of a career-related portfolio, participation in a team-based computer simulation, and composition of a paper reflecting and analyzing the student's competency development.

Elective Courses
TBUS 468
Internship
3-5 credits; max. 10 credits
Provides students an opportunity to gain experience in a business organization where they apply and experience concepts taught in the traditional classroom. Knowledge and skills acquired in the classroom are used in a responsible position involving work on meaningful productive tasks. Develops links between the community and the classroom. Business majors only. Permission of faculty is required.

TBUS 469
Undergraduate Research
1-5 credits; max. 15 credits
Provides students an opportunity to explore a specific management or marketing topic, idea, project, or research interest that extends previous knowledge and broadens experience. Proposals and course criteria are developed in cooperation with specific faculty members prior to course registration. Business majors only. Permission of faculty is required.

Accounting Courses
TACCT 301
Intermediate Accounting I
5 credits / Prerequisites: Completion of Business Program accounting prerequisites Concepts and principles of financial accounting. Analysis of controversies and problems related to the measurement of enterprise income, and asset and liability valuation.

TACCT 302
Intermediate Accounting II
5 credits / Prerequisite: TACCT 301
Continuation of TACCT 301.

TACCT 303
Intermediate Accounting III
5 credits / Prerequisite: TACCT 302
Continuation of TACCT 302. There is additional emphasis on special topics in income determination.

TACCT 311
Cost Accounting
5 credits
Focuses on the development and use of cost data for external reporting and internal planning. Students examine cost accounting theory and procedures involving cost determination, analysis, and control through the application of such skills as allocations, budgeting, job order and process costing, and quantification of various business processes.

TACCT 330
Introduction to Accounting Information Systems
5 credits / Prerequisite: TACCT 301
Examines key accounting elements tied to underlying business processes. Examines issues of maintaining the integrity of accounting information systems. Integrates the accounting function with information technology. Introduces the basic structure of database systems.

TACCT 401
Forensic Accounting
5 credits / Prerequisite: TACCT 303
Explores the nature, detection and prevention of fraudulent financial reporting. Investigates types of fraud, how fraud is committed and ways to prevent fraud in corporations.

TACCT 404
Advanced Financial Accounting
5 credits / Prerequisite: TACCT 303
Explores accounting and reporting for business combinations (mergers, acquisitions, partnerships and joint ventures), foreign currency transactions and translations, reporting for business segments, and corporate and partnership liquidations and reorganizations. Emphasizes linking theory to practice through the use of current financial statement reviews.

TACCT 411
Auditing Standards and Principles
5 credits / Prerequisite: TACCT 303
Intensive introduction to the attest function in society today. The environment, the process and the report of the public auditor are analyzed. Potential extensions of the attest function are examined.

TACCT 421
Tax Effects of Business Decisions
3 credits / Prerequisite: TACCT 302
Issues in taxation, including tax considerations in business decision making, tax effects of business transactions, taxation of compensation, fringe benefits, capital gains, fixed asset transactions, disposition of business distribution from corporations.
TACCT 431
Financial Statement Analysis
5 credits / Prerequisite: TBUS 350
Enhances the understanding of accounting principles and techniques used to prepare financial statements and methods an analyst might employ to increase the relevance of financial information. Demonstrates the use of financial statement data in the valuation of firms.

TACCT 450
Business Taxation
3 credits / Prerequisite: TACCT 303
Issues of taxation for entities other than individuals, including corporations, subchapter S corporations, partnerships and estates and trusts. Includes corporate distributions, liquidations and reorganizations.

TACCT 451
Individual Income Taxation
5 credits / Prerequisite: TACCT 303
Political, economic and social forces influencing Federal income taxation, role of taxation in personal decisions. Coverage of individual income tax matters, including business and investment income, business and personal deductions, property transactions, and tax issues of employees.

TACCT 468
Cooperative Field Experience
1-5 credits; max. 5 credits / Prerequisite: TACCT 301
Provides opportunities to gain experience and apply concepts taught in the accounting concentration. Involves learning skills and applying knowledge through practical experience working cooperatively with professionals in the field. Application and completed contract with faculty permission is required.

TACCT 469
Undergraduate Research
1-5 credits; max. 5 / Prerequisite: TACCT 302
Provides students opportunity to explore a specific accounting topic, idea, project or research interest that extends previous knowledge and broadly experience. Proposals and course criteria must be developed in cooperation with specific faculty members prior to course registration.

TACCT 471 Internal Auditing
3 credits / Prerequisite: TACCT 411
Independent appraisal function established within an organization. Role and nature of internal auditing; intensive review of internal control; management effectiveness audits; and financial audits from the point of view of the internal auditor.

TACCT 480
Accounting for Not-for-Profit Organizations
5 credits / Prerequisite: TACCT 303
Examines unique accounting models used in reporting the financial results of governmental and not-for-profit entities. Examines financial reporting under these models from the user perspective, while cultivating an understanding of the accounting system requirements needed to meet this perspective.

TACCT 485
International Accounting
5 credits
Enhances understanding of international accounting entities. Examines the impact of accounting diversity on global capital flows and explores the convergence of global accounting standards. Covers accounting for changing prices, goodwill and other intangibles, as well as social and environmental reporting, geographic segment disclosures and financial reporting in developing economies.

TACCT 490
Special Topics in Accounting
1-6 credits; max. 6 credits
Special topics of current concern to faculty and students. Offered only when faculty is available and student interest is sufficient. Class is announced in advance of scheduled offerings.

Finance Courses
TFIN 420
Visual Basic Programming of Excel-based Financial Models
5 credits / Prerequisite: either TBUS 330 or TACCT 330 / Recommended: one TFIN or TIS course

TFIN 422
Investment Valuation
5 credits / Prerequisite: TBUS 350, TFIN 424
Examines the valuation of financial assets including stocks, businesses, bonds and real assets. Focuses on discounted cash flow, risk, option pricing theory and models, market efficiency, dividend discount models, and real options theory.

General Business Courses
TBGEN 311
A Writer’s Workshop: Skills for Success
3 credits
Provides students with increased skills in the essentials of academic and professional writing. Covers techniques that apply to all phases of the writing process including planning, composing, revising and editing.

TBGEN 412
Ethical Issues in Business
5 credits / Prerequisites: TBUS 300 and TBUS 320 or permission of instructor
Explores the moral principles and community standards by which businesses are judged and assesses the impact management decisions have on the business and on society. Focus is on the conflict between the economic performance of the firm and the social performance of the firm. Emphasizes communication, integrated business knowledge and strategic thinking.

TBGEN 490
Special Topics
1-5 credits
Advanced course offerings designed to respond to faculty and student interests and needs. Topics will vary.

ABOUT FULFILLING ADMISSION REQUIREMENTS
Some students are admitted to UW Tacoma before they have completed all of their admission requirements. Students may fulfill missing requirements in the Areas of Knowledge and Quantitative/Symbolic Reasoning through courses offered at UW Tacoma. Courses that fulfill these requirements are indicated with bold letters at the end of the course description: [V] Visual, Literary and Performing Arts (Fine Arts and Humanities); [I] Individuals and Societies (Social Sciences); [N] The Natural World (Natural Sciences); and [Q] Quantitative/Symbolic Reasoning.
TFIN 426  
Portfolio Management  
5 credits / Prerequisites: TFIN 422  
Focuses on in-depth analysis of investing, portfolio analysis and financial markets. Students analyze and restructure balance sheets, create and manage a stock portfolio, investigate domestic and international financial markets, explore the local income property real estate market and spend time in a local brokerage house.

TFIN 427  
Derivatives  
5 credits / Prerequisites: TBUS 350, TFIN 424  
Examines the characteristics and valuation of derivative instruments including forward and futures contracts, options and swaps. Focuses on the role of these instruments in risk management and portfolio management.

TFIN 428  
Financial Markets and Institutions  
5 credits / Prerequisite: TFIN 424  
Examines the economic role of modern financial institutions and their relationship to the money and capital markets of developed economies. Topics covered include the financial system, the Federal Reserve System, monetary policy, international financial relationships and interest rate theory.

TFIN 429  
Real Estate Investment  
5 credits / Prerequisites: TBUS 350  
Covers real estate investment from home ownership through medium size commercial and residential development. Emphasis is on the real estate investment cycle including planning, selection, development, operation and disposal. Residential and commercial real estate are explored with special attention on financing, leverage and taxation.

TFIN 470  
Investment Management  
5 credits / Prerequisites: TFIN 426 & 428  
Emphasizes and integrates the knowledge obtained from the required classes of the Finance option. Integrates academic and practitioner-oriented readings, case studies, projects and group analytical sessions.

Information Systems Courses  
TIS 324  
Systems Analysis  
5 credits / Prerequisites: TBUS 300, TBUS 330  
Prepares student for the analysis, evaluation and delivery of information systems specifications through the utilization of popular techniques for requirements determination, process modeling, data modeling and systems structuring coupled with project management tools.

TIS 441  
Decision Support and Expert Systems  
5 credits / Prerequisite: TBUS 330  
Provides a general overview of Decision Support and Expert System technologies, trends, and user experiences and creations of small models of these systems.

TIS 456  
Project Management  
5 credits / Prerequisites: TBUS 300, TBUS 330  
Introduces concepts and skills to define, plan, execute and terminate projects. Includes identifying needs, documenting scope, organizing work, estimating resources, and managing and controlling the project. Utilizes software tools.

Management Courses  
TMGMT 312  
Capture Your Audience: Presentation Skills for Success  
3-5 credits  
Combines knowledge and experience in the preparation, development and delivery of public presentations. Emphasis is placed on enhancing essential speaking skills, including audience analysis, the arrangement and organization of material, speaking mode/style, the use of visual aids, and the use of rhetorical techniques and principles. Emphasizes communication and professionalism. [V]

TMGMT 314  
Interpersonal Skills  
5 credits  
Emphasizes interpersonal dynamics in the workplace and improving interpersonal skills. Topics include major dimensions of interpersonal communication, interpersonal decision making and strategic analysis of interpersonal dynamics in organizations. Students will learn to make better choices in interpersonal communication, develop positive working relationships in organizations and improve quality of workplace outcomes. Emphasizes communication and professionalism. [I] [V]

TMGMT 316  
Persuasive Communication  
5 credits  
Emphasizes the construction of persuasive, well-reasoned arguments and the critical evaluation of persuasive messages. Topics include persuasive communication strategies, logic, types of evidence, organizing an argument and responding to objections about one’s argument. Students will construct oral and written arguments and critique the arguments of others. Emphasizes communication and professionalism. [I] [V]

TMGMT 348  
Leading the Nonprofit Organization in the 21st Century  
5 credits  
Examines all aspects of management of the nonprofit including board development and governance, strategic planning, lobbying, marketing, government contracting, volunteer resources, fundraising, outcome measures, grant writing and accounting. Offered jointly with TCSIUS 348. [I]

TMGMT 418  
Legal Issues for Business  
3-5 credits; max. 10  
Explores the impact of the changing legal environment on managerial decision making and issues that business managers confront to establish appropriate managerial strategies to function effectively and develop compliance guidelines. Utilizes specific tools to access legal resources for proactively recognizing, framing and analyzing opportunities and problems and developing solutions. [I]

TMGMT 420  
Managing Corporate Responsibility  
5 credits  
Focuses on strategic and dynamic issues that are key to building high-performing organizations with a sense of ethics, civic engagement and social responsibility. Provides a theoretical and practical understanding of what role organizations should play in society.

TMGMT 430  
Managing the Work Force  
5 credits / Prerequisites: TBUS 300, TBUS 320  
Focuses on managing employees as a human resource function in the organization. Examines skills critical for attracting, developing and maintaining an effective work force. Planning, forecasting, job analysis, training, performance appraisal, wage and salary administration, compensation, legal requirements and disciplinary functions are explored. Emphasizes communication, teamwork and strategic thinking. Business majors or permission of instructor.

TMGMT 432  
Strategic Human Resources Management  
5 credits / Prerequisites: TBUS 300, TBUS 320  
Introduces the strategic role human resource management plays in creating competitive advantage for the organization. Evaluates human resource management policies and practices in the context of business activities, corporate strategy, new organizational structures and employment relationships, and technological innovations, and an increasingly competitive global marketplace.

TMGMT 433  
Managing Organizational Diversity  
3-5 credits / Prerequisite: TBUS 300 and TBUS 310, or permission of instructor  
Focuses on key behavioral, social and organizational requisites needed to cultivate competency in managing diversity. Provides experiential opportunities to discover and improve understanding about the self and others. Key interests include skills and strategies needed to manage and support increasingly diverse organizations. [I]
TMGMT 440
Production and Operation Management
5 credits / Prerequisite: 1.7 grade or better in TBUS 300 and TBUS 320
Examines how a firm transforms resources into products and services. Focuses on the decisions which must be made concerning the transformation process and the importance of choosing decision alternatives which support a firm’s overall business strategy. Uses mathematical and computer models to explore the operation of both service and manufacturing processes. Emphasizes problem solving and strategic thinking skills.

TMGMT 445
Service Management
5 credits / Prerequisite: 1.7 grade or better in TBUS 300 and TBUS 320
Focuses on development, execution and management of service strategies and management issues unique to service organizations. A framework is developed for analyzing service systems. Uses case material from a wide variety of service organizations. Emphasizes problem solving and strategic thinking skills. Business students or permission of instructor only.

TMGMT 452
Dynamics of Leadership
5 credits / Prerequisites: TBUS 300, TBUS 320
Examines leadership as a process by focusing on a repertoire of practical and theoretical leadership principles. Examines contemporary leaders and their complex roles in managing organizational issues and provides an opportunity to learn and apply leadership skills. Emphasizes communication, strategic thinking and professionalism. Business majors or permission of instructor. [I]

TMGMT 455
Managing and Motivating Work Teams
5 credits / Prerequisites: TBUS 300, TBUS 320
Concentrates on interpersonal and management skills necessary to create and maintain effective groups that make real contributions to the continuing success of the total organization. Focuses on interpersonal skills assessment, conflict management, interdependency, collaborative relationships, norms, feedback, reward systems, goal setting and self-management. Emphasizes teamwork, communication, strategic thinking and professionalism. Business majors or permission of instructor. [I]

TMGMT 456
Power and Politics in Organizations
5 credits / Prerequisites: TBUS 300, TBUS 320
Covers the analysis, explanation and evaluation of power and politics in organizations. Offers frameworks for assessing the sources of power in organizations, the conditions that lead to its attainment and its effective use from both a practical and an ethical perspective. Emphasizes strategic thinking, communication and professionalism. Business majors or permission of instructor.

TMGMT 457
Negotiation and Conflict Management
5 credits
Designed to help students learn to respond to personal and organizational conflicts more effectively. Theories emphasized include cooperative conflict theory and interest-based negotiation. Course activities build skills in assessing conflict, identifying conflict styles, negotiation planning and mediation. Emphasizes communication, strategic thinking and professionalism. [I]

TMGMT 460
Research Methods
5 credits / Prerequisites: TBUS 300, TBUS 320
Explains the research process including research definition, research design, questionnaire construction, sample selection, interviewing and data analysis. Involves field application of course knowledge along with written and oral reports. Emphasizes teamwork, integrated business knowledge and strategic thinking. Business majors or permission of instructor.

TMGMT 471
Titans, Technology and Transitions
5 credits / Prerequisites: TBUS 300, TBUS 310
Focusses on how leaders implement change within organizations challenged by the rapid pace of technological innovations. Explores how effective leaders act as catalysts for change, enhancing individual and team performance, and discovering opportunities for technological synergies throughout the organization.

TMGMT 474
Small Business Development
5 credits / Prerequisite: 1.7 grade or better in TBUS 300, TBUS 320 and TBUS 350
Examines the startup of small businesses including developing a business plan and obtaining financing. Focuses on the management of existing small businesses emphasizing strategic planning for the future. Student projects provide hands-on experience in the development of a small business. Emphasizes strategic thinking, flexibility, teamwork and communication skills.

TMGMT 475
Creating, Leading and Implementing Change
5 credits / Prerequisites: TBUS 300, TBUS 310
Explores the repertoire of concepts, ideas, tools and techniques for understanding the dynamics of change and how successful leaders learn to create, implement and manage change. The course provides opportunities to examine and experience change management in contemporary organizations. Emphasizes strategic thinking. Business majors or permission of instructor.

TMGMT 478
International Business
5 credits / Prerequisites: TBUS 300, TBUS 320
Concentrates on global business issues and the challenges facing managers in an international environment. Examines differences among the world’s countries including monetary systems, strategies and structures of international businesses, and competitiveness across firms and countries. Provides an understanding of how cultural, economic and political differences affect management style, decisions, business opportunities and challenges. Emphasizes communication, integrated business knowledge and strategic thinking. Business majors or permission of instructor. [I]

TMGMT 480
International Management
5 credits / Prerequisites: TBUS 300, TBUS 320
Course introduces students to the main issues concerning international management. It covers topics related to how managers pursue the global objectives of their organizations, including international strategy, modes of market entry, organization, staffing and other cross-cultural management issues.

TMGMT 490
Special Topics
5 credits / Prerequisites: TBUS 300, TBUS 320
Based upon faculty interest and timeliness of issues, topics may include compensation, training, performance appraisal systems, organizational development and change, organizational design and theory, interpersonal skills, conflict management, and organizational culture. Business majors or permission of instructor.

Marketing Courses

TMKGT 348
Social Marketing
5 credits / Prerequisite: TBUS 320
Focuses on the preservation or enhancement of individual and social well-being. Applies marketing principles within a social context to public agencies and nonprofit institutions. [I]

TMKGT 355
Professional Sales
5 credits / Prerequisite: TBUS 320
This course presents the modern way to sell via a relationship process, emphasizing skills for success as a field sales representative. The steps in the selling process are analyzed in detail and students gain hands-on experience. This course is designed to develop competencies in strategic thinking and communication.

TMKGT 425
Advertising
5 credits / Prerequisites: TBUS 320
Designed to acquaint students with the creative processes used in the field of advertising. Topics include advertising, copywriting, art direction, production and media selection. Provides exposure to advertising theory with a focus on practical application in the industry. Emphasizes communication, strategic thinking and teamwork. Business majors or permission of instructor.
TMKTG 440  
**Business Marketing**  
5 credits / Prerequisites: TBUS 320  
Examines the process by which businesses are served by other businesses. Includes analyzing existing business relationships to identify problems and opportunities, developing and modifying products, establishing and managing relationships, setting prices, and undertaking promotional efforts, especially personal selling. Presents a strategic focus from a managerial perspective. Emphasizes communication and strategic thinking.  
*Business majors or permission of instructor.*

TMKTG 445  
**Services Marketing**  
5 credits / Prerequisite: TBUS 320  
This course introduces new marketing tools and ideas specifically applicable within the service industry, where organizations require a distinctive approach to the development and execution of marketing strategies. Designed to develop competencies in strategic thinking and communication.

TMKTG 450  
**Consumer Marketing**  
5 credits / Prerequisites: TBUS 320  
Examines social science and consumer behavior research for concepts and principles that marketers can use to better understand customers and meet their needs. Insights gained from the disciplines of sociology, anthropology and psychology are applied to real-world marketing situations. Emphasizes communication and strategic thinking.  
*Business majors or permission of instructor.*  
[[1]]

TMKTG 460  
**Research Methods**  
5 credits / Prerequisites: TBUS 320  
Explains the research process including problem definition, research design, questionnaire construction, sample selection, interviewing and data analysis. Involves field application of course knowledge along with written and oral reports. Emphasizes teamwork, integrated business knowledge, and strategic thinking.  
*Business majors or permission of instructor.*

TMKTG 471  
**e-Commerce**  
5 credits / Prerequisites: TBUS 320, TBUS 330  
Examines how internet technologies transform the conduct of business both within and between organizations. Introduces the technical architecture and business principles that underlie the e-commerce phenomenon. Explores the implications of the evolving technologies for managerial decision making, organizational strategies, industry structures and public policy.

TMKTG 475  
**Marketing Strategy**  
5 credits / Prerequisite: TBUS 320  
Provides a comprehensive framework for the development of competitive marketing strategies that achieve organizational objectives and build competitive advantage. Students develop a marketing plan, including implementation, evaluation, and control of a firm’s marketing dynamics. Provides the opportunity to apply marketing knowledge in a real-world setting.

TMKTG 480  
**International Marketing**  
5 credits / Prerequisites: TBUS 320  
Extends basic marketing knowledge by examining the marketing strategies and tactics of companies that do business across borders. Covers topics related to how firms research, identify, and enter international markets, and develop global marketing strategies.

TMKTG 490  
**Special Topics**  
5 credits / Prerequisites: TBUS 320  
Based upon faculty interest and timeliness of issues, topics may include social responsibility issues, promotion, sales management, marketing in the service or retail industry and international marketing.  
*Business majors or permission of instructor.*

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**Faculty**

Shahrokh M. Saudagar	  
*Dean and Professor,*  
*Milgard Chair in Business*  
Milgard School of Business  
International Accounting; Ph.D., University of Washington, 1986.

Richard O. Abernalden  
Senior Lecturer, Milgard School of Business;  
Finance; Ph.D., University of North Carolina at Chapel Hill, 1994.

Elizabeth Alexander  
Assistant Professor, Milgard School of Business;  

Zoe M. Barsness  
Associate Professor, Milgard School of Business; Management; Ph.D., Northwestern University, 1996.

Vanessa Chio  
Assistant Professor, Milgard School of Business; Management, International Business; Ph.D., University of Massachusetts, 2000.

Sergio V. Davalos  
Assistant Professor, Milgard School of Business; Management Information Systems;  
Ph.D., University of Arizona, 1992.

Ehsan Feroz, CFE, CGFM  
Professor, Milgard School of Business;  
Accounting, International Relations; Ph.D., University of Chicago, 1982.

Marinilka Barros Kimbro  
Assistant Professor, Milgard School of Business; Accounting, International Business;  
Ph.D., University of Maryland, 1999.

Fei Leng, CFA  
Assistant Professor, Milgard School of Business;  
Finance; Ph.D., University of Tennessee, Knoxville, 2006.

Stern Neill  
Assistant Professor, Milgard School of Business;  
Marketing; Ph.D., Louisiana State University, 2000.

G. Kent Nelson  
Senior Lecturer, Milgard School of Business;  
Organizational Management and Strategic Communication; Ph.D., University of Washington, 1994.

Gregory Noronha, CFA  
Professor, Milgard School of Business;  
Finance; Ph.D., Virginia Polytechnic Institute, 1990.

Dorothy J. Parker, CPA  
Senior Lecturer, Milgard School of Business;  
Accounting; Ph.D., University of Arkansas, 1992.

Jill M. Purdy  
Associate Professor, Milgard School of Business;  
Organizational Behavior, Organization Theory, Management; Ph.D., Pennsylvania State University, 1994.

Gregory M. Rose  
Associate Professor, Milgard School of Business;  
Marketing; Ph.D., University of Oregon, 1995.

Eugene Sivadas  
Assistant Professor, Milgard School of Business;  
Marketing; Ph.D., University of Cincinnati, 1995.

Tracy A. Thompson  
Associate Professor, Milgard School of Business;  
Organizational Behavior, Strategic Management; Ph.D., Northwestern University, 1994.

Douglas T. Willis, CFA  
Associate Professor, Milgard School of Business;  
Economics; Ph.D., Texas A&M University, 1995.
BACHELOR OF SCIENCE

Computer Engineering & Systems

Computer Engineering and Systems embodies the science and engineering of design, construction, implementation, and maintenance of both the hardware and software elements of computing systems and systems containing embedded computer. Computer engineering is a combination of both computer science (CS) and electrical engineering (EE), but has evolved over the past three decades as a separate discipline. Computer engineering is solidly grounded in the theories and principles of computing, mathematics, science, and engineering and it applies these theories and principles to solve technical problems through the design of computing hardware, software, networks, and processes.

Program Objectives

Objectives, as defined by accreditation agencies, are the abilities, skills, and accomplishments expected of graduates within a few years of graduation. Programs are expected to assess their graduates’ accomplishments to determine if the objectives have been achieved. Since the objectives are typically fairly broad, it is not expected that every graduate will achieve every objective.

Within three to five years of graduation from the CES program, it is expected that many graduates will have:

- Developed a product or process by applying your knowledge of mathematics, computing, systems and development tools.
- Participated effectively as a member of a multi-disciplinary development team and undertaken leadership roles when appropriate.
- Taken graduate courses or continuing education classes to improve your skills and abilities.
- Made positive contributions to your community and society by applying skills and abilities learned during your undergraduate program in computing.
- Made decisions related to your work that demonstrate your understanding of the importance of being an ethical computing professional.
- Applied your communication skills to effectively promote you ideas, goals, or products.

Program Educational Outcomes

Program educational outcomes, as defined by the Accreditation Board for Engineering and Technology, ABET, are, “Statements that describe what students are expected to know and be able to do by the time of graduation.” ABET 2000 prescribes certain outcomes with which all graduating engineers must demonstrate proficiency; they are:

a) Ability to apply knowledge of math, science and engineering
b) Ability to design and conduct experiments as well as to analyze and interpret data
c) Ability to design a system, component, or process to meet desired needs
d) Ability to function on multi-

Mission

The Computer Engineering and Systems Program will educate each student to be a responsible and productive computer engineer who can effectively apply emerging technologies to meet future challenges.

OVERVIEW

The Institute of Technology at the University of Washington Tacoma, launched in 2001, serves as home for the Computer Engineering & Systems program. Through innovative partnerships with area companies, the Institute helps students gain practical work experience and meets continually changing industry needs. The Institute also provides services to attract and support students from diverse educational, economic and ethnic backgrounds.

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Director: Orlando Baiocchi
Associate Director: Larry Wear
Administrator: Alina Urbanec
Adviser: Christine Rials
disciplinary teams

e) Ability to identify, formulate and solve engineering problems

f) Understanding of professional and ethical responsibilities

g) Ability to communicate effectively

h) The broad education necessary to understand the impact of engineering solutions in a global and societal context

i) A recognition of the need for, and an ability to engage in, life-long learning

j) A knowledge of contemporary issues

k) An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

All engineering students are assessed to determine how well they satisfy these outcomes.

Admission Requirements

Students from a community college planning to transfer to this program are strongly encouraged to follow the Associate in Science Transfer Track 2.

To qualify for admission to the Computer Engineering and Systems program, the following standards must be met:

■ A cumulative GPA (grade-point average) of at least 2.75 in all college-level coursework.

■ A cumulative GPA of at least 2.75 in all college-level mathematics, physics and computing courses.

Native UW Tacoma freshmen are required to enroll one of the learning communities in the freshman class. We strongly encourage students to enroll in Cohort #4.

Cover Sheet and Personal Statement

Complete a cover sheet as found in the application kit and write a one- to two-page typed personal statement. The program utilizes the personal statement as an assessment tool. Your personal statement should address the following topics:

■ Reasons for pursuing this degree including your motivation or interests and your academic professional goals.

■ How this degree will help you attain your goals

■ Any pertinent work experience

■ Personal strengths and experiences that will contribute to your effectiveness in the program.

Recommendation

A minimum of one professional recommendation is required. The recommendation should be from an individual who can speak to the student's commitment to education, academic ability or professional work experience. The form included in the application kit must be used.

Transcripts

Students must submit two official transcripts from every college or university attended. A high school transcript must be submitted only if a foreign language taken in high school is being used to meet the foreign language requirement.

Curriculum

The CES curriculum was designed to take advantage of the existing Computing and Software Systems courses where possible. In addition to core and elective courses from CSS, courses have been created to add the fundamentals of electrical engineering to the CES curriculum. All of these courses are then augmented with senior-level computer engineering courses. The curriculum is as follows:

Computer Science Fundamentals

■ TCSS 305 Programming Practicum

■ TCSS 342 Data Structures

■ TCSS 360 Software Development and Quality Assurance Techniques

Electrical Engineering Fundamentals

■ TCES 215 Electrical Circuits

■ TCES 312 Electronics & Analog Systems

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<tr>
<th>COMPUTER ENGINEERING &amp; SYSTEMS LOWER-DIVISION COURSEWORK</th>
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<tbody>
<tr>
<td>Foreign Language</td>
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<td>Mathematics</td>
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<td>Quantitative/Symbolic Reasoning [Q]</td>
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<td>Composition</td>
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<td>Visual, Literary and Performing Arts (Humanities) [V]</td>
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<td>Individuals and Societies (Social Science) [I]</td>
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<td>The Natural World (Natural Science) [N]</td>
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<td>Computing¹</td>
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<td>Electives</td>
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¹ For students who are transferring from community college. The Institute of Technology currently has Associate of Applied Science (A.A.S.) articulation agreements with select Washington state community colleges. Students working on an A.A.S. should talk to an adviser concerning completion of these requirements and transfer consideration within the agreements.

² Students are expected to have the equivalent of the University of Washington Tacoma's TCSS 142 and TCSS 143. See www.insf tech.washington.edu/doc/142_143_equiv.pdf for details.
Computer Systems
- TCSS 371 Machine Organization
- TCSS 372 Computer Architecture
- TCSS 422 Computer Operating Systems

Math / Theory
- TCSS 321 Discrete Structures I
- TCSS 323 Linear Systems & Transforms
- TCSS 450 Probability and Statistics with Numerical Methods

Ethics and Society
- TCSS 325 Computers, Ethics and Society

Computer Engineering
- TCES 230 Introduction to Logic Design
- TCES 413 Advanced Digital System Design
- TCSS 465 Embedded Real-Time Systems
- TCES 480 Senior Design Project I
- TCES 481 Senior Design Project II

Breadth Electives
- 10 Credits (May include 5 credit-hours of Internship)

Rigorous engineering programs typically have few elective choices or else require more than 180 hours. This curriculum is particularly tight since it includes core courses in both computer science and electrical engineering. Most of the elective choices are in the lower-division humanities and social sciences.

Research and Internship Opportunities
Research, directed reading and internship opportunities allow senior-level students to explore their unique areas of interest complemented by the expertise of the faculty and industry. Industry partner internships at software development design and implementation companies are dedicated to the students of the Institute and provide paid work experience, which complements the curriculum and often provide on-ramps to the high tech workforce. While applying the theoretical and conceptual classroom knowledge to the practical work environment, the student creates relationships and gains a greater depth of understanding of his or her coursework.

Core Sequencing
All prerequisites must be completed before advancing to the next academic level. All courses within the major must be completed with a minimum grade of 2.0 (including TCSS 142 and 143). Advanced concentration courses build upon knowledge gained in the core courses. Courses may only be repeated once.

In addition to the core and elective courses, the CSS program offers courses in programming for students who need to refresh skills before enrolling in core courses. Credit from these courses is not applied towards the Computing and Software Systems degree requirements.

Academic Standards
The following standards apply to all students in the Computing and Software Systems program. These standards may be in addition to other academic standards at the University of Washington Tacoma.

- Students must satisfactorily complete all upper-division courses at UW Tacoma by achieving a minimum grade of 1.7 (2.0 in all CSS courses). If a grade below that is received, the student may repeat the course once with the approval of the program offering the course.* Course credit will be awarded only once, and both grades will be used in computing the grade-point average. If a grade below 1.7 is received in an elective course outside of CSS, the course will not count toward graduation, but the student is not required to repeat the course.

- Courses in the Computing and Software Systems program may not be taken by correspondence (distance learning) without prior approval of the program.

- Courses in the Computing and Software Systems program may not be taken S/NS (satisfactory/not satisfactory).

- To substitute for a course in the major, upper-division Computing and Software Systems courses completed at other accredited four-year institutions may not be more than seven years old. If a course is more than seven years old, the student will be required to repeat the course at UW Tacoma. Credit will not be awarded twice for the same course.

- Upper-division courses used for transfer credit are held to the 2.0 grade standard required for all courses for Computing and Software Systems.

- Students changing to a Computing and Software Systems major from another major will be required to meet program and academic performance requirements in effect at the time the major is changed.

Low Scholarship
An undergraduate Computing and Software Systems major who is dismissed from the University for low scholarship is removed from the Computing and Software Systems major.

To continue as a CSS student in any status, matriculated or otherwise, after being removed from the Computing and Software Systems major, a student must re-apply for admission. The Admissions Committee will evaluate the student’s file, personal statement requesting re-admission, and any extenuating circumstances and then will recommend action.

Computing Labs
The Institute of Technology has dedicated laboratories of specialized equipment to support the program. These laboratories are open 24 hours a day, seven days a week. Access to facilities is also available through Internet connections.

Graduation Requirements
To qualify for graduation with a baccalaureate degree in Computing and Software Systems from the University of Washington Tacoma, a student must:

- Be a matriculated Computing and Software Systems student in good academic standing with the University of Washington Tacoma.

- Satisfy all of the admission requirements for entrance into the Computing and Software Systems program.

- Complete 180 credits, at least 85 of which must be upper-division (300-400 level) coursework.

- Complete a minimum of 30 credits of CSS core courses in residence at the University of Washington Tacoma.

- Complete 75 percent of CSS elective courses in residence at the University of Washington Tacoma.

- Complete the final 45 credits in residence at the University of Washington Tacoma.

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*If the student does not successfully pass the course with a minimum grade of 2.0 on the second try and wishes to take the course for a third time, the student must submit a petition to repeat the course to the program faculty for approval before being allowed to enroll for the course a third time. Instructions for completing the petition can be found on the Institute of Technology Web site: www.insttech.washington.edu.
Have a minimum cumulative grade-point average of 2.0 in all classes and a minimum cumulative grade-point average of 2.5 in all Computing and Software Systems classes.

Apply for graduation with a Computing and Software Systems adviser by the application deadline posted by the Graduation and Academic Records Office for the expected date of graduation.

In addition to the general requirements for graduation, students earning the bachelor of science degree must also:

- Complete the specified 50 credits of core courses in the Computing and Software Systems major.
- Complete 25 credits in approved 400-level courses in the Computing and Software Systems major.
- Complete 15 credits of electives, at least 10 credits of which must be upper-division (300–400 level).

In addition to the general requirements for graduation, students earning the bachelor of arts degree must also:

- Complete the specified 30 credits of core courses in the Computing and Software Systems major.
- Complete 20 credits in approved 400-level courses in the Computing and Software Systems major.
- Satisfy the requirements for a declared UW Tacoma minor.
- Complete 20-30 credits of general upper-division electives.

Students who are admitted to the Computing and Software Systems program with a baccalaureate or master’s degree are required to complete the core and concentration courses with a minimum grade of 2.0 and a total of 75 credits to qualify for a second bachelor’s degree. Elective credit requirements are waived. In some cases, students may petition the faculty, using the Course Waiver Petition, for permission to use previous coursework or experience in place of core or concentration-level courses. The waiver does not guarantee that credit will be awarded for a course; the petitioning student may be required to complete additional coursework in place of the waived requirement.

Course Descriptions

For the most current course information, please consult the Institute of Technology Web site at www.insttech.washington.edu. Courses marked with an asterisk (*) are pending approval from the UW Curriculum Committee.

TCES 215 Electrical Circuits
5 credits / Prerequisites: Physics II, Calculus II

TCES 230 Introduction to Logic Design
5 credits / Prerequisites: Introduction to Programming, Physics II
Boolean algebra and logic simplification techniques. Design of combinational logic networks for decoders, encoders, multiplexers, and demultiplexers. Design of sequential logic devices including flip-flops, registers, and counters. Analysis of devices used to build logic networks, including open-collector, three-state devices, CMOS, and programmable logic devices. Use of tools for schematic capture and circuit simulations. Introduction to state machines. Laboratory required.

TCES 312 Electronics & Analog Systems
5 credits / Prerequisites: TCES 215, Differential Equations
Electronic devices, semiconductors, bipolar devices, amplifiers, analog circuits, analog/digital conversions, filters, noise, operational Amplifiers, signal shaping, discrete feedback amplifiers, and frequency analysis and response. Laboratory required.

TCES 323* Linear Systems & Transforms
5 Credits / Prerequisite: TCES 312

TCES 413* Advanced Digital System Design
5 Credits / Prerequisites: TCSS 372, TCES 312
Design techniques using combinational and sequential logic synthesis and optimization, state machines, discrete components, gates, LSI, and programmable logic, interfacing, memory systems, digital communication including serial/parallel & synchronous/asyncronous architectures, hardware description languages, and hardware simulators. Emphasis on reconfigurable logic for design and implementation. Automated development systems and procedures are used throughout design. Laboratory required.

TCES 450* Probability and Statistics with Numerical Methods
5 Credits / Prerequisites: Differential Equations, Discrete Structures I
Basic concepts of probability and statistics with emphasis on models used in science and engineering. Probability models for statistical estimation and hypothesis testing. Confidence limits. One- and two-sample inference, simple regression. Least squares solutions to data fitting problems, and numerical solution techniques applicable to large-scale engineering/science problems.

TCES 480* System Design Project I
5 credits / Prerequisites TCES 413 / Co-requisite: TCSS 465
Under faculty supervision, each student or team prepares a plan for a senior design project. This plan includes project definition, project requirements, preliminary design, and work schedule. Requirements and design shall address human factors, safety, reliability, maintainability, and customer cost. Oral and written reports are required. This course has a significant writing component.

TCES 481* System Design Project II
5 credits / Prerequisites: TCES 490
Continuation of TCES 490, students construct, test, and demonstrate their senior design projects. Formal oral and written reports documenting the project are required. This course has a significant writing component.

Faculty

Orlando Baiocchi
Director and Professor
Institute of Technology
Electrical Engineering; Ph.D., University College in London, 1976.

Sam Chung
Assistant Professor, Institute of Technology; Computer Science; Ph.D., University of South Florida, 1995.

Larry A. Crum
Professor, Institute of Technology
Electrical Engineering; Ph.D., Marquette University, 1971.

Larry Wear
Professor and Associate Director, Institute of Technology; Electrical Engineering; Ph.D., Santa Clara University, 1970.
The Institute of Technology at the University of Washington Tacoma, launched in 2001, serves as home for the Computing and Software Systems program. Through innovative partnerships with area companies, the Institute helps students gain practical work experience and meets continually changing industry needs. The Institute also provides services to attract and support students from diverse educational, economic and ethnic backgrounds.

The Computing and Software Systems (CSS) program prepares students to enter the field of computer software design, development and maintenance. It provides students the theoretical grounding to promote lifelong evolution in the field while also preparing them to become effective innovators and entrepreneurs. The program provides opportunities for the practicing professional to stay abreast of emerging theory and applications and is designed to accommodate students with previously earned degrees and work experience. It also offers partnerships with leading software companies and professionals to advance the field through collaborative ventures, forums, research and internships.

The Institute of Technology at the University of Washington Tacoma, launched in 2001, serves as home for the Computing and Software Systems program. Through innovative partnerships with area companies, the Institute helps students gain practical work experience and meets continually changing industry needs. The Institute also provides services to attract and support students from diverse educational, economic and ethnic backgrounds.

The mission of the Computing and Software Systems program is to offer high-quality, upper-division undergraduate and graduate education to meet the needs of a diverse population of citizens and employers in Washington, especially in the South Puget Sound region.

The Computing and Software Systems program offers bachelor of science and bachelor of arts degrees in Computing and Software Systems along with a master of science in Computing & Software Systems and minors in Computing & Software Systems and Applied Computing. Specific details about CSS electives, and plans for future development of the programs, are available from the program office.

Program Educational Objectives

Objectives, as defined by accreditation agencies, are the abilities, skills, and accomplishments expected of graduates within a few years of graduation. Programs are expected to assess their graduates’ accomplishments to determine if the objectives have been achieved. Since the objectives are typically fairly broad, it is not expected that every graduate will achieve every objective.

The Computing and Software Systems Program has set six objectives for its BS and BA graduates. The career path a graduate takes will affect the accomplishments they achieve but within the first few years after graduation they should have accomplished some of the following:

- Developed a product or process by applying your knowledge of mathematics, computing, systems and development tools.
- Participated effectively as a member of a development team and undertaken leadership roles when appropriate.
- Taken graduate courses or continuing education classes to improve your skills and abilities.
- Made positive contributions to your community and society by applying skills and abilities learned during your undergraduate program in computing.
- Made decisions related to your work that demonstrate your understanding of the importance of being an ethical computing professional.
- Applied your communication skills to effectively promote you ideas, goals, or products.
Program Educational Outcomes

The Computing Accreditation Commission (CAC) has defined a set of educational outcomes that all graduates of computer science programs must meet. CSS students must demonstrate the following attributes and abilities by the time of graduation:

a) Ability to apply knowledge of computing and mathematics appropriate to the discipline;
b) Ability to analyze a problem, and identify and define the computing requirements appropriate to its solution;
c) Ability to design, implement and evaluate a computer-based system, process, component, or program to meet desired needs;
d) Ability to function effectively on teams to accomplish a common goal;
e) Understanding of professional, ethical and social responsibilities;
f) Ability to communicate effectively with a range of audiences;
g) Ability to analyze the impact of computing on individuals, organizations and society, including ethical, legal, security and global policy issues;
h) Recognition of the need for, and an ability to engage in, continuing professional development;
i) Ability to use current techniques, skills, and tools necessary for computing practice.

Admission Requirements

To qualify for admission to the Computing and Software Systems program, the following standards must be met:

- A cumulative GPA (grade-point average) of at least 2.75 in all college-level coursework.
- A cumulative GPA of at least 3.0 in all college-level mathematics, physics and computing courses.
- A minimum of 60 transferable college-level credits.
- Completion of admission requirements (see table at right). Some requirements may be completed after admission to the program and while in residence at UW Tacoma. Students with previous baccalaureate degrees or extensive work experience should meet with an adviser to discuss options.

Cover Sheet and Personal Statement

Complete a cover sheet as found in the application kit and write a one- to two-page typed personal statement. The program utilizes the personal statement as an assessment tool. Your personal statement should address the following topics:

- Reasons for pursuing this degree including your motivation or interests and your academic professional goals.
- How this degree will help you attain your goals
- Any pertinent work experience
- Personal strengths and experiences that will contribute to your effectiveness in the program.

Recommendation

A minimum of one professional recommendation is required. The recommendation should be from an individual who can speak about your commitment to education, academic ability or professional work experience. You must use the form included in the application kit.

Transcripts

Students must submit two official transcripts from every college or university attended. A high school transcript must be submitted only if a foreign language taken in high school is being used to meet the foreign language requirement.

**COMPUTING AND SOFTWARE SYSTEMS ADMISSION REQUIREMENTS**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate class standing of junior</td>
<td>Completion of an approved associate's degree (academic transfer degree) or 90 transferable college credits.¹</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Two years in high school of the same foreign language or 10 credits of one language at the college level.¹</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Requirement fulfilled by Natural World credits.</td>
</tr>
<tr>
<td>Quantitative/Symbolic Reasoning [Q]</td>
<td>Requirement fulfilled by Natural World credits.</td>
</tr>
<tr>
<td>Composition</td>
<td>10 credits Must include 5 credits of English composition and 5 credits of advanced composition or technical writing.</td>
</tr>
<tr>
<td>Visual, Literary and Performing Arts (Humanities) [V]</td>
<td>10 credits Some college-level foreign language credits can be applied toward this requirement.</td>
</tr>
<tr>
<td>Individuals and Societies (Social Science) [I]</td>
<td>10 credits</td>
</tr>
<tr>
<td>The Natural World (Natural Science) [N]</td>
<td>15 credits Must include 5 credits each of calculus for science majors, math-based statistics and calculus-based physics.</td>
</tr>
<tr>
<td>Computing²</td>
<td>10 credits Must include 5 credits each of Object-Oriented Programming I &amp; II (Java preferred).²</td>
</tr>
<tr>
<td>Electives</td>
<td>To complete a minimum of 60 transferable credits</td>
</tr>
</tbody>
</table>

¹ The Institute of Technology currently has Associate of Applied Science (A.A.S.) articulation agreements with select Washington state community colleges. Students working on an A.A.S. should talk to an adviser concerning completion of these requirements and transfer consideration within the agreements.

² Students are expected to have the equivalent of the University of Washington Tacoma's TCSS 142 and TCSS 143. See www.insttech.washington.edu/doc/142_143_equiv.pdf for details.
**Dual Admission for High School Students**

The Dual Admission program helps students get a head start on their UW Tacoma degree.

Students enrolled in high school, or who have just graduated from high school, may begin a bachelor of science degree in Computing and Software Systems at the same time they pursue an associate's degree at one of the Institute's partner community colleges. The Dual Admission program allows students to apply and progress in both schools at the same time.

Students admitted to the Dual Admission program are considered fully enrolled at both UW Tacoma and their community college, with all the rights and responsibilities accorded any full-time student.

Special Dual Admission advisers help keep students on track by reviewing their progress and making sure their courses are appropriate to the Dual Admission curriculum. Students must maintain a minimum 3.0 GPA overall to progress.

The Dual Admission program allows students to gain valuable experience right away—experience that can improve their overall academic performance. In addition, students can experience and participate in UW Tacoma campus life and use the UW Tacoma libraries and computer labs.

**Who should apply for Dual Admission?**

Preference for acceptance to the Dual Admission program will be given to high school graduates who have completed the following high school core requirements:

- Composition/Literature – 4 years
- Mathematics – 3 years (a minimum of algebra, geometry and second-year algebra)
- Science – 2 years (including two semesters in the same science – biology, chemistry or physics – with a laboratory experience)
- Social Studies – 3 years
- Foreign Language – 2 years of the same language
- Fine, Visual or Performing Arts – 1/2 year
- Additional academic electives – 1/2 year

Students who do not meet all of these admission criteria but have a strong record overall, are encouraged to apply. One recommendation—preferably from a high school math, science or computer science teacher—is also required for admission.

To request an application or talk with a program adviser for more information, call (253) 692-5860.

**Minors**

Minors in Applied Computing and Computing and Software Systems are available to undergraduate students in other degree programs. Please see the “Minors and Certificates” section beginning on page 107.

**Bachelor of Science**

The bachelor of science in Computing and Software Systems emphasizes the theoretical foundation and practical experience necessary for a career in the challenging and rewarding profession of software specification, development, design, implementation, maintenance and re-engineering. The curriculum emphasizes the latest paradigms, languages and techniques of today's practitioners while building a strong base to support lifelong learning in the field. It also prepares students to pursue graduate studies and provides continuing education to current professionals. Industrial partnerships provide opportunities for a wide variety of practical experiences that complement classroom teaching and research projects.

**Curriculum**

The curriculum consists of four parts: a series of core courses, selected CSS senior electives, courses to complete a UW Tacoma minor, and additional free electives as follows:

- 50 credit hours of core Computing and Software Systems courses
- 25 credit hours of 400-level Computing and Software Systems (TCSS) courses
- 15 credit hours of free electives

**Core courses**

There are ten core courses in the Computing and Software Systems program:

- TCSS 305: Programming Practicum
- TCSS 321: Discrete Structures I
- TCSS 322: Discrete Structures II
- TCSS 325: Computers, Ethics & Society
- TCSS 342: Data Structures
- TCSS 343: Design & Analysis of Algorithms
- TCSS 360: Software Development and Quality Assurance Techniques
- TCSS 371: Machine Organization
- TCSS 372: Computer Architecture
- TCSS 422: Computer Operating Systems

**Free Electives**

Students must complete 15 credits of approved electives, 10 credits of which must be upper division (300-400 level). The electives are expected to include courses outside the CSS program.

**Prerequisites**

Prerequisites must be completed with a grade of at least a 2.0 before progressing. Students are strongly encouraged to complete as many of the Computing and Software Systems core classes as possible before progressing to more advanced concentration courses.

**Bachelor of Arts**

The bachelor of arts degree provides the student with an opportunity to experience more breadth in the academic experience, and to apply the fundamental concepts and technologies of computer science to another academic discipline. The main goal of this program is to provide an educational option for students who want a thorough and rigorous grounding in the principles of computing and computing technology, but will be “informed consumers” of the technology rather than “aggressive primary builders” of the technology.

**Curriculum**

The curriculum consists of four parts: a series of core courses, selected CSS senior electives, courses to complete a UW Tacoma minor, and additional free electives.

**Core Courses**

Computing majors begin their course of study with a group of six required core courses (30 credits) in principles, analysis, techniques and technology. These courses are directed toward learning and applying the key competencies. These courses are:

- TCSS 305 Programming Practicum
- TCSS 321 Discrete Structures I
- TCSS 325 Computers, Ethics and Society
- TCSS 342 Data Structures
- TCSS 360 Software Development and Quality Assurance
- TCSS 371 Machine Organization

**CSS Senior Electives**

CSS senior electives consist of 20 credits from 400-level TCSS courses. Available CSS electives represent several sub-disciplines in Computing and Software Systems, including: applications software development, distributed computing development (e-commerce), database and information engineering, robotics, artificial intelligence, and communications and protocol software design.

See an adviser for more information about which courses will be available, and when they are scheduled to be offered.
**UW Tacoma Minor**

Students pursuing a bachelor of arts degree in CSS are required to choose a minor from one of UW Tacoma's other academic programs. Minors consist of 20-30 credits in a focused area of study. Careful planning will be required to integrate the required coursework into the student's schedule. Students will need to work closely with an academic adviser to map out a feasible schedule.

See the "Minors and Certificates" section starting on page 107.

**Free Electives**

Free electives consist of approved courses outside the CSS program. Students will need 10-20 credits of general electives depending on the student's chosen minor. Electives provide students with the opportunity to take interdisciplinary courses to broaden their knowledge base.

**Academic Standards**

The following standards apply to all students in the Computing and Software Systems program. These standards may be in addition to other academic standards at the University of Washington Tacoma.

- Students must satisfactorily complete all upper-division courses at UW Tacoma by achieving a minimum grade of 1.7 (2.0 in all CSS courses). If a grade below that is received, the student may repeat the course once with the approval of the program offering the course. Course credit will be awarded only once, and both grades will be used in computing the grade-point average. If a grade below 1.7 is received in an elective course outside of CSS, the course will not count toward graduation, but the student is not required to repeat the course.

- Courses in the Computing and Software Systems program may not be taken by correspondence (distance learning) without prior approval of the program.

- Courses in the Computing and Software Systems program may not be taken S/NS (satisfactory/not satisfactory).

- To substitute for a course in the major, upper-division Computing and Software Systems courses completed at other accredited four-year institutions may not be more than seven years old. If a course is more than seven years old, the student will be required to repeat the course at UW Tacoma. Credit will not be awarded twice for the same course.

- Upper-division courses used for transfer credit are held to the 2.0 grade standard required for all courses for Computing and Software Systems.

- Students changing to a Computing and Software Systems major from another major will be required to meet program and academic performance requirements in effect at the time the major is changed.

**Low Scholarship**

An undergraduate Computing and Software Systems major who is dismissed from the University for low scholarship is removed from the Computing and Software Systems major.

To continue as a CSS student in any status, matriculated or otherwise, after being removed from the Computing and Software Systems major, a student must re-apply for admission. The Admissions Committee will evaluate the student's file, personal statement requesting re-admission, and any extenuating circumstances and then will recommend action.

**Computer Labs**

The Institute of Technology has dedicated laboratories of specialized equipment to support the program. These laboratories are open 24 hours a day, seven days a week. Access to facilities is also available through Internet connections.

**Graduation Requirements**

To qualify for graduation with a baccalaureate degree in Computing and Software Systems from the University of Washington Tacoma, a student must:

- Be a matriculated Computing and Software Systems student in good academic standing with the University of Washington Tacoma.

- Satisfy all of the admission requirements for entrance into the Computing and Software Systems program.

- Complete 180 credits, at least 85 of which must be upper-division (300-400 level) coursework.

- Complete a minimum of 30 credits of CSS core courses in residence at the University of Washington Tacoma.

- Complete 75 percent of CSS elective courses in residence at the University of Washington Tacoma.

- Complete the final 45 credits in residence at the University of Washington Tacoma.

- Have a minimum cumulative grade-point average of 2.0 in all classes and a minimum cumulative grade-point average of 2.5 in all Computing and Software Systems classes.

- Apply for graduation with a Computing and Software Systems adviser by the application deadline posted by the Graduation and Academic Records Office for the expected date of graduation.

In addition to the general requirements for graduation, students earning the bachelor of science degree must also:

- Complete the specified 50 credits of core courses in the Computing and Software Systems major.

*If the student does not successfully pass the course with a minimum grade of 2.0 on the second try and wishes to take the course for a third time, the student must submit a petition to repeat the course to the program faculty for approval before being allowed to enroll for the course a third time. Instructions for completing the petition can be found on the Institute of Technology Web site: www.insttech.washington.edu.*
Students who are admitted to the Computing and Software Systems program with a baccalaureate or master’s degree are required to complete the core and concentration courses with a minimum grade of 2.0 and a total of 75 credits to qualify for a second bachelor’s degree. Elective credit requirements are waived. In some cases, students may petition the faculty, using the Course Waiver Petition, for permission to complete additional coursework in place of the waived requirement.

Course Descriptions

For the most current course information, please consult the Institute of Technology Web site at www.instatech.washington.edu.

TCSS Courses

TCSS 142
Introduction to Object-Oriented Computer Programming
5 credits / Prerequisite: College-level pre-calculus
A modern, structured, object-oriented language will be used to introduce the design, implementation, modification, and verification of computer programs. Includes an introduction to program structure, object-oriented design, graphical user interfaces, and event-driven programming. Credit does not satisfy CSS degree requirements. [N] [Q]

TCSS 143
Fundamentals and Theory of Object-Oriented Computer Programming
5 credits / Prerequisites: College-level pre-calculus; TCSS 142 or equivalent
Fundamental theory and concepts of object-oriented computer programming. Concentrates on program specification, analysis, design, implementation and verification, as well as development of graphical user interfaces and event-driven programming. Emphasizes objects, modular design, inheritance, polymorphism and reusability. Credit does not satisfy CSS degree requirements. [N] [Q]

TCSS 305
Programming Practicum
5 credits / Prerequisites: College-level pre-calculus; TCSS 143 or equivalent
Provides a practicum in program design and development. Programming practice on a medium-scale, object-oriented application, consolidating prior programming principles and expanding knowledge of application design.

TCSS 321
Discrete Structures I
5 credits / Prerequisites: College-level calculus, TCSS 142
Definitions and tools for reasoning about discrete mathematical objects useful for computer professionals. Includes set theory, propositions and predicates, sequences, enumeration, algorithms, boolean algebra, permutations, methods of proof, probability and combinations with applications in computing. [N] [Q]

TCSS 322
Discrete Structures II
5 credits / Prerequisites: TCSS 321, TCSS 143
Covers advanced topics in discrete mathematics including advanced counting techniques, relations, graphs, trees and models of computation such as finite state machines and Turing machines. [N] [Q]

TCSS 325
Computers, Ethics and Society
5 credits / Prerequisites: TCSS 143, 10 credits of writing
Covers social issues involving functioning as an effective computer professional, diverse professional/technical literature, representation of controversies, understanding ethical frameworks/value systems underlying views. Determining professional impacts on co-workers, employers, clients, system users and society. Emphasizes written, verbal and electronic communications skills necessary in a diverse workplace. [I] [V] [W]

TCSS 342
Data Structures
5 credits / Prerequisites: TCSS 305 (may be taken concurrently), TCSS 321
Integrates mathematical principles with detailed program development. Applies mathematical reasoning, abstract data types and data structures. Explores efficiency of algorithms, sequential and linked lists, trees, searching, sorting, queues, hashing, directed graphs, depth-first algorithms, garbage collection and dynamic storage allocation.

TCSS 343
Design and Analysis of Algorithms
5 credits / Prerequisites: TCSS 322, TCSS 342
Develops competencies associated with problem solving, algorithms and computational models. Explores developing reusable, object-oriented software using design patterns, and practices applying them. Also explores algorithm analysis and design, and computational complexity. Includes efficient algorithms, models of computation, correctness, time and space complexity, NP-complete problems and undecidable problems.

TCSS 360
Software Development and Quality Assurance Techniques
5 credits / Prerequisites: TCSS 342, 10 credits of writing
Software design methodologies and Unified Modeling Language (UML). Includes software development life cycle, managing design in a team environment, top-down bottom-up processes, incremental development, rapid prototyping, abstraction, complexity, hierarchy, composition-decomposition, concurrency, software metrics, statistical process control, CASE tools and formal analysis and verification.

TCSS 371
Machine Organization
5 credits / Prerequisites: Calculus-based physics, TCSS 142
Develops the hardware basis for computing systems and the relationship between hardware and software. Covers number representations, digital logic, machine organization, instruction set architecture and assembly language. Includes an introduction to high-level languages and the translation of such a language into machine instructions.

TCSS 372
Computer Architecture
5 credits / Prerequisites: TCSS 371 and TCSS 342
Covers the micro-architecture level of machine design and advanced architecture features for performance enhancement. Topics include I/O, bus, memory and CPU design, hardware support for operating systems, CISC/RISC architectures, embedded systems, and parallelism. Extends the understanding of systems programming.

ABOUT FULFILLING ADMISSION REQUIREMENTS

Some students are admitted to UW Tacoma before they have completed all of their admission requirements. Students may fulfill missing requirements in the Areas of Knowledge and Quantitative/ Symbolic Reasoning through courses offered at UW Tacoma. Courses that fulfill these requirements are indicated with bold letters at the end of the course description: [V] Visual, Literary and Performing Arts (Fine Arts and Humanities); [I] Individuals and Societies (Social Sciences); [N] The Natural World (Natural Sciences); [Q] Quantitative/Symbolic Reasoning; and [W] Writing.
TCSS 390
Undergraduate Seminar in CSS
2 credits (max. 12)
Enhances problem-solving skills. Topics and approaches vary. Includes lectures and problem sessions in mathematics, programming, problem solving, and CSS applications. Credit/no credit only. Credit does not satisfy CSS degree requirements.

TCSS 422
Computer Operating Systems
5 credits / Prerequisites: TCSS 343, TCSS 372
Examines the fundamental concepts of operating systems and how they function. Includes process management, memory management, file systems, concurrency, interprocess communication, graphical interfaces, and security.

TCSS 430
Networking and Distributed Systems
5 credits / Prerequisite: TCSS 422
Computer network architectures and protocol layers, including LANs, MANs and WANs, OSI protocol TCP/IP, routing, congestion, and flow control; data compression; interface between the network and the program (e.g. sockets, ports, mailboxes), security issues (including authentication and authorization, encryption), distributed file systems and remote procedure calls.

TCSS 431
Network Security
5 credits / Prerequisites: TCSS 321, TCSS 371
Covers cryptographic methods including public and private key algorithms. Examines protocols that utilize such methods, such as secure e-mail, digital signatures, authorization, e-voting and electronic cash. Includes lab component for demonstration of security techniques such as firewalls, intrusion detection systems and virtual private networks.

TCSS 432
Advances in Object-Oriented Design
5 credits / Prerequisite: TCSS 360
Prepares students for understanding and using advances in object-oriented design. Emphasizes criteria for modularization, specification of modules, larger-scale design elements such as design patterns and generic programming.

TCSS 435
Artificial Intelligence and Knowledge Acquisition
5 credits / Prerequisites: TCSS 342, TCSS 360
Introduction to the use of artificial intelligence theories, techniques and tools. Foundation material includes search, knowledge representation, machine learning and planning. AI techniques applied to practical problems in areas such as control systems, optimization, scheduling and classification.

TCSS 437
Mobile Robotics
5 credits / Prerequisites: TCSS 360, TCSS 422
Covers the theory and practice of developing algorithms for motion control, navigation, obstacle avoidance and mobile autonomous robotic devices. Using robotic construction kits, students build and program sophisticated mobile robots. Principles of designing and programming embedded, real-time systems are introduced. Lab fee required.

TCSS 440
Formal Models in Computer Science
5 credits / Prerequisite: TCSS 343
Languages, finite automata, regular expressions, context-free grammars, and other automata such as pushdown store machines and Turing machines. Models of computation, computable and non-computable functions, non-determinism, space and time complexity, tractable and intractable functions.

TCSS 444
Robotics Projects
5 credits / Prerequisite: TCSS 343
Robotic construction kits, students build and program sophisticated robotic devices. Using robotic construction kits, students build and program sophisticated robotic devices. Lab fee required.

TCSS 445
Database Systems Design
5 credits / Prerequisite: TCSS 342
Fundamental concepts, system organization, and implementation of database systems. Methods for obtaining requirements and designing database systems; differences between hierarchical, relational, and network database designs; file organizations and data structures; structured query language (SQL); query optimization; database design; concurrency control; security; issues involving distributed database systems.

TCSS 450
Graphical Display of Information
5 credits / Prerequisites: TCSS 360 or TINST 310
Developing software user interfaces based on human-computer interaction principles. Evaluate, design and program user interface systems. Fundamentals of human cognition, system characteristics, and human/system interaction; usability methods and user/task-centered design; tools for designing and building user interfaces, emphasis on rapid applications development. Project includes development and evaluation of a user interface.

TCSS 451
Introduction to Digital Media
5 credits / Prerequisites: TCSS 343 & TCSS 360
Covers display devices and interactivity; digital color representation; geometric primitives, patches, and parametrics; affine transformations; scene graph programming; lighting systems; texture maps; projection/hidden surfaces; forward and reverse kinematics; particle systems; rendering: digital audio formats; digital video formats; format conversion and compression algorithms; and streaming methods.

TCSS 455
Development of Enterprise Applications
5 credits / Prerequisite: TCSS 360
Enterprise application development; communication among objects in different applications and on different computers; event-driven programming; multi-threaded programming; client-server and n-tier architectures; maintain persistent object state; introduction to component framework such as Enterprise JavaBeans.

TCSS 458
Computer Graphics
5 credits / Prerequisite: TCSS 342
Introduction to the main concepts in image synthesis, modeling and animation. Topics include displays, drawing and rendering algorithms, geometric transformations, 2-D and 3-D viewing, objects representation and computer animation.

TCSS 460
Client/Server Programming for Internet Applications
5 credits / Prerequisites: TCSS 360, TCSS 422
Examines languages and techniques for Internet and client server application programming. Covers languages like CGI, Perl, XML, JavaScript, and DHTML, and topics like scripts, queries, forms, data access, redirection, firewalls, proxies, hypermedia, cookies, gateways and Web services.

TCSS 465
Embedded Real-Time System Programming
5 credits / Prerequisite: TCSS 422
An examination of theory and practice in designing software embedded in electronic devices and controllers. Includes clocks, threads, multitasking, critical sections, monitors, scheduling, on-chip and external device interfacing, communications and fault tolerance.

TCSS 470
Software Re-engineering
5 credits / Prerequisite: TCSS 360
Examines concepts and techniques for re-engineering software systems to meet new requirements without performance risk. Includes comparisons of agile processes, CASE (Computer-Aided Software Engineering) tools, refactoring, defensive design techniques and software tools for software evaluation.

TCSS 480
Comparative Programming Languages
5 credits / Prerequisite: TCSS 360
Study and comparison of several programming languages in regards to data structures, operations, notation and control. Examines programming paradigms, implementation strategies, programming environments and programming style.

TCSS 481
Computer Security
5 credits / Prerequisites: TCSS 342, TINST 312 (may be taken concurrently with TINST 312)
Discusses theoretical and practical issues surrounding computer security and data protection. Explores formal models of encryption and authentication; operating system and network security; programming and vulnerability analysis.

TCSS 490
Special Topics
5 credits, max. 10
Examines current topics and issues associated with computing and software systems.
TCSS 497
Internship in CSS
1-10 credits, max. 10 / Prerequisites: TCSS 422 or permission of instructor
Completion of project as delineated in a contract among student, faculty adviser and community sponsor.

TCSS 498
Directed Readings in CSS
1-5 credits, max. 10 / Prerequisites: TCSS 422
Readings in Computing and Software Systems as specified in a contract with faculty member. Cannot be taken for CSS technical elective credit.

TCSS 499
Undergraduate Research
1-10 credits, max. 10 / Prerequisites: TCSS 422
Design and implementation of a research study as specified in a contract with a faculty member.

TINST Courses
TINST 207
Living and Working in a Virtual World: Technologies of the World Wide Web
3 credits
Explores some of the important technological principles underlying the World Wide Web as it pertains to the creation and maintenance of virtual communities and the access to information. Provides a deeper understanding of how these principles can empower one to live effectively in a virtual community. [I]

TINST 310
Computational Problem Solving
5 credits
Covers the fundamental framework for developing computational solutions to a variety of problems encountered in the world. Explores methods of analyzing and characterizing problems, and of developing a computational solution. Introduces computer programming and explores and compares various types of programming methods. Not open to CSS majors.

TINST 311
Database Management and Data Analysis
5 credits
Covers methods for transforming data into information through a database management system, how to query it interactively, how to visualize it in a meaningful way, how to share it on the Internet and how to analyze it. Not open to CSS majors.

TINST 312
Computer Networks and the Internet
5 credits / Prerequisite: TINST 310
Presents the impact of network computers on society. Introduces a variety of Web development technologies for producing dynamic Web sites. Provides a practical approach to solve Web development problems in a wide range of application areas. Not open to CSS majors.

TINST 401
Technology in the Service of Global Society
5 credits
Explores the use of technologies as one essential component in solving globally important problems. Emphasis may vary to focus on such issues as the global commons, economic inequities and population dynamics. Examines public policies that impact technological development. [I]

TINST 475
Entrepreneurship in Computing and Software Systems
5 credits / Prerequisite: TINST 310 or TCSS 360
A study of the process of developing a product or service in the field of Computing and Software Systems, preparing a plan for commercialization, and implementing that plan. The course will include lectures by professionals who have experience and success in starting businesses.

TINST 490
Special Topics in Applied Computing
5 credits
Examines current topics and issues associated with applied computing. Not open to CSS majors.

TINST 498
Directed Readings in Applied Computing
1-5 credits / Prerequisite: TINST 310
Readings as specified in agreement with a faculty member. Consultation with a professor in a student’s major is encouraged. Not open to CSS majors.

TINST 499
Research in Applied Computing
1-5 credits / Prerequisite: TINST 310
Design and implementation of a research study as specified in a contract with a faculty member. Not open to CSS majors.

Faculty
Orlando Baiocchi
Director and Professor
Institute of Technology
Electrical Engineering; Ph.D., University College in London, 1976.

Isabelle Bichindaritz
Assistant Professor, Institute of Technology; Computer Science; Ph.D., University Rene Descartes (Paris), 1994.

Donald Chinn
Assistant Professor, Institute of Technology; Computer Science; Ph.D., University of Washington, 1995.

Sam Chung
Assistant Professor, Institute of Technology; Computer Science; Ph.D., University of South Florida, 1995.

Larry A. Crum
Professor, Institute of Technology
Electrical Engineering; Ph.D., Marquette University, 1971.

Steve Hanks
Professor, Institute of Technology; Computer Science; Ph.D., Yale University, 1990.

Edwin Hong
Assistant Professor, Institute of Technology; Computer Science; Ph.D., University of Washington, 2001.

Don McLane
Lecturer, Institute of Technology; Electrical Engineering; M.S., Notre Dame University, 1987.

George Mobus
Graduate Coordinator and Associate Professor, Institute of Technology; Computer Science; Ph.D., University of North Texas, 1994.

Menaka Muppa
Lecturer, Institute of Technology; Computer Science; M.S., Wright State University, 1998.

Moshe Rosenfeld
Professor, Institute of Technology; Mathematics; Ph.D., Hebrew University of Jerusalem, 1967.

Josh Tenenberg
Professor, Institute of Technology; Computer Science; Ph.D., University of Rochester, 1988.

Larry Wear
Professor and Associate Director, Institute of Technology; Electrical Engineering; Ph.D., Santa Clara University, 1970.

Daniel Zimmerman
Assistant Professor, Institute of Technology; Computer Science; Ph.D., California Institute of Technology, 2002.
The Global Honors program serves students in all undergraduate majors, including those who wish to enter careers that address the needs of our region and our world. This interdisciplinary program builds on what students learn within their academic majors and appeals to students seeking a more complete and sophisticated understanding of world problems. The program draws on the strengths of UW Tacoma’s exceptional faculty from all academic units and adds substantially to options available to honors students at UW Tacoma.

Curriculum

The Global Honors curriculum develops advanced critical thinking, writing and analytical skills. Topics are approached from an interdisciplinary perspective and vary depending on the professor’s expertise and the interest of the students. Classes are conducted as seminars and may include presentations, individual or group projects and writing and critiquing papers. Students are expected to maintain an overall GPA of 3.50 in all coursework at UW Tacoma.

Junior Year

Students take three core seminars of five credits each. Each seminar includes extensive reading lists, rigorous writing and research assignments and the expectation of active participation by students.

- TGH 301 Global Interactions
- TGH 302 Global Imagination
- TGH 303 Global Challenges

Senior Year

Thesis/Project

All students complete a thesis or project of 5-10 credits, either in Global Honors or their academic unit, and present it at a special event sponsored yearly by Global Honors.

Study Abroad

Students study in a foreign country, preferably for one full quarter (though other options are also available).

Foreign Language

Students are strongly encouraged to develop competence in at least one second language.

Admission

Global Honors is a competitive program. Students are selected on the basis of academic achievement (a GPA of 3.50 during the first two years of college-level work), their potential for bringing unique perspectives to the Honors Program and for making an exceptional contribution to the program. Students enter the program in fall quarter as members of a cohort. Students are not admitted within their final 45 credits of graduation.

Applicants to the UW Tacoma Global Honors Program must apply and be accepted to an academic program at the University of Washington Tacoma. Following acceptance to a UW Tacoma academic program, Global Honors applicants should submit the following:

- A letter of application indicating why you are interested in the UW Tacoma Global Honors Program, what you think you could gain from the program and what you believe you could contribute to the program.
- A writing sample of a 5-10 page college paper.
- A copy of your transcript.
Two letters of recommendation from individuals familiar with your academic capabilities and potential for success in the Global Honors Program. Letters should be mailed to:

Global Honors Program
UW Tacoma
Attn: Beth Ahlstrom
Campus Box 358436
1900 Commerce Street
Tacoma, WA 98402-3100

You will be contacted to schedule an interview when all your application materials have been received and reviewed.

Course Descriptions

For the most current course information, please consult the Global Honors Web site at www.tacoma.washington.edu/globalhonors.

TGH 301 Global Interactions
5 credits
This course examines the major ideological and intellectual movements that shaped the human experience in the 20th century. It focuses on nationalism, imperialism, fascism and communism in the context of global history in the last century.

TGH 302 Global Imaginations
5 credits
This course accommodates the study of major themes, concepts, trends or techniques that permeate world literature, visual arts, music, dance, theatre and other forms of creative expression. The specific art forms and issues to be examined in any given offering of the class will vary. In addition to works considered to be “masterpieces” by critics, the class will also consider marginalized forms of aesthetic expression that have generated cross-cultural debate about modern concepts of “art” and their relation to diverse forms of meaning and value.

TGH 303 Global Challenges
5 credits
This class examines major challenges facing the world in the 21st century. It deals with such contemporary issues as economic development, poverty and the distribution of resources, ecological concerns, public health, global conflict, nationalism race, religion and human rights.

Faculty

Global Honors courses are taught by faculty from several academic programs on campus.
Interdisciplinary Arts and Sciences

Bachelor of Arts • Bachelor of Science (Environmental Science)

Interdisciplinary Arts and Sciences offers three degrees:

- Bachelor of Arts degree in Interdisciplinary Arts and Sciences
- Bachelor of Science degree in Environmental Science
- Master of Arts degree in Interdisciplinary Studies

The Interdisciplinary Arts and Sciences curriculum is a program of study in the humanities, social sciences and natural sciences. The focus of the curriculum is the comparative study of peoples, groups, societies, cultures and environments within the United States and selected regions of the world. To provide an interdisciplinary and comparative basis for the study of different groups, societies and cultures, the Interdisciplinary Arts and Sciences curriculum is organized around three general dimensions: Culture and Ideas (Fine Arts and Humanities), Society and the Individual (Social Sciences) and The Natural World (Natural Sciences).

The goals of the Interdisciplinary Arts and Sciences curriculum are to help students:

- Develop proficiency in skills such as writing and critical thinking that are needed for productive careers and gain mastery of a broad curriculum in the humanities, social sciences and environmental science
- Achieve knowledge of the theories, concepts and methods of cross-cultural analysis
- Understand the complexity of relations between groups, societies, cultures and natural environments, the history of these relations and the forces of social change
- Gain a knowledge and appreciation of cultures other than their own while exploring the expression of cultural identity, thought and beliefs through literature and the other arts
- Build experience in the analysis of environmental issues and their scientific basis

Bachelor of Arts

The Bachelor of Arts degree in Interdisciplinary Arts and Sciences offers concentrations in:

- American Studies
- Arts, Media and Culture
- Communication
- Environmental Studies
- Ethnic, Gender and Labor Studies
- General Studies
- Global Studies
- Individually-Designed Concentration
- Political Economy
- Politics and Values
- Psychology
- Self and Society

OVERVIEW

Interdisciplinary Arts and Sciences is an evolving, culturally relevant course of study grounded in a respect for diversity and responsive to the needs and desires of the communities around us. We create an atmosphere in which we promote academic excellence by encouraging students to think, write and speak in ways that enhance their own development, their sense of community and their ability to deal with problems of injustice and equality, as well as their dedication to positive change.

Phone: (253) 692-4450
Fax: (253) 692-5718
Office: WCG 424
Campus box: 358436
Web site: www.tacoma.washington.edu/ias

Interim Director: Cheryl Greengrove
Associate Director: Nita McKinley
Administrator: Julie Buffington
Advisers: Linda Kachinsky, Loretta Lukaczer
Minors

Interdisciplinary Arts and Sciences offers minors in the following areas:
- Asian Studies
- Education
- Environmental Studies
- Hispanic Studies
- Human Rights
- Museum Studies
- Nonprofit Management
- Public History

along with certificates in:
- Nonprofit Management
- Restoration Ecology

For more information, please see the “Minors and Certificates” section beginning on page 107.

Admission Requirements

Beginning in Autumn Quarter 2006, UW Tacoma will admit freshmen for the first time. As part of this transition, Interdisciplinary Arts and Sciences now admits transfer students with more than 40 college-level quarter credits. All applicants with 40 quarter credits are expected to meet the minimum standards for freshman admission including the core subjects requirement (see Freshman Admission section), have a 2.0 GPA, and complete English composition and intermediate algebra before applying to IAS.

When Interdisciplinary Arts and Sciences is fully enrolled and there are more qualified applicants than can be accommodated, admission will be competitive and applicants will be evaluated on three principal criteria:
- Appropriateness of academic preparation for the degree program
- Likelihood of success in the degree program
- Relationship between the degree program and academic or career plans and opportunities

Applicants should submit completed applications by the priority application dates. Early applications are encouraged.

A completed application includes the Application for Transfer Admission, $50 application fee, two official transcripts from each college or university attended (and a high school transcript if using high school credit to fulfill admission requirements), a personal statement including life and career goals and how the IAS degree will help advance those goals.

Advising

Students are strongly encouraged to meet with a program adviser and faculty adviser early in their careers at UW Tacoma. Advisers can:
- Help students to select a concentration and determine a plan of study
- Provide guidance on selection of courses
- Offer advice about resources available to help students succeed academically
- Assist students in identifying career and educational goals
- Help students plan internships and independent studies and apply for graduation.

In addition, the IAS program is growing rapidly, and an appointment with an adviser can help determine if new courses are applicable to the student’s concentration requirements.

Interdisciplinary Arts & Sciences Admission Requirements

This grid reflects admission requirements for the Bachelor of Arts degree with the exception of the prerequisites for the Psychology and Environmental Studies concentrations. See the individual concentration listings for the additional courses required.

<table>
<thead>
<tr>
<th>Undergraduate class standing of junior</th>
<th>Completion of an approved associate’s degree (academic transfer degree) or 90-105 transferable college credits. ¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td>Two years in high school of the same foreign language or 10 credits of one language at the college level.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Three years of high school math through intermediate (second year) algebra or a course in intermediate algebra at the college level.</td>
</tr>
</tbody>
</table>
| Quantitative/Symbolic Reasoning [Q]   | 5 credits
E.g., symbolic logic, college-level algebra, statistics, pre-calculus, microeconomics or macroeconomics. Other courses may apply. ² |
| Writing                               | 15 credits
Must include 5 credits of English composition and 10 additional credits of writing-intensive coursework.                           |
| Visual, Literary and Performing Arts (Humanities) [V] | 15 credits |
| Individuals and Societies (Social Science) [I] | 15 credits |
| The Natural World (Natural Science) [N] | 15 credits |

¹ Exceptions may be made for students completing the Washington state-recognized Associate of Science degree (A.S.). Please contact an adviser for more information.

² Students who enrolled in college prior to Autumn 1985 are exempt from this requirement.
**Interdisciplinary Areas**

Most of the IAS courses are distributed among three interdisciplinary areas within the Interdisciplinary Arts and Sciences curriculum:

- **Culture and Ideas** (Fine Arts and Humanities)
  
  *Idea, Beliefs and Cultural Patterns (TBIC):* encompasses the historical, intellectual, philosophical, secular and religious beliefs of a people or group.
  
  *Cultural Expression (TCX):* represents the collective literature and other artistic expressions of a group or a people.

- **Society and the Individual** (Social Sciences)
  
  *Communities and Social Institutions (TCSI):* considers the ethnic, gender and class basis of a society and how families, communities and work are organized in a group or society.
  
  *States and Markets (TSM):* examines the economic, corporate and governmental forces that tie groups and nations into patterns of cooperation, dependence and competition.

- **The Natural World** (Natural Sciences)
  
  *Natural World/Science:* explores the interdependence between human communities and the natural environment. Includes environmental science (TESC), environmental studies (TEST), and (TQS) quantitative skills courses.

**IAS Course Classifications**

*Note: Not all IAS courses use this classification scheme.*

**General (G) courses** are not exclusive to the International or United States categories, but deal with universal concerns and interests.

**International (IN) courses** focus on international issues and concerns. May vary from cultural or political studies to art or writing.

**United States (US) courses** focus on issues within the United States. May vary from social studies to art, writing or architecture.

**IAS Course Prefix Structure**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCOM</td>
<td>Communication courses</td>
</tr>
<tr>
<td>TCSIG</td>
<td>Communities and Social Institutions courses with a general focus</td>
</tr>
<tr>
<td>TCSIIN</td>
<td>Communities and Social Institutions courses with an international focus</td>
</tr>
<tr>
<td>TCSIUS</td>
<td>Communities and Social Institutions courses with a United States focus</td>
</tr>
<tr>
<td>TCXG</td>
<td>Cultural Expressions courses with a general focus</td>
</tr>
<tr>
<td>TCXIN</td>
<td>Cultural Expressions courses with an international focus</td>
</tr>
<tr>
<td>TCXUS</td>
<td>Cultural Expressions courses with a United States focus</td>
</tr>
<tr>
<td>TESC</td>
<td>Environmental Science courses</td>
</tr>
<tr>
<td>TEST</td>
<td>Environmental Studies courses</td>
</tr>
<tr>
<td>TIAS</td>
<td>Undergraduate independent study courses</td>
</tr>
<tr>
<td>TIBCG</td>
<td>Ideas, Beliefs and Cultural Patterns courses with a general focus</td>
</tr>
<tr>
<td>TIBCIN</td>
<td>Ideas, Beliefs and Cultural Patterns courses with an international focus</td>
</tr>
<tr>
<td>TIBCUS</td>
<td>Ideas, Beliefs and Cultural Patterns courses with a United States focus</td>
</tr>
<tr>
<td>TPSYCH</td>
<td>Psychology courses</td>
</tr>
<tr>
<td>TQS</td>
<td>Quantitative Skills courses</td>
</tr>
<tr>
<td>TSMG</td>
<td>States and Markets courses with a general focus</td>
</tr>
<tr>
<td>TSMIN</td>
<td>States and Markets courses with an international focus</td>
</tr>
<tr>
<td>TSMUS</td>
<td>States and Markets courses with a United States focus</td>
</tr>
<tr>
<td>TSPAN</td>
<td>Spanish language courses</td>
</tr>
</tbody>
</table>

**Independent Study Courses**

Independent study courses are intended for students to do advanced work in a special area of study normally not offered in the regular curriculum. Students may enroll in these courses only after receiving written permission from the instructor who has agreed to supervise the student’s work. A total of no more than 15 credits of internships, senior thesis, directed readings and undergraduate research may be applied toward the Bachelor of Arts degree requirements. (A maximum of 10 credits of internships may count toward the Bachelor of Arts degree.)

**Graduation Requirements**

To be eligible for graduation with the Bachelor of Arts degree in Interdisciplinary Arts and Sciences, each student enrolled in the program must meet the UW Tacoma scholastic standards (2.0 UW GPA), credits required (minimum 180) and the final-year residency requirement outlined on page 27, and complete the following program requirements:

- Complete all general education requirements not met with transfer courses. See adviser for details.
- Complete a minimum of 45 credits of Interdisciplinary Arts and Sciences upper-division coursework. Some concentrations require more.
- Complete the requirements for a concentration (minors are optional). No more than 15 elective credits can be taken for a Satisfactory/Not Satisfactory grade. See adviser for details.
- Complete at least 45 of last 60 credits in residence at the University of Washington Tacoma.
- Compile a portfolio of work completed during the course of the student’s residence at UW Tacoma and submit it for review during the second week of the student’s last quarter of enrollment.
- Meet with a program adviser to complete a graduation application no later than the second week of the quarter in which the student plans to graduate.


**Interdisciplinary Arts and Sciences Honors**

IAS seniors may apply to graduate “with honors” in IAS. To begin the process, students should talk to an IAS staff or faculty adviser. The IAS honors option is different from, but can be pursued alongside, other UW Tacoma honors distinctions such as University honors and various honor societies.

To qualify to graduate with honors in IAS, a student must:

- Have earned a 3.7 cumulative GPA at the time of application and at graduation.
- Submit a formal application to the IAS office.
- Meet all program and concentration graduation requirements.
- Write a graded senior honors thesis (10 credits, typically over two quarters—research the first quarter, writing the second). The honor thesis is to be arranged between the student and any full-time IAS faculty member.

**Study Abroad**

Interdisciplinary Arts and Sciences faculty lead a number of study-abroad trips each year to places like Cuba, Mexico, Rome, Costa Rica, Italy, Russia, the United Kingdom and the Far East. Students tour museums, visit historical sites, learn about art and culture, study language, attend lectures and workshops, carry out research projects and experience daily life in a different culture. These programs range in length from one week to one month, and satisfy requirements in numerous concentrations. For details, visit the study-broad site on the IAS Web site or talk to a program or faculty adviser.

**Concentrations**

The Bachelor of Arts degree is offered with the choice of the following 12 concentrations.

**American Studies**

American Studies students can pursue a variety of subjects and themes within an American context. American Studies allows students to examine cultural, artistic, political and economic patterns in the United States and explore diverse aspects of American experience. Students may also focus on specific subjects such as ethnicity or religion, or on particular modes of inquiry, such as those found in social science, history, or the study of literature, media and the arts. American Studies is recommended for students interested in careers in media, education, government, business, nonprofit agencies and law. Depending on the focus students choose, they may pursue graduate studies in related disciplines.

**Concentration graduation requirements**

Requires 55–65 credits total including a minimum of 30 credits of upper-division in concentration and 45 credits upper-division IAS courses to graduate.

- 10 credits of Core Courses:
  - TSMUS 200 American History I: 1607-1877
  - TSMUS 201 American History II: 1877-present

- Must complete during first 45 UWT credits.
- 40 credits of United States (US) Offerings* (see below for exceptions)
- Minimum one Individual and Society (I&S) and one Visual, Literary and Performing Arts (VLPA) course
- Does not count for T-US:
  - TCSIUS 451 Essentials of Grant Writing and Fundraising
  - 5-10 credits Language or International Course(s):
    - Option one (5 credits): Students must demonstrate competency in a foreign language through one of four ways: three years of high school in one language, FL 103 at the college level, native speaker certification, placement through testing in the second year of the language. Students meeting this requirement will need an additional IN (international) course of 5 credits.
    - Option Two (5 credits): One college level foreign language course beyond the first year, i.e. French 201. Five credits of that counts here.
    - Option Three (10 credits): TSMIN 200 (International Interactions) or TGH 301 (Global Interactions) plus one additional IN course.
- 5 credits Natural World course: Environmental Science: TESC prefix or an Environmental Science transfer-see adviser for applicable transfer courses) If certain courses with a TESC prefix (see options under “Do count for T-US” list above) are taken as a part of the US core, then this converts to five free elective credits.

See the American Studies Web site for the most current concentration options at [www.tacoma.washington.edu/ias/academics/ba/american_studies.cfm](http://www.tacoma.washington.edu/ias/academics/ba/american_studies.cfm).
Arts, Media and Culture

This concentration focuses on how the broadly defined fields of art and media operate within culture and how they transform it. Students study formal, aesthetic, and socio-cultural ways of understanding literature, visual art, film, music and other media. The concentration introduces students to a range of fields and provides experience in both American and international contexts; at the same time, students may specialize to some degree in one of the particular fields listed in the course offerings. This concentration is recommended for students pursuing broad cultural literacy, as well as advanced study in performing and visual arts or a variety of graduate programs in the humanities. It prepares students for a range of careers including publishing, media, public relations, museum work, public history and the arts.

Concentration graduation requirements

Requires 70 credits total including a minimum of 30 credits of upper division in concentration and 45 credits upper division in IAS total.

- 15 credits Historical Context (List A):
  - TSMIN 200 International Interactions
  - TSMUS 200 American History I: 1607-1877
  - TSMUS 201 American History II: 1877-present

- 5 credits Cultural Context (List B):
  - TCXG 230 Western Arts and Culture
  - TCXIN 310 The African Diaspora through Music: The Rhythm, the Blues and Beyond
  - TCXIN 461 Contemporary Mexican Culture
  - TCXIN 462 Women in Latin America
  - TCXIN 463 Contemporary Cuban Culture
  - TCXIN 464 The Arts, Cultures, and History of Mexico
  - TCXUS 371 History of Rock and Roll
  - TIBCG 333 The End of the Modern World (1600-2000)
  - TIBCG 361 Ethics and Society
  - TIBCG 458 Ways of Knowing
  - TIBCIN 354 History of the Concept of Culture
  - TIBCIN 355 Mind of Modernity
  - TIBCIN 357 The Greek Mind and Imagination
  - TIBCIN 358 History of Philosophy: Medieval and Modern
  - TIBCIN 360 History of Philosophy: Modern and Contemporary
  - TIBCIN 450 Contemporary Theories of Culture
  - TIBCIN 451 Renaissance Europe
  - TIBCIN 462 African Folklore and Literature
  - TIBCIN 466 Modernity and Its Critics
  - TIBCUS 365 North American Indian Traditions
  - TIBCUS 459 African-American Culture and Consciousness
  - TIBCUS 464 Native American Cultural Areas
  - TPSYCH 414 Psychology of Contemporary African-American Culture

- 5 credits Interpretive Courses (List C):
  - TCXG 372 Writing Effectively
  - TCXG 380 Humanities Research and Writing Seminar
  - TCXG 470 The Material World: Art and Artifacts
  - TCXG 471 Culture and Meaning in the Visual Arts
  - TCXIN 310 The African Diaspora through Music: The Rhythm, the Blues and Beyond
  - TCXIN 272 Film Studies
  - TIBCG 448 Arts Administration
  - TIBCIN 281 Ancient Literature of Western Civilization
  - TIBCIN 282 Medieval and Renaissance Literature of Western Civilization
  - TIBCIN 283 Modern Literature of Western Civilization
  - TIBCIN 450 Contemporary Theories of Culture
  - TIBCIN 456 Postcolonial Studies: African Perspectives
  - TIBCUS 430 Introduction to Public History
  - TPSYCH 414 Psychology of Contemporary African-American Culture

- 5 credits Practice / Studio (List D):
  - TCOM 347 Television Criticism and Application
  - TCOM 348 Nonfiction Writing for Television
  - TCOM 349 News Writing
  - TCOM 351 Video Production
  - TCOM 387 Writing for Public Relations
  - TCOM 470 Documentary Production & Critique
  - TCOM 486 Feature Writing for Print Media
  - TCXG 336 Glass Blowing and Casting
  - TCXG 403 Body Image and Art
  - TCXG 402 Eco-Art: Art in Response to Environmental Crisis
  - TCXG 401 Cultural Context (List B):
    - 5 credits Practice / Studio (List D):
      - TCOM 347 Television Criticism and Application
      - TCOM 348 Nonfiction Writing for Television
      - TCOM 349 News Writing
      - TCOM 351 Video Production
      - TCOM 387 Writing for Public Relations
      - TCOM 470 Documentary Production & Critique
      - TCOM 486 Feature Writing for Print Media
      - TCXG 336 Glass Blowing and Casting
      - TCXG 403 Body Image and Art
      - TCXG 402 Eco-Art: Art in Response to Environmental Crisis
  - TIBG 499 Museum Studies
  - TIBCUS 430 Introduction to Public History
  - TIBCUS 464 Native American Cultural Areas

Film and Media (List F)

- TCOM 353 Critical Approaches to Mass Communications
- TCOM 354 Communication History
- TCOM 430 Global Networks, Local Identities
- TCOM 444 Gender, Ethnicity, Class and the Media
- TCOM 454 Communications Law
- TCOM 457 Ethical Issues in Mass Communications
- TCOM 458 Children and Television
- TCOM 470 Documentary Production & Critique
- TCOM 480 Political Economy of the Media
- TCOM 481 Communication Regulations & Policy
- TCSIG 348 Film and Human Values
- TCSIN 441 Mexican Cinema and Society
- TCXG 483 Film Directors (topics may vary)
- TCXIN 310 The African Diaspora through Music: The Rhythm, the Blues and Beyond
- TCXIN 272 Film Studies
Literature and Language (List G)

TCXUS 479  Contemporary Native American Literature
TCXUS 478  Literature of the Harlem Renaissance
TCXUS 477  Nature in American Literature
TCXUS 476  American Women’s Literature
TCXUS 385  African-American Literature
TCXUS 382  Cross Cultural Studies in Literature
TCXUS 378  Studies in Selected American Literature
TCXUS 377  American Poetry
TCXUS 376  Writing: Fiction
TCXUS 375  Political Economy of the Media
TCXUS 374  Argument and Research in Writing
TCXUS 373  Introduction to Writing Poetry
TCXUS 372  Writing Effectively
TCXUS 371  The World Stage
TCXUS 370  Shakespeare
TCXUS 369  Intensive Spanish: Reading Skills
TCXUS 368  Intensive Spanish: Conversational Skills

Ethnicity, and Gender

■ 5 credits Natural World/Science (TESC prefix or Environmental Science transfer; see adviser for applicable transfer courses)

See the Arts, Media and Culture Web site for the most current concentration options at www.tacomawashington.edu/ias/academics/ ba/arts_media_culture.cfm.

Communication

Communication media, which include radio, television, newspapers, magazines, film, advertising, and the Internet, pervade every aspect of our society. The media wield considerable power in mobilizing public opinion, in cutting across the boundaries between private and public interests, and play a strong role in national and cultural development. Students taking the Communication concentration will learn about the social, cultural, economic, political, and historical contexts within which the media operate. Through an interdisciplinary and multicultural curriculum, they will gain theoretical knowledge and practical skills in the mass media. This concentration is recommended for students pursuing a broad range of careers including: print and broadcast writing, reporting and editing, public relations or media research or those who intend to pursue graduate studies. Students have the option of pursuing a Research or Professional Track. The research track prepares students for further graduate studies or for careers in media research. In addition, the wealth of theoretical courses in this track is an asset to any student interested in communication theory or practice.

The Print and Broadcast options of the Professional Track take an integrated approach to the study of media criticism and media writing and production. For more information on these tracks and options, please see the IAS Web site.

Concentration graduation requirements

Requires 60 credits total including 50 credits of upper division in concentration.

Professional Track

■ 5 credits Communication Foundation:
  One of the following theory and methods courses:
  TCOM 353  Critical Approaches to Mass Communication
  TCOM 444  Gender, Ethnicity, Class and the Media

■ 5 credits Professional Track Core:
  TCOM 275  Writing, Reporting and Editing for the Mass Media

■ 20 credits Communication Core (List A):
  TCOM 333  Critical Approaches to Mass Communication
  TCOM 354  Communication History
  TCOM 430  Global Networks, Local Identities
  TCOM 444  Gender, Ethnicity, Class, and the Media
  TCOM 454  Communications Law
  TCOM 457  Ethical Issues in Mass Communication
  TCOM 458  Children and Television
  TCOM 460  Communication and National Development
  TCOM 461  Media and Identity in Asia
  TCOM 480  Political Economy of the Media
  TCOM 481  Communication Regulations & Policy
  TCSIG 348  Film and Mexican Cinema
  TCSIIN 441  Mexican Cinema and Society
  TCOM 483  Film Directors
  TCOM 376  Hispanic Film
  TCOM 386  Silent Cinema

■ 20 credits Professional Track Courses (List B):
  TBSIN 310  Effective Managerial Communications
  TCOM 347  Television Criticism & Application
  TCOM 348  Non-Fiction Writing for Television
  TCOM 349  News Writing
  TCOM 351  Video Production
  TCOM 387  Writing for Public Relations
  TCOM 470  Documentary Production and Critique
  TCOM 482  Investigative Reporting
  TCOM 486  Feature Writing for Print Media
  TCXG 341  Writing Popular Fiction
  TCXG 482  Editing a Literary Arts Magazine
  TCXG 483  Film Directors
  TCSIG 348  Film and Human Values

■ 5 credits Professional Track Course:
  TCOM 385  Media Genres
  TIBCIN 450  Contemporary Theories of Culture: Advertising

■ 5 credits Communication Core (List B):
  TIBCIN 457  Film and Politics
  TIBCUS 451  Cultural Studies: Post 9/11 and Literature

■ 5 credits Natural World:
  Courses with a TESC prefix or an Environmental Science transfer course; see adviser for applicable transfer courses

■ Project (Internship) 5 Credits
Research Track

■ 5 credits Communication Foundation:
  One of the following theory and methods courses:
  TCOM 353 Critical Approaches to Mass Communication
  TCOM 444 Gender, Ethnicity, Class, and the Media

■ 5 credits Professional Track Core:
  TCOM 275 Writing, Reporting and Editing for the Mass Media

■ 25 credits Communication Core (List A):
  TCOM 353 Critical Approaches to Mass Communication
  TCOM 354 Communication History
  TCOM 430 Global Networks, Local Identities
  TCOM 444 Gender, Ethnicity, Class, and the Media
  TCOM 454 Communications Law
  TCOM 457 Ethical Issues in Mass Communication
  TCOM 458 Children and Television
  TCOM 460 Communication and National Development
  TCOM 461 Media and Identity in Asia
  TCOM 480 Political Economy of the Media
  TCOM 481 Communication Regulations & Policy
  TSG 348 Film and Human Values
  TCSIN 441 Mexican Cinema and Society
  TCXG 483 Film Directors
  TCXIN 376 Hispanic Film
  TCXIN 386 Silent Cinema
  TCXIN 420 Contemporary World Cinema
  TCXIN 474 Russian History and Film
  TCXIN 481 Film Theory and Aesthetics
  TCXIN 484 French Cinema
  TCXIN 486 Feminist Perspectives in Film and Literature
  TCXUS 485 Media Genres
  TBCIN 450 Contemporary Theories of Culture: Advertising
  TBCIN 457 Film and Politics
  TBCUS 451 Cultural Studies: Post 9/11

■ 15 credits Research Track Courses (List B):
  TSG 348 Film and Human Values
  TCSG 435 Migrants in the Modern World: Migrants, Immigrants and Refugees
  TCSG 451 The Enlightenment
  TCSG 452 Political Theory of Human Rights
  TCSIN 342 Third World Cities
  TCSU 335 Social Class and Inequality
  TCSU 345 Women and Work in the U.S.
  TCSU 347 History of Women in the United States
  TCSU 435 The Sociology of Gender
  TCSU 441 Black Freedom Movement in Perspective
  TCSU 450 Black Labor in America
  TCSU 452 Minorities and the Law
  TCXIN 310 The African Diaspora through Music: the Rhythm, the Blues and Beyond
  TCXIN 281 Society, Self and Worldview in the Arts of India
  TCXIN 461 Contemporary Mexican Culture
  TCXIN 462 Women in Latin America
  TCXIN 463 Contemporary Cuban Culture
  TCXIN 464 Arts, Cultures and History of Mexico
  TCXIN 476 Latin American Women Writers
  TCXIN 480 Contemporary Art and Society, 1945 to Present
  TCXS 371 History of Rock & Roll
  TCXS 374 American Literary Movements, Genres, and Historical Periods
  TCXS 377 American Poetry
  TCXS 378 Studies in Selected American Writers
  TCXS 381 Immigrant and Ethnic Literature
  TCXS 382 Cross Cultural Studies in Contemporary Women's Literature
  TCXS 385 African-American Literature from Slavery to the Present
  TCXS 471 History of Jazz
  TCXS 477 Nature and Environment in American Literature
  TCXS 478 Literature of the Harlem Renaissance
  TCXS 479 Contemporary Native American Women's Literature
  TCXS 480 American Indian Literature
  TCXS 481 Western American Literature
  TIBCG 361 Ethics in Society
  TIBCG 437 Technology and the Modern World
  TIBCG 456 Environmental Ethics
  TIBCG 453 Health, Illness and Culture
  TIBCG 454 Seminar on Health and Culture
  TIBCIN 354 History of the Concept of Culture
  TIBCIN 355 The Mind of Modernity
  TIBCIN 360 History of Philosophy: Modern and Contemporary
  TIBCIN 450 Contemporary Theories of Culture: Postcolonial Studies
  TIBCIN 451 Renaissance Europe
  TIBCIN 456 Postcolonial Studies: African Perspectives
  TIBCIN 462 African Folklore and Literature
  TIBCIN 463 God: East and West
  TIBCIN 466 Modernity and Its Critics
  TIBCIN 490 Society and Culture in Cuba
  TIBCUS 355 American Modes of Thought and Experience
  TIBCUS 365 North American Indian Traditions
  TIBCUS 451 Cultural Studies
  TIBCUS 459 African-American Culture and Consciousness
  TIBCUS 464 Native American Cultural Areas
  TIBCUS 465 African-American History: 1495 to the Present
  TIBCUS 466 Life and Thought: Martin Luther King, Malcolm X, and Angela Davis
  TPSYCH 320 Race, Class and Gender Contexts of Child Development
  TPSYCH 321 Adolescent Psychology
  TPSYCH 401 Family Violence
  TPSYCH 403 Psychology of Black Women
  TPSYCH 404 The Psychology of Food and Culture
  TPSYCH 405 Body Image and the Psychology of Appearance
  TPSYCH 410 Existential Psychology
  TPSYCH 411 Psychology & the Arts
  TPSYCH 415 Social Psychology
  TSMG 312 Economics in Modern Society
  TSMG 313 Theories of Economic Development and Social Change
  TSMG 420 Women in the Global Economy
  TSMG 422 Political Economy of Technological Change
  TSMG 424 International Business and Development
  TSMG 425 Labor and Politics in Comparative Perspective
  TSMIN 311 International Human Rights
  TSMIN 315 Europe in the Twentieth Century
  TSMIN 323 The Making of Mexico
  TSMIN 328 Third World Problems and Prospects
  TSMIN 329 Making of Modern Africa
  TSMIN 340 War and Empire in the Middle East
  TSMIN 420 Theories of Political Violence
  TSMIN 418 Interpreting Enigmatic India
  TSMIN 425 Contemporary Issues in International Political Economy
  TSMUS 410 Early American Politics, Constitution and Law
  TSMUS 413 Civil Rights, Civil Liberties

■ Project or Thesis 5 Credits

■ 5 credits Natural World: Courses with a TESC prefix or an Environmental Science transfer course; see adviser for applicable transfer courses

See the Communication Web site for the most current concentration options at www.tacoma.washington.edu/ias/academics/ba/communication_professional.cfm or www.tacoma.washington.edu/ias/academics/ba/communication_research.cfm.

Environmental Studies

For information on the Bachelor of Science degree in Environmental Science, please see page 62.

The Environmental Studies concentration offers students a strong background in environmental science complemented by a range of non-science courses. Starting with a core of courses in the earth and life sciences, it branches out to examine legal, economic, literary, historical and philosophical perspectives on the environment. The focus is inherently interdisciplinary and addresses both global and local issues. Collectively, environmental studies courses explore how scientific information gets translated by political and cultural arenas into social, spiritual and technological responses to environmental problems. Graduates in environmental studies can go on to pursue...
careers in education, policy and other fields that mesh natural and social sciences and humanities.

Prerequisites
Prerequisites can be taken at UW Tacoma or another college. UWT courses that fulfill these prerequisites are listed in parentheses.

- IAS admission requirements
- 10 credits of college biology (majors sequence with lab) (TESC 120, 130)
- 10 credits of college chemistry (majors sequence with lab) (TESC 141, 151)
- 5 credits of earth science (geology, oceanography or meteorology) (TESC 107, 117, 241)
- 5 credits of statistics (TQS 110)
- Computer literacy

A minimum grade of 2.0 is required for each prerequisite course. Prerequisites must have been completed within the last five years. If they were completed earlier, please consult an IAS adviser.

Concentration graduation requirements
Requires 58 credits for concentration + 30 credits for prerequisites—88 credits

- 28 credits minimum: five TESC courses to include at least one biological science (B) course and one physical science (P) course. Of these remaining five courses, at least one must be laboratory (L) courses (6 credits) and one must be a field (F) course (7 credits). Some courses designated lab below are not offered as labs every time; check the Registration Guide for credits. Note: Courses taken to fulfill the prerequisite courses listed above as TESC 100 are counted only as electives.

TESC 107 Geohazards and Natural Disasters (P)
TESC 213 Physical Forces in the Natural World (P)
TESC 227 Earth History (P)
TESC 232 Issues in Biological Conservation (B)
TESC 236 Plants and People: The Science of Agriculture (B)
TESC 237 Environmental Geology (P/L)
TESC 238 Human Interactions with Marine Invertebrates (B)
TESC 239 Energy & the Environment (P)
TESC 241 Oceanography (P/L)
TESC 247 Maritime History and Science in the Pacific Northwest (P)
TESC 304 Tropical Ecology and Sustainability (B)
TESC 311 Maps & GIS (P/L)
TESC 315 Applied Physics with Environmental Applications (P/L)
TESC 318 Biogeography (P/B)
TESC 319 Water Quality Concepts and Watershed Studies (P/L)
TESC 321 Soils and Environmental Applications (P)

TESC 329 Geomorphology and Soils (P)
TESC 343 The Atmosphere and Air Pollution (P/L)
TESC 345 Pollution and Public Policy (P)
TESC 349 Research at SEA (P/B/F)
TESC 362 Introduction to Restoration Ecology (B/F)
TESC 402 History and Ecology of Biological Invasions (B)
TESC 408 Marine Plankton (B/L)
TESC 417 Field Geology (P/L)
TESC 422 Evolution (B/L)
TESC 431 Water Resources and Pollution (P/F)
TESC 433 Pollutant Fate and Transport (P/L)
TESC 434 Biology, History and Politics of Salmon in the Pacific Northwest (B/L)
TESC 435 Limnology (P/F)
TESC 438 Environmental Biology: Marine Invertebrates (B/L)
TESC 440 Environmental Entomology (B/L)
TESC 442 Marine Ecology (B/F)
TESC 452 Plants, Insects and their Interactions (B/F)
TESC 462 Restoration Ecology Capstone Course I (B)
TESC 463 Restoration Ecology Capstone Course II (B)
TESC 464 Restoration Ecology Capstone Course III (B)

(If all 3 TESC 462-464 are taken, then F)

- 5 credits Environmental Law/Policy course (not TSMUS 421):
  TCSIUS 438 Environmental Law
  TEST 333 Environmental Policy
  Application and Compliance

- 5 credits Environmental Ethics course:
  TIBCG 363 Philosophical Perspectives on the Environment
  TIBCG 456 Environmental Ethics

- 5 credits Social Science course/ environmental focus:
  TCOM 351 Video Production
  TCOM 470 Documentary Production and Critique
  TCSIG 436 North American Regions
  TCSIG 445 The Metropolis
  TCSIIN 342 Third World Cities
  TCSIIN 435 Popular Movements in Latin America
  TCSIIN 436 Rural Societies and Development
  TCSIIN 438 Urbanization and the Environment
  TSIUS 431 Community Organizations in the Nonprofit Sector
  TSIUS 443 Ethnicity and the Urban Landscape
  TSIUS 445 History of Tacoma
  TSIUS 451 Essentials of Grant Writing and Fundraising
  TCS 401 Technology in Service of Global Society
  TESC 304 Tropical Ecology and Sustainability
  TESC 107 Geohazards and Natural Disasters
  TESC 318 Biogeography
  TEST 221 Environmental History: Water
  TEST 332 A Natural History of Garbage
  TEST 403 Geography of the USA and Canada
  THLTH 410 Environmental Equity
  THLTH 472 Human Health and the Environment
  TIBCG 437 Technology in the Modern World
  TIBCG 440 Medieval Technology
  TIBCUS 464 Native American Cultural Areas
  TSMG 440 Political Geography
  TSMIN 326 Modern Brazil
  TSMIN 330 Globalization of Latin America
  TSMIN 418 Interpreting Enigmatic India
  TSMIN 435 Contemporary Geopolitics
  TSMUS 225 Economics as a Way of Thinking
  TSMUS 421 Environmental Policy
  TURB 301 The Urban Condition
  TURB 310 Urban Society and Culture
  TURB 312 Race and Poverty in Urban America
  TURB 320 Introduction to Urban Planning
  TURB 321 History of Planning, Theory and Practice
  TURB 322 Land Use Planning
  TURB 330 City Worlds
  TURB 405 Images of the City
  TURB 410 Environmental Justice
  TURB 415 Urban Government and Organizations
  TURB 450 Sustainable Development

- 5 credits Humanities course/ environmental focus:
  TCSIG 451 The Enlightenment
  TCSIIN 235 Religion in the Modern World
  TCGX 372 Writing Effectively
  TCGX 374 Argument in Research and Writing
  TCGX 379 Modern Architecture
  TCGX 402 Eco-Art: Art in Response to Environmental Crisis
  TCXIN 283 Society, Self & Worldview in Arts of the Pacific
  TCCUS 376 American Architecture
  TCCUS 477 Nature and Environment in American Literature
  TCCUS 479 Contemporary Native American Women's Literature
  TIBCG 353 The End of the Modern World, 1600-2000
  TIBCG 361 Ethics in Contemporary Society
  TIBCG 362 The Beautiful and the Good: Philosophy's Quest for Value
  TIBCG 363 Philosophical Perspectives on the Environment
  TIBCG 455 Medicine and Morality: Biomedical Ethics
  TIBCG 458 Ways of Knowing
  TIBCIN 367 East Asian Religions: Zen and Taoism
  TIBCIN 463 God: East and West
  TIBCUS 464 Native American Cultural Areas
  TSMG 367 Utopias

- 10 credits additional courses from above lists (TESC, social science, humanities, etc.).

*Computer literacy is defined as the ability to use word processing, spreadsheet, presentation and communication software. Workshops are available for students with deficiencies in any of these areas.
Also highly recommended, but not required:
TESC 310 Environmental Research Seminar
TESC 410 Environmental Science Senior Seminar
TESC 496 Internship/research

See the Environmental Studies Web site for the most current concentration options at www.tacoma.washington.edu/ias/academics/ ba/environmental_studies.cfm.

Ethnic, Gender and Labor Studies

Class, ethnicity and gender are among the key categories of socially structured identities. This concentration examines these and similarly formed categories, such as nationality, religion and citizenship in relation to the ways communities form and are transformed. What are the sources of wealth and poverty, of racial and ethnic conflict, of gender differences? This concentration examines such questions, explores the historical roots of various communities, and analyzes movements for social change and group empowerment. Students may pursue careers in a range of public and private service organizations, the corporate world, unions and community organizations. This concentration provides preparation for graduate study in law, social work, education, public administration and urban policy, history, sociology, political science and anthropology.

Concentration graduation requirements

Requires 60 credits total. Of the credits below, at least 5 credits from Visual, Literary and Performing Arts (designated with a "V" in the Registration Guide).

10 credits Ethnicity, Gender and Labor in the U.S. or globally (List A):
TCSIUS 434 Women, Race, Class
TCXUS 482 American Folklore: Biographies of Race, Ethnicity and Gender
TSMUS 200 American History I, 1607-1877
TSMUS 201 American History II, 1877-present

10 credits Labor, Work, or Social Class (List B):
TCOM 444 Gender, Ethnicity, Class and the Media
TCSIUS 335 Social Class and Inequality
TCSIUS 345 Women and Work in the United States
TCSIUS 434 Women, Race and Class
TCSIUS 450 Black Labor
TCSIUS 456 Community and Labor Organizing
TIBCIN 450 Contemporary Theories of Culture: Postcolonial Studies
TSMG 420 Women in the Global Economy
TSMIN 229 The Making of Modern Africa
TSMIN 314 Twentieth Century Revolutions
TSMIN 328 Third World Problems

10 credits Gender (List C):
TCOM 444 Gender, Ethnicity, Class and the Media
TCSIIN 434 Women’s Voices: Third World Women
TCSIUS 345 Women and Work in the U.S.
TCSIUS 347 History of Women in the United States
TCSIUS 434 Women, Race and Class
TCXIN 462 Women in Latin America
TCXIN 476 Latin American Women Writers
TCXIN 486 Feminist Perspectives in Film and Literature
TCXUS 382 Cross Cultural Studies in Women’s Literature
TCXUS 384 African-American Women’s Literature
TCXUS 476 American Women’s Literature: 19th & 20th Century
TCXUS 479 Contemporary Native American Women’s Literature
TPSYCH 400 Psychology of Women
TPSYCH 402 Human Sexuality
TPSYCH 403 Psychology of Black Women
TSMG 420 Women in the Global Economy

10 credits Race/Ethnicity (List D):
TCOM 444 Gender, Ethnicity, Class and the Media
TCSG 445 The Metropolis: Chicago
TCSIIN 441 Mexican Cinema and Society
TCSIUS 342 African-American History: From Jim Crow to Martin Luther King
TCSIUS 349 Minorities and Higher Education in America
TCSIUS 434 Women, Race and Class
TCSIUS 441 Black Freedom Movement in Perspective
TCSIUS 443 Ethnicity and the Urban Environment
TCSIUS 452 Minorities and the Law
TCXIN 476 Latin American Women Writers
TCXUS 328 Hispanics in the United States
TCXUS 384 African-American Women’s Literature
TCXUS 385 African-American Literature: Slavery to the Present
TCXUS 387 Literature of the Harlem Renaissance
TCXUS 479 Contemporary Native American Women’s Literature
TIBCIN 354 History of the Concept of Culture
TIBCIN 456 Post Colonial Studies: African Prison Diaries
TIBCIN 462 African Folklore and Literature
TIBCUS 365 North American Indian Traditions
TIBCUS 459 African-American Culture and Consciousness
TIBCUS 460 African-American Religious History
TIBCUS 464 Native American Cultural Areas
TIBCUS 465 African-American History 1945-Present
TIBCUS 466 Life and Thought: Martin Luther King Jr., Malcolm X, and Angela Davis
TPSYCH 403 Psychology of Black Women
TSMIN 323 The Making of Mexico
TSMIN 329 The Making of Modern Africa
TURB 360 The African-American Urban Experience

15 credits General (List E):
5 credits must be General (course prefixes ending with G) or International (course prefixes ending with IN)
TCOM 444 Gender, Ethnicity, Class and the Media
TCOM 461 Media and Identity in Asia
TCSIIN 432 Third World Cities
TCSIIN 435 Popular Movements in Latin America
TCSIUS 436 Rural Societies and Development
TCSIUS 335 Social Class and Inequality
TCSIUS 345 Women and Work in the U.S.
TCSIUS 437 Doing Community History
TCSIUS 441 Black Freedom Movement in Perspective
TCSIUS 443 Ethnicity and the Urban Landscape
TCSIUS 452 Minorities and the Law
TCXG 301 Intensive Spanish: Reading Skills
TCXG 302 Intensive Spanish: Conversational Skills
TCXG 303 Intensive Spanish: Practical Writing Skills
TCXIN 282 Society, Self & Worldview in Arts of China
TCXIN 284 Society, Self & Worldview in Arts of Japan
TCXIN 486 Feminist Perspectives in Film and Literature
TCXUS 238 Hispanics in the United Sates
TCXUS 485 Media Genres: Gender and Culture (this section only)
TIBCIN 452 Anti-Semitism and the Holocaust
TIBCIN 366 Islam
TIBCIN 450 Contemporary Theories of Culture: Postcolonial Studies
TIBCIN 456 Postcolonial Studies: African Perspectives
TIBCUS 451 Cultural Studies
TIBCUS 461 History of Religion in America
TIBCUS 464 Native American Cultural Areas
TIBCUS 466 Life and Thought: Martin Luther King Jr., Malcolm X, and Angela Davis
TNURS 407 Diversity: Issues of Exclusion & Inclusion
TNURS 497 Women’s Lives, Women’s Health
TPSYCH 401 Family Violence
TPSYCH 402 Human Sexuality
TSMG 420 Women in the Global Economy
TSMIN 314 Twentieth Century Revolutions
TSMIN 323 The Making of Mexico
TSMIN 329 The Making of Modern Africa

Interdisciplinary Arts and Sciences 59
Global Studies

Students in the Global Studies concentration examine a variety of subjects and themes in an international context, including historical, cultural, artistic, political and economic patterns among and within nations. Students may choose to focus their studies on one or more world regions or specific themes. Students of Global Studies pursue careers in government, business, nonprofit management, the media, education and international law. Depending on the focus students choose, they may pursue graduate studies in area studies or related disciplines.

Concentration graduation requirements

Requires 50 credits minimum total—depending on foreign language competency with 30 credits of upper division in concentration and 45 credits of IAS upper division overall for the degree.

■ 5 credits International or Global Interactions Core:
  TSMIN 300 International Interactions
  TGH 301 Global Interactions

■ Of the credits below, at least 5 credits from two interdisciplinary areas:
  Visual, Literary and Performing Arts (VLPA) and Individual and Society (I&S).

These categories are found in the Registration Guide and the UWT Catalog.

■ Foreign Language (to demonstrate competency) 0-10 Credits
  Option one: 10 credits of upper-division (300- or 400-level) foreign language

  Option two: Two years of college-level lower-division (100- or 200-level) foreign language in a Western or European language

  Option three: One year of college level Asian, Slavic or non-Western language

  Option four: Non-native English speakers are exempt from this requirement; a student is considered a “native speaker” of a foreign language if that language was the language (or one of the languages) spoken at home during the first 6 years of childhood AND if it was the language in which the student received instruction in elementary school through the seventh grade. Students not meeting this standard have the option to demonstrate competency through testing if desired.

■ 40 credits International: 30 credits to be upper division (300- or 400-level)
  Includes all IAS courses ending with the suffix ‘IN’. TCGX 301-303 may also be counted here if not used to meet the foreign language requirement above.

General Studies

The requirements for completing a General Studies concentration are flexible enough to allow students to chart their own courses through the program and to focus on areas that are most pertinent to their needs and interests. Students are encouraged to develop their own areas of focus through the selection of coursework in collaboration with a faculty adviser. This concentration allows students to maximize the potential of interdisciplinary studies, gaining the skills they need to function successfully in a rapidly changing society and world. General Studies students pursue careers in a wide range of areas, including government, business, nonprofit management, journalism, education, and law. Many students planning to earn a post-baccalaureate certificate in elementary education choose this concentration because its flexibility allows them to gain a broad base of knowledge essential to successful elementary teaching. Depending on the focus they choose, General Studies students may pursue graduate studies in a range of disciplines.

Concentration graduation requirements

Requires 60 credits total including 30 credits upper-division (300-400) in core and 45 credits of IAS upper-division total.

■ 15 credits Core Courses:
  TSMUS 200 American History I: 1607-1877
  TSMUS 201 American History II: 1877-present

And one of:
  TSMIN 200 International Interactions
  TGH 301 Global Interactions

■ Of the courses listed below:
  • 30 credits must be upper division, 300-400 level

And four courses must be taken from the following Areas of Knowledge:

  • 10 credits: Visual, Literary and Performing Arts (VLPA)
  • 10 credits: Individuals and Society (I&S)

(Areas of knowledge are noted in the Registration Guide and the Catalog)

■ 15 credits United States or General Courses:
  T-US, T-G, TCOM or TPSYCH prefixes

■ 20 credits International or General Courses:
  T-IN, T-G, TCOM or TPSYCH prefixes

■ 10 credits Environmental Courses:

These may be any courses with the TESC, TESL, TEST or TQS prefix. In addition, a select list of other possible options is available. The list includes, but may not be limited to, the following:

TCSIIN 438 Urbanization and the Environment
TCSIUS 438 Environmental Law
TCSXUS 477 Nature and the Environment in American Literature
THELTH 410 Environmental Equity
TIBCG 437 Technology in the Modern World
TIBGG 440 Medieval Technology
TIBGG 456 Environmental Ethics
TICCUS 451 Cultural Studies: Gender, History and the History of Science
TSMUS 421 Economics and the Environment
TURB 320 Introduction to Urban Planning
TURB 321 History of Planning, Theory and Practice
TURB 322 Land Use Planning
TURB 330 City Worlds
TURB 410 Environmental Equity
TURB 450 Sustainable Development

NOTE: For questions regarding this list, consult with an academic adviser in the IAS Program.

See the General Studies Web site for the most current concentration options at www.tacoma.washington.edu/ias/academics/ba/general_studies.cfm.

Courses with a TESC prefix or an Environmental Science transfer course; see adviser for applicable transfer courses.

Students must do the following:

5 credits must be taken from each of the following interdisciplinary areas:

- A: International Business
- B: Financial Markets and Institutions
- Global Interactions
- Analytical Thinking
- Economy in Modern Society
- International Interactions
- Economics as a Way of Thinking

A student has taken Micro or Macroeconomics taken at the lower division level with a minimum 2.5 grade, those credits can be used towards List A or B.

If a student would like to take additional List A courses once the List A requirements are met, those courses can be used to meet the List B requirements. Courses are counted once.

40 credits from List B:
- Global Networks, Local Identities
- Ethical Issues in Mass Communication

4. Submit the proposal to the Individually-Designed Concentration Committee for its approval at least three quarters prior to graduation.

5. Identify at least two faculty sponsors for the concentration. The faculty sponsors attest to the intellectual soundness of the proposal and agree to provide whatever guidance they and the student may jointly decide is needed. They may also suggest changes in the previously approved written proposal or list of courses.

6. Obtain final approval from an Individually-Designed Concentration adviser.

See the Individually-Designed concentration Web site for the most current concentration options at www.tacoma.washington.edu/ias/academics/ba/individually_designed.cfm.

Individually-Designed Concentration

This concentration is an individually-designed option for students who wish to create a program of study by combining selected courses from a range of possibilities within IAS and, potentially, from other undergraduate programs at UW Tacoma. Students are required to identify a central organizing theme for their concentration and design it under the guidance and supervision of an IAS faculty member and an IAS adviser. Graduates in this concentration pursue careers in a wide variety of areas such as business, government, the nonprofit world, health care and education where skills in research and critical thinking, as well as written and oral communication are prized. Students also pursue graduate study leading to careers in teaching, administration, social work and the law.

Concentration graduation requirements

The Individually-Designed Concentration consists of 55 credits with 45 credits of upper-division IAS courses needed. At least five credits of Senior Thesis must be included. Of the 55 credits total, at least 5 credits must be taken from each of the following interdisciplinary areas:

- VLPA (Visual, Literary & Performing Arts) courses
- Individuals & Society courses
- Natural World courses (TESC prefix)

In order to design their concentrations, students must do the following:

1. Identify the unifying interdisciplinary theme of the plan of study.

2. Make a list of the courses taken or planned. This list should comprise 55 credits, all of which are related to the area of concentration.

3. Draft a statement that describes the proposed concentration and discusses the interrelationships among the courses chosen. Propose a brief, descriptive title for the concentration.

Political Economy

The Political Economy concentration provides a solid foundation for understanding how economics and politics shape everyday lives and how we may shape them. Particular emphasis is placed on analytical and critical thinking skills. The concentration exposes students to how and why markets, businesses and government work, and how institutions, politics, technologies and social structures interact with the functioning of markets. Students also analyze economic problems in the United States and overseas and identify policies addressing these problems.

Concentration graduation requirements

Requires 65 credits total

- 15 credits Foundational Courses (List A):
  - TBUGEN 480 International Business
  - TFIN 428 Financial Markets and Institutions
  - TGH 301 Global Interactions
  - TQS 214 Analytical Thinking
  - TSMG 312 Economy in Modern Society
  - TSMIN 200 International Interactions
  - TSMUS 225 Economics as a Way of Thinking

- 40 credits from List B:
  - TCOM 430 Global Networks, Local Identities
  - TCOM 457 Ethical Issues in Mass Communication
  - TCOM 460 Communication and National Development
  - TCOM 480 Political Economy of the Media
  - TCOM 481 Communication Regulation and Policy
  - TCSI 436 North American Regions: The Frontier
  - TCSI 451 The Enlightenment
  - TCSI 452 Political Theory of Human Rights
  - TCSIUS 335 Social Class and Inequality
  - TCSIUS 340 History of United States-American Indian Relations
  - TFIN 423 Economic Theory for Financial Markets
  - TFIN 424 Managerial Economics
  - TIBG 361 Ethnic in Society
  - TIBG 450 Contemporary Theories of Culture
  - TIBG 451 Cultural Studies
  - TIBG 452 Anti-Semitism and the Holocaust
  - TIBG 458 Ways of Knowing
  - TIBCUS 260 American Political Theory
  - TQS 211 Calculus and its Practical Applications
  - TSMG 313 Theories of Economic Development and Social Change
  - TSMG 367 Utopias
  - TSMG 420 Women in the Global Economy
  - TSMG 422 Political Economy of Technological Change
  - TSMG 424 International Business and Development (Can be repeated with instructor permission)
  - TSMG 426 History of Money
  - TSMG 440 Political Geography: Territory, State and Society
  - TSMIN 224 Modern Latin America
  - TSMIN 310 Modern European Political Theory
  - TSMIN 311 International Human Rights
  - TSMIN 312 19th-Century Revolutions and Revolutionaries
  - TSMIN 314 20th-Century Revolutions and Revolutionaries
  - TSMIN 330 Globalization in Latin America
  - TSMIN 340 War and Empire in the Middle East
  - TSMIN 418 Interpreting Enigmatic India
  - TSMIN 419 The Robber Barons & the Philosophy of Business
  - TSMIN 420 Theories of Political Violence
  - TSMIN 425 Contemporary Issues in International Political Economy
  - TSMIN 426 The Political Economy of European Integration
  - TSMIN 432 Drugs, Mafias, and the Arms Trade in Europe
  - TSMIN 433 Exploring Nazism
  - TSMIN 435 Contemporary Geopolitics
  - TSMUS 300 Making of America
  - TSMUS 410 Early American Politics, Constitution and Law
  - TSMUS 416 Current Issues in US Public Policy
  - TSMUS 420 Economics of Education
  - TSMUS 421 Environmental Policy
  - TSMUS 422 Economics of Sports
  - TSMUS 467 U.S. History 1945-Present
Politics and Values

The study of political and social change provides a basic foundation for the active citizen in the 21st century. Drawing on the disciplines of political science, philosophy, sociology, history, economics, cultural studies and policy studies, this concentration examines political processes by emphasizing the role of values and social movements. This concentration prepares graduates to pursue careers or further study in government, law, planning, nonprofit and community work, international non-governmental organizations, social activism, journalism, business, teaching and other fields of endeavor.

Concentration graduation requirements

Requires 60 credits total.
Some of the courses below are in more than one list; however, a course can only be used to satisfy one requirement.

■ 10 credits General Context (List A):
   TPOLS 202 Introduction to American Politics
   TPOLS 203 Introduction to International Relations

■ 5 credits Values (List B):
   TCSIG 451 The Enlightenment
   TCSIG 452 Political Theory of Human Rights
   TBCG 353 The End of the Modern World (1600-2000)
   TBCG 361 Ethics in Society
   TBCG 363 Philosophical Perspectives on the Environment
   TBCG 456 Environmental Ethics
   TIBCG 355 The Mind of Modernity
   TIBCG 461 Religion and Church in Latin America
   TSMIN 310 Modern European Political Theory

■ 10 credits Social Change (List C):
   TCOM 454 Communications Law
   TCOM 480 Political Economy of the Media
   TCOM 481 Communication Regulations & Policy
   TCSIIN 435 Popular Movements in Latin America
   TCSIUS 221 African-American History: Jim Crow to Martin Luther King
   TCSIUS 347 History of Women in the U.S.
   TCSIUS 431 Community Organizations and the Nonprofit Sector
   TCSIUS 434 Women, Race, and Class
   TCSIUS 441 Black Freedom Movement in Perspective
   TIBCUS 465 African-American History 1945-Present
   TIBCUS 466 Life and Thought: MLK, Malcolm X and Angela Davis
   TSMIN 311 International Human Rights
   TSMIN 312 19th-Century Revolutions and Revolutionaries
   TSMIN 314 20th-Century Revolutions

■ 5 credits Natural World (List D):
   TESC 100 Introduction to Environmental Science
   TESC 232 Issues in Biological Conservation
   TESC 236 Plants and People
   TESC 238 Human Interactions with Marine Invertebrates
   TESC 239 Energy and the Environment
   TESC 247 Maritime History and Science of the Pacific Northwest
   TESC 345 Pollution and Public Policy

■ 20 credits Social Sciences (List E):
   (at least one G, one US and one IN)
   TCOM 354 Communication History
   TCOM 430 Global Networks, Local Identities
   TCOM 454 Communications Law
   TCOM 480 Political Economy of the Media
   TCOM 481 Communication Regulations & Policy
   TCSIG 330 Inquiry and Research in the Social Sciences
   TCSIG 451 The Enlightenment
   TCSIG 452 Political Theory of Human Rights
   TCSIUS 235 Religion in the Modern World
   TCSIUS 342 Third World Cities
   TCSIUS 221 African-American History: Jim Crow to Martin Luther King
   TCSIUS 345 Women and Work in the U.S.
   TCSIUS 347 History of Women in the United States
   TCSIUS 428 Labor, Race, Gender and Poverty
   TCSIUS 434 Women, Race and Class
   TCSIUS 438 Environmental Law
   TCSIUS 447 AIDS and American Society
   TCSIUS 450 Black Labor
   TCSIUS 452 Minorities and the Law
   TCSIUS 456 Labor and Community Organizing
   TEST 333 Environmental Policy
   TGH 301 Global Interactions
   TIBCG 437 Technology in the Modern World
   TIBCG 440 Medieval Technology
   TIBCG 452 Anti-Semitism and the Holocaust
   TIBCIN 451 Renaissance Europe
   TIBCUS 260 American Political Theory
   TIBCUS 430 Introduction to Public History
   TSMG 312 The Economics of Modern Society
   TSMG 313 Economic Development and Social Change
   TSMG 367 Utopias
   TSMG 420 Women in the Global Economy
   TSMG 422 Political Economy of Technological Change
   TSMG 424 International Business and Development
   TSMG 425 Labor and Politics in Comparative Perspective
   TSMG 440 Political Geography: Territory, State and Society
   TSMIN 224 Modern Latin America
   TSMIN 300 International Interactions
   TSMIN 310 Modern European Political Theory
   TSMIN 311 International Human Rights
   TSMIN 330 Globalization in Latin America
   TSMIN 340 War and Empire in the Middle East
   TSMIN 418 Interpreting Enigmatic India
   TSMIN 420 Theories of Political Violence
   TSMIN 425 Contemporary Issues in International Political Economy: Capitalist Crisis
   TSMIN 431 The Political Economy of European Integration
   TSMIN 432 Drugs, Mafias, and the Economics of Crime
   TSMIN 433 Exploring Nazism
   TSMIN 435 Contemporary Geopolitics
   TSMUS 225 Economics as a Way of Thinking
   TSMUS 300 The Making of America
   TSMUS 322 American Labor Since the Civil War
   TSMUS 410 Early American Politics, Constitution, and Law
   TSMUS 416 Current Issues in Public Policy
   TSMUS 420 Economics of Education
   TSMUS 421 Environmental Policy
   TSMUS 467 United States History 1945-Present
   TURB 360 The African-American Urban Experience

■ 10 credits Humanities (List F):
   TCOM 333 Critical Approaches to Mass Communication
   TCOM 457 Ethical Issues in Mass Communication
   TCGX 230 Western Arts and Culture in Context: Prehistory to Medieval
   TCGX 301 Intensive Spanish: Reading Knowledge
   TCGX 302 Intensive Spanish: Conversational Skills
   TCGX 303 Intensive Spanish: Practical Writing Skills
   TCGX 372 Writing Effectively
   TCGX 374 Argument & Research in Writing (when linked with TSMIN 311)
   TCGX 377 Art of the Americas
   TCGX 380 Humanities Research and Writing Seminar
   TCGX 382 2-D Design: Labor, Globalization and Art
   TCGX 404 Art in Time of War
   TCGX 470 The Material World: Art and Artifacts
Psychology

Psychology is the scientific study of the psychological, biological and contextual determinants of human behavior. The Psychology curriculum builds on the foundation of the basic understanding of the discipline and integrates advanced instruction in the core concepts and methodologies of the traditional psychology education with applied courses that emphasize the importance of intersections of psychology with different disciplinary approaches to understanding and working with social problems. This concentration places human behavior as well as the study of psychology itself into its social and historical contexts and emphasizes the importance of and respect for human diversity.

Prerequisites

The following lower-division prerequisites (100-200 level) are necessary before declaring a Psychology Concentration. A minimum grade of 2.0 is required for each prerequisite course.

■ One Introduction to Statistics course

■ One General or Introduction to Psychology course

■ Two psychology foundation courses in any of the following areas:
  1. Personality Theories
  2. Developmental Psychology (Lifespan or Child Development)
  3. Abnormal Psychology
  4. Social Psychology

Concentration graduation requirements

Requires 60 credits total, excluding prerequisites.

■ 5 credits Research Methods:
  TCNSIG 330 Inquiry & Research in the Social Sciences

■ 15 credits Core Courses with at least one each from Clinical Core & Developmental Core:

Clinical Core Courses

TPSYCH 311 Personality Theories
TPSYCH 340 Mental Illness Across Cultures

Developmental Core Courses

TPSYCH 320 Race/Class/Gender Contexts of Child Development
TPSYCH 321 Adolescent Psychology
TPSYCH 322 Adult Development
Self and Society
This concentration combines psychology, sociology, philosophy, literature and the arts in addressing the various ways that people experience their roles in society and how society shapes the individual. In examining social values and exploring such issues as diversity, personal growth and social responsibility, students develop the ability to unravel the complexity of social reality and appreciate the interdependence of all its components. Self and Society prepares students to pursue careers and advanced studies in human services, psychology, social work, counseling, community service, human resource management and health fields.

Concentration graduation requirements
Students must complete a total of 55 credits with 20 upper-division credits including 5 credits of each list below and 45 credits of upper-division IAS credits overall. No more than 40 credits of upper-division psychology courses may be counted.

- 5 credits Religion or Philosophy (List A):
  - TCOM 457 Ethical Issues in Mass Communication
  - TCSIG 348 Film and Human Values
  - TCSIG 451 The Enlightenment
  - TCSIN 235 Religion in the Modern World
  - TIBCG 353 End of the Modern World
  - TIBCG 361 Ethics in Society
  - TIBCG 362 The Beautiful and the Good: Philosophy's Quest for Value
  - TIBCG 455 Medicine and Morality: Issues in Biomedical Ethics
  - TIBCG 456 Environmental Ethics
  - TIBCIN 354 History of the Concept of Culture
  - TIBCIN 355 The Mind of Modernity
  - TIBCIN 357 The Greek Mind and Imagination
  - TIBCIN 358 History of Philosophy: Medieval and Modern
  - TIBCIN 360 History of Philosophy: Modern and Contemporary
  - TIBCIN 366 Islam
  - TIBCIN 367 East Asian Religions: Zen and Taoism
  - TIBCIN 450 Contemporary Theories of Culture
  - TIBCIN 451 Renaissance Europe
  - TIBCIN 461 Religion and Church in Latin America
  - TIBCIN 463 God: East and West
  - TIBCIN 466 Modernity and Its Critics
  - TBCUS 355 American Modes of Thought and Expression
  - TSMG 367 Utopias

- 5 credits Social Issues, Race, Class, or Gender (List B):
  - TCOM 444 Gender, Ethnicity, Class and the Media
  - TCOM 454 Communications Law
  - TCOM 457 Ethical Issues In Mass Communication
  - TCOM 461 Media and Identity in Asia
  - TCOM 480 Political Economy of Mass Media
  - TCSIUS 221 African-American History: From Jim Crow to MLK
  - TCSIUS 335 Social Class and Inequality
  - TCSIUS 340 History of US American Indian Relations
  - TCSIUS 345 Women and Work in the U.S.
  - TCSIUS 347 History of Women in the United States
  - TCSIUS 349 Minorities in Higher Education
  - TCSIUS 431 Community Organizations and the Nonprofit Sector
  - TCSIUS 434 Women, Race, and Class
  - TCSIUS 435 Sociology of Gender
  - TCSIUS 438 Environmental Law
  - TCSIUS 441 Black Freedom Movement in Perspective
  - TCSIUS 443 Ethnicity and the Urban Landscape
  - TCSIUS 447 AIDS in American Society
  - TCSIUS 450 Black Labor
  - TCSIUS 452 Minorities and the Law
  - TCSIUS 451 Essentials of Grant Writing and Fund Raising
  - TCGX 483 Film Directors: Women Filmmakers
  - TXCN 310 African Diaspora through Music: The Rhythms/ Blues, and Beyond
  - TXCN 462 Women in Latin America
  - TXCN 463 Contemporary Cuban Culture
  - TXCN 376 Hispanic Film
  - TXCN 377 Mexican Literature and the Search for National Identity
  - TXCN 461 Mexican Culture
  - TXCN 463 Contemporary Cuban Culture
  - TXCN 486 Feminist Perspective in Film and Literature
  - TXCUS 238 Hispanics in the United States
  - TXCUS 382 Cross Cultural Studies in Contemporary Women's Fiction
  - TXCUS 384 African-American Women's Literature
  - TXCUS 385 African-American Literature: Slavery to the Present
  - TXCUS 476 American Women's Literature
  - TXCUS 477 Nature and Environment in American Literature
  - TXCUS 485 Media Genres: Genre and Gender (this section only)
  - TIBCG 440 Medieval Technology and Urban Life
  - TIBCG 452 Antisemitism and the Holocaust
  - TIBCG 453 Health, Illness and Culture
  - TIBCG 454 Seminar on Health and Culture
  - TIBCIN 451 Renaissance Europe
  - TIBCIN 456 Postcolonial Studies: African Perspectives
  - TIBCUS 365 North American Indian Traditions
  - TIBCUS 451 Cultural Studies
  - TIBCUS 459 African-American Culture and Consciousness
  - TIBCUS 460 African-American Religious History
  - TIBCUS 464 Native American Cultural Areas
  - TIBCUS 465 African-American History 1945-Present
  - TIBCUS 466 Life and Thought: M.L.King Jr., Malcolm X, and Angela Davis
  - TPSYCH 414 Psychology of Contemporary African-American Culture
  - TSMIN 311 International Human Rights
  - TSMIN 330 Globalization in Latin America
  - TSMIN 340 War and Empire in the Middle East
  - TSMIN 420 Theories of Political Violence
  - TURB 314 Gender and the Urban Landscape
  - TURB 330 City Worlds
  - TURB 420 Cities and the Constitution

- 5 credits Psychology (List C):
  - TCSIG 330 Inquiry and Research in the Social Sciences
  - TPSYCH 210 Abnormal Psychology
  - TPSYCH 212 Child Abnormal Psychology
  - TPSYCH 220 Lifespan Development
  - TPSYCH 230 Educational Psychology
  - TPSYCH 240 Social Psychology
  - TPSYCH 300 History and Systems of Psychology
  - TPSYCH 301 Psychology of Adjustment
  - TPSYCH 311 Personality Theories
  - TPSYCH 320 Race, Class and Gender
  - TPSYCH 330 Contexts of Child Development
  - TPSYCH 321 Adolescent Psychology
  - TPSYCH 322 Adult Development
  - TPSYCH 400 Psychology of Women
  - TPSYCH 401 Family Violence
  - TPSYCH 402 Human Sexuality
  - TPSYCH 403 Psychology of Black Women
  - TPSYCH 404 Psychology of Food and Culture
  - TPSYCH 405 Body Image and the Psychology of Appearance
  - TPSYCH 406 Chemical Dependency
  - TPSYCH 407 The Cultural Context of Developmental Psychology
  - TPSYCH 410 Existential Psychology
  - TPSYCH 411 Psychology & the Arts
  - TPSYCH 412 Women's Health: Power and Inequality
  - TPSYCH 414 Psychology of Contemporary African-American Culture
  - TPSYCH 415 Issues in Social Psychology
  - TQS 110 Statistics

- 5 credits Aesthetics/Art or Literature (List D):
  - TCOM 470 Documentary Production & Critique
  - TCSIN 441 Mexican Cinema and Society
  - TCGX 230 Western Arts and Culture
  - TCGX 240 Landscape in Art
  - TCGX 270 Understanding Literature
  - TCGX 284 3-D Art and Contemporary Approaches to Sculpture
  - TCGX 335 History of Photography
  - TCGX 336 Glass Blowing and Molding
  - TCGX 341 Writing Popular Fiction
  - TCGX 367 Ideas Through Objects: A Conceptual Approach to Art
  - TCGX 368 The Human Figure in Contemporary Art
  - TCGX 369 Shakespeare
  - TCGX 371 The World Stage
  - TCGX 373 Introduction to Writing Poetry
  - TCGX 377 Art of the Americas
  - TCGX 380 Humanities Research and Writing Seminar
Environmental Science

Interdisciplinary Arts and Sciences offers five options for studying environmental science:

- Bachelor of Science degree in Environmental Science
- Bachelor of Arts concentration in Environmental Studies in the Interdisciplinary Arts and Sciences program
- Minor in Environmental Studies for students in any major or concentration at UW Tacoma
- Certificate in Restoration Ecology
- Certificate in Geographic Information Systems (GIS)

Bachelor of Science

The Bachelor of Science degree in Environmental Science is for students who wish to pursue scientific or technical work upon graduation, who plan to apply to graduate programs in scientific fields or who want a strong grounding in the pure and applied science disciplines. Topics such as ecology, evolution, conservation biology, biodiversity, atmospheric science, geology and energy resources, limnology, hydrology, marine biology and oceanography, agroecology and entomology, and environmental chemistry are offered in a mix of lecture, lab and field courses. Two required “bookend” seminars, taken by new students and graduating seniors, introduce students to scientific research, writing and funding processes. The senior capstone experience allows students to get practical experience in individual or team research or internship positions.

Admission Requirements

The Environmental Science Program considers applications for admission from students with more than 40 college-level credits. Students with less than 40 credits apply to UW Tacoma as freshmen.

All transfer applicants are expected to meet the minimum standards for freshman admission, have a 2.0 GPA and complete English composition and intermediate algebra before applying. As a B.S. degree, Environmental Science has prerequisites that should be taken during the freshman and sophomore years. For students who would like to transfer these prerequisites to UW Tacoma, or for UW Tacoma freshmen...
who would like to prepare for entrance into Environmental Science, the table below is a guideline to help select appropriate courses.

**Graduation Requirements**

To be eligible for graduation with a bachelor of science in environmental science, students must meet the UW Tacoma scholastic standards (2.0 UW GPA), credits required (minimum 180), and the final-year residency requirement and complete the following program requirements:

- Complete a **minimum** of 45 credits of upper-division IAS coursework.
- Completion of all general education requirements not met with transfer courses. See adviser for details.
- Complete the B.S. degree prerequisites and requirements (shown in table below). Minors and certificates are optional. No more than 15 elective credits can be taken for a Satisfactory/Not Satisfactory grade; see adviser for details.
- Compile a portfolio of work completed during the course of the student’s residence at UW Tacoma and submit it for review during the second week of the student’s last quarter of enrollment.
- Meet with a program adviser to complete a graduation application no later than the second week of the quarter in which the student plans to graduate.
- Environmental Research Seminar for entering Environmental Science students.
- Seven environmental science courses, to include:
  - TESC 333 Environmental Chemistry
  - TESC 340 Ecology and its Applications
  - and five additional TESC courses including at least one biological science and one physical science course. At least two of the five courses must be lab courses and one must be a field course.
- 5 credits – one environmental law or regulations course or equivalent
- 5 credits – one environmental ethics/philosophy course
- 5 credits – one social science course with an environmental focus
- 5 credits – one humanities course with an environmental focus
- Capstone Experience (internship, undergraduate research, senior thesis or other approved capstone sequence)
- Senior Seminar (includes research presentations from capstone and grant proposal development)

Note: TESC 100 and TESC 213 cannot be taken as part of the science core. Consult an adviser or the IAS Web site for courses that fulfill these requirements.

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**ENVIRONMENTAL SCIENCE (B.S.) ADMISSION GUIDELINES**

If a student is missing one or more of these courses, those courses will become part of the graduation requirements. For admission to the B.S. program, an applicant must have only met the core subject requirements in high school (see Freshman Admission section), be ready to take pre-calculus and have completed English composition.

<table>
<thead>
<tr>
<th>Undergraduate class standing of sophomore</th>
<th>Completion of a minimum of 45 transferable college credits.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td>Two years in high school of the same foreign language or 10 credits of one language at the college level.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Completion of pre-calculus, one quarter of calculus and statistics.¹</td>
</tr>
<tr>
<td>Quantitative/Symbolic Reasoning</td>
<td>5 credits Satisfied through prerequisite coursework in chemistry, physics, calculus or statistics.</td>
</tr>
<tr>
<td>Writing</td>
<td>15 credits Must include 5 credits of English composition and 10 additional credits of writing-intensive coursework.</td>
</tr>
<tr>
<td>Visual, Literary and Performing Arts (Humanities)</td>
<td>15 credits College-level foreign language credits can be applied toward this requirement.</td>
</tr>
<tr>
<td>Individuals and Societies (Social Science)</td>
<td>15 credits</td>
</tr>
<tr>
<td>The Natural World (Natural Science)</td>
<td>40-50 credits Must include 15 credits of college biology (with lab), 15 credits of general chemistry (with lab), 5 credits of physics (mechanics with lab), 5 credits of physical geology (with lab).¹</td>
</tr>
</tbody>
</table>

¹ These courses should have been completed within the last five years. A minimum grade of 2.0 in each science and math prerequisite course is required. See program adviser for details.
Course Descriptions

See the Interdisciplinary Arts and Sciences Web page for the most current course information at www.tacoma.washington.edu/ias.

Communication

TCOM 201 Media and Society
5 credits
Explores theoretical perspectives and core issues in the relationship between the media and society, including the production and reception of both news and entertainment. Evaluates the historical, cultural, political and economic contexts of media industries, representations, and audiences. [I]

TCOM 275 Writing, Reporting and Editing for the Mass Media
5 credits
Introductory skills course on writing, reporting, editing for print and broadcast media. Helps students develop a concise writing style, passion for thorough, accurate reporting, and a sensitivity to various audiences' needs and interests. Focuses on standard news practices in various news organizations, and on methods to effectively combine visual elements with the written word. Emphasizes strategies for gathering information effectively and for developing skills in interviewing, note-taking, and observation. [V]

TCOM 347 Television Criticism and Application
5 credits
Explores narrative structures and production techniques utilized in television in an integrated manner. Analyzes and discusses critical approaches to television texts and techniques, including use of camera angles, lighting design, sound effects, editing. Explores the application of basic production techniques in a hands-on manner. [V]

TCOM 348 Nonfiction Writing for Television
5 credits
Explores non-fiction styles of writing for television, including news writing and documentary writing, with a focus on the development of stories from a proposal to a script. Issues and conflicts that arise with the linking of visual images and spoken words in non-fiction television genres will also be addressed. [V]

TCOM 349 News Writing
5 credits
Covers principles of news writing and reporting, including lead writing, Associated Press style conventions, news judgment, and ethical and legal issues. [V]

TCOM 350 Editing and Design for Print Media
5 credits
Covers elements of print media editing and design including: selection and editing of news copy; headline writing; typography; selection, sizing and cropping of photos; functions of layout; principles of publication design and their practical applications. Students also complete several page design projects as teams. [V]

TCOM 351 Video Production
5 credits
Examination of principles of visual and audio communication, including telling stories using image, movement, spoken words and other sounds in an integrated manner. Discusses critical approaches to television production and utilizes them in a hands-on manner to develop production skills. [V]

TCOM 353 Critical Approaches to Mass Communication
5 credits
Critically examines the role of mass communication in producing and reproducing cultural meaning in contemporary U.S. society. Studies various media, including print, sound and film recording, broadcast, and new media. [I]

TCOM 354 Communication History
5 credits
Considers communication history as a complex matrix of patterns, systems, and technologies that are central to human history. Includes development of different forms of communication and the intertwining of the history of mass communication with the history of other social institutions. [I]

TCOM 387 Writing for Public Relations
5 credits
Explores aspects of public relations writing, including news releases for print and broadcast media, advertising copy, speeches, newsletters, and crisis communication. Emphasizes writing for clarity and interest, simplifying complex issues, and conducting effective media relations. [V]

TCOM 430 Global Networks, Local Identities
5 credits
Explores historical and contemporary debates on globalization, cultural imperialism, national identity, and global consumerism. Examines structure and content of such transnational networks as Star TV and CNN, and evaluates the impact of these networks on local identities. [I]

TCOM 444 Gender, Ethnicity, Class and the Media
5 credits
Discusses the media's powerful sites for the construction and promotion of ideologies of gender, ethnicity, and class. Studies the socio-historical origins of these ideologies, using methods of media analysis to examine their presence in contemporary print and broadcast media. [I]

TCOM 454 Communications Law
5 credits
Examines issues surrounding freedom of expression in the United States and citizens' and the media's legal rights in gathering and disseminating news and information. Explores the freedoms afforded by the First Amendment and shows how those protections are still evolving in the twenty-first century. [I]

TCOM 457 Ethical Issues in Mass Communication
5 credits
Critically examines the relationship between the mass media and American society. Focuses on the individual journalist as a link between the two. Through a study of ethical theories, and of the social, political and economic context of the media, evaluates the professional and ethical dilemmas of the journalist. [I/V]

TCOM 458 Children and Television
5 credits
Examines the historical, sociological, and psychological context of children watching television. Brings together scholarship from child psychology, television criticism, and reception studies. [I]

TCOM 460 Communication and National Development
5 credits
Focuses on controversial origins of development communication and the evolution of this field into grassroots development communication. Examines case studies of grassroots development and entertainment–education in Asia, Latin America, and Africa. Draws connections between remote and local case studies of grassroots development through student-produced video documentaries. [I/V]

TCOM 461 Media and Identity in Asia
5 credits
Explores dynamics of television production and consumption of non-western countries within their postcolonial and neocolonial contexts. Examines case studies from such countries as India, Indonesia, Singapore, China, and Malaysia. Addresses programming hybridity, audience resistance and adaptation, and the impact of transnational media networks on local cultural identities. [I]

ABOUT FULFILLING ADMISSION REQUIREMENTS

Some students are admitted to UW Tacoma before they have completed all of their admission requirements. Students may fulfill missing requirements in the Areas of Knowledge and Quantitative/Symbolic Reasoning through courses offered at UW Tacoma. Courses that fulfill these requirements are indicated with bold letters at the end of the course description: [V] Visual, Literary and Performing Arts (Fine Arts and Humanities); [I] Individuals and Societies (Social Sciences); [N] The Natural World (Natural Sciences); and [Q] Quantitative/Symbolic Reasoning.
TCOM 470  
Documentary Production and Critique  
5 credits / Prerequisite: TCOM 351  
Examines theoretical and ethical issues involved in the production of non-fiction genres while shooting and editing short-form, community-based documentaries. [V]  

TCOM 480  
Political Economy of the Media  
5 credits  
Examines the historical evolution and economic structure in which media industries are embedded and develops theoretical and analytical tools for the evaluation of media industries. Survey of patterns of ownership and control, government policies and other issues in media industries, including newspapers, magazines, television, motion pictures, and recorded music. [I]  

TCOM 481  
Communication Regulation and Policy  
5 credits  
Examines the theoretical foundation and historical evolution of communication regulation in the United States with the broadcast industries, television and radio, the primary focus. Surveys the current state of regulation in various communication industries in the aftermath of the Telecommunications Act of 1996. [I]  

TCOM 482  
Institutional Reporting  
5 credits  
Institutional reporting is demanding, intellectually, emotionally, and physically. Prepares students to undertake quality in-depth journalism. Includes interviewing, researching, and writing lengthy investigative news articles. [I]  

TCOM 486  
Feature Writing for Print Media  
5 credits  
Explores the news feature writing, with emphasis on developing story ideas, gathering materials, and writing in clear, compelling fashion. Intended for students who wish to contribute articles to The Ledger, community newspapers, or specialty publications. Also covers writing for the freelance market. [V]  

Communities and Social Institutions  

TCSIG 265  
Race and Ethnicity in the United States  
5 credits  
Introduces issues of race and ethnicity in the United States, particularly the social construction of race, and its effects on policies throughout history. Examines social movements (from the mid-1800s to the present) and explores how ideas of racial justice and equality are articulated in relation to economic, political, and cultural contexts. [I]  

TCSIG 330  
Inquiry and Research in the Social Sciences  
5 credits / Prerequisite: TQS 310  
Forms of inquiry from empirical laboratory or bench research to field work and phenomenological methods discussed in relationship to types of problem and research questions. Discusses quantitative and qualitative methods for gathering and reporting data as well as design, control, and the problem of interpretation and bias. [I]  

TCSIG 339  
Psychology of Women  
5 credits  
Focuses on psychological and feminist framework to the examination of women’s lives and development. Emphasis on how gender and sexism interact with ethnicity, class, and age to influence women’s understanding of themselves. Topics include gender differences, images of women, motherhood, and violence against women. [I]  

TCSIG 348  
Film and Human Values  
5 credits  
Examines contemporary and classical films in order to explore how they might disclose different dimensions of human meaning, value, virtue or their opposites. Analyzes how film has become a major part of twentieth-century existence, experience and expression. Views, discusses and analyzes selected films. [I]  

TCSIG 431  
Organizational Development  
5 credits  
Explores theory and research regarding developmental stages in the life of organizations, the role of structure from bureaucracy through modern down-sized, entrepreneurial forms, the relationship of management style and practices to growth in organizations, and the role of the human relations and organizational development practitioner. [I]  

TCSIG 436  
North American Regions  
5 credits  
Examines the various regions of North America in comparative fashion. Topics may include the characteristics of the New England, Southern, Frontier, Mississippi Valley, Canadian, Pacific Northwestern, and Southwestern regions of North America. [I]  

TCSIG 444  
The Pacific Northwest  
5 credits  
Examines the history and society of the Pacific Northwest -- that region encompassing modern Washington, Oregon, Idaho, western Montana, British Columbia, and Alaska. Includes topics such as native peoples, exploration and settlement, natural resources, economic development, government, folk culture, ethnicity, and modern problems. [I]  

TCSIG 445  
The Metropolis  
5 credits (max. 10)  
Examines the problems and opportunities associated with the development of the metropolis. Focuses on the 20th century, and the individual city selected changes, depending on quarter. Begins with an examination of such general issues associated with large cities as economic base, transport, social conditions, culture, and government, moves on to consider in detail one city. [I]  

TCSIG 451  
The Enlightenment  
5 credits  
Examines the Enlightenment as historical epoch, philosophical attitude, and social and political project. Explores ideas of selected thinkers (e.g., Jefferson, Montesquieu, Rousseau, Kant, Hume, Voltaire) and the reactions they inspire. Highlights themes such as liberalism, human rights, rationalism, republicanism, and neoclassicism. [I]  

TCSIG 452  
Political Theory of Human Rights  
5 credits  
Examines understandings and influence of idea of human rights. Considers conflicts and contradictions between human rights claims and national sovereignty, cultural difference, democracy. [I]  

TCSIIN 235  
Religion in the Modern World  
5 credits  
Examines intellectual questions raised by thinkers such as Darwin, Marx, and Freud were complemented by social and political movements to privatize religion, effectively removing it from public life. We will consider both the intellectual and social transformation of religion in the modern Western milieu, and also examine the contrasting situation in less secular non-Western societies. [I]  

TCSIIN 435  
Popular Movements in Latin America  
5 credits  
An examination of popular movements in Latin America. This course will include historical background of modern popular organizations, an analysis of the evolution of the term “popular movement”, and discussions of contemporary trade unionism, grass-roots peoples’ initiatives, cooperative movements, guerrilla organizations, human rights groups, and feminist movements. [I]
TCSIUS 438
History of Urbanization and the Environment
5 credits
Addresses the environmental impact of ancient, medieval, and modern cities. Includes the evolution of urban infrastructure and relations between city and countryside. [I]

TCSIUS 441
Mexican Cinema and Society
5 credits
Examines development of Mexican cinema in its historical and social context. Covers how films reflect history, society, class, and gender issues. Provides an understanding of Mexican culture, and of film as an art form. No knowledge of Spanish is required. [I][IV]

TCSIUS 220
African American History 1619-1865
5 credits
Examines the social, political, economic and cultural history of African Americans in the United States from 1619-1865. Covers West African origins, the trans-Atlantic slave trade, slavery in the Americans, African American identities, and Black life in the Antebellum era. [I]

TCSIUS 221
African-American History: 1865-1945
5 credits
Examines construction of the “Jim Crow” system of racial segregation in the United States, from the Supreme Court’s Plessy v. Ferguson decision legalizing segregation in 1896 to the court’s Brown v. Board of Education decision overthrowing it in 1954. Examines African-American history, culture, and resistance to segregation in this period. [I]

TCSIUS 223
African-American History
5 credits
A course considering some of the major themes and periods in African-American history, as well as the history and present-day manifestations of racial oppression and stereotyping in American life. Sources include history texts, classics of African-American literature, film and music, and intensive classroom discussion. [I]

TCSIUS 335
Social Class and Inequality
5 credits
Examines the problem of persistent urban poverty in the United States. Explores the differential risk of poverty experienced by racial and ethnic groups and by women and children in the context of the major theories of class stratification. Also discusses the factors that lead to extreme-poverty neighborhoods, how these environments affect the life chances of residents, survival strategies of the poor, and public policy implications. [I]

TCSIUS 340
History of United States-American Indian Relations
5 credits
This course examines the interrelations between Native Americans and European immigrants since 1500. Conflicts and problems in Indian-White relations will be explored in a historical context. Including an analysis of Indian policy and major legislation, a special focus will be given to the consequences generated for contemporary Indian education and religion. [I]

TCSIUS 345
Women and Work in the United States
5 credits
Study of fundamental changes and continuities in women’s work lives in the context of U.S. economic development. Examines multiplicity and diversity of women’s work contributions, both paid and unpaid. Highlights both the commonalities among women’s work experiences and the differences with regard to life-cycle stage, occupation, and race/ethnicity. [I]

TCSIUS 347
History of Women in the United States
5 credits
A survey of the history of women in the United States from the 1600s to the present. This course will explore the social, political, and economic forces that have shaped women’s lives, and the diversity of women’s experiences rooted in class, race, and ethnicity. In addition, the contributions of women’s history to the larger discipline of history will be considered. [I]

TCSIUS 431
Community Organizations and the Nonprofit Sector
5 credits
Examines issues specific to the nonprofit sector, including community organizations, service learning, nonprofit management, and community development. Human service agency leaders will be brought in to share their expertise with the class. [I]

TCSIUS 434
Women, Race, and Class: Identity and Intergroup Relations
5 credits
Study of the ways in which the life experiences of women of color and white women have been marked by racial, ethnic, class, and gender hierarchies. Examines historical and contemporary cases which voice the impact of racism on women’s daily lives and relationships, the struggles of anti-racist women, and the development of dialogue and coalitions across race and class lines. [I]

TCSIUS 435
The Sociology of Gender
5 credits
Explores the social and cultural bases of gender differences; ways in which changing social definitions of womanhood and manhood affect self-perceptions, opportunities, and behaviors. Examines social movements and theories which challenge traditional roles of men and women in U.S. society, and those which question the benefits of liberation.

TCSIUS 438
Environmental Law
5 credits
Examines the historical and policy framework of major environmental laws and regulations. Takes a case law approach to evaluate laws in biological conservation, energy, land use, and water quality, and other complex environmental arenas, and how courts (primarily in the United States) have interpreted such laws. [I]

TCSIUS 441
Black Freedom Movement in Perspective
5 credits
This course explores the historical roots and present-day manifestations of movements against racial oppression and for empowerment in the African-American community, focusing heavily on the period since the 1950s. Sources include films, music, and popular as well as academic literature. [I]

TCSIUS 443
Ethnicity and the Urban Landscape
5 credits
This course focuses on the intersection of ethnicity, architecture, and urbanism in the United States. Using a variety of primary and secondary sources, we will examine the concept of ethnic identity and the creation of a sense of place in urban environments. Students will use local neighborhoods as a starting point for their own investigations of ethnicity and the urban landscape. [I]

TCSIUS 447
AIDS and American Society
5 credits
Examines the impact of the AIDS epidemic on American society, including the lives of persons with AIDS and people who are HIV-positive; the gay community, minority communities, and the American public, more broadly; Americans’ concepts of health, illness, and sexuality, and the medical care system and public-health policy. Offered at Olympic College/Bremerton. [I]

TCSIUS 450
Black Labor in America
5 credits
Provides an overview and a detailed consideration of the contributions of the black working class to the making of America. Examines historic racial-economic barriers which have held back development of African-American communities, and the continuing causes and possible solutions to the economic crisis affecting black working people today. [I]

TCSIUS 451
Essentials of Grant Writing and Fundraising
5 credits
Studies fundraising for nonprofit organizations. Provides an overview of the best practices, systems, and management principles underlying successful fundraising programs. Includes primary development vehicles and techniques, developing an annual plan and a case statement, and grant writing. [I]
TCISU 452

Minorities and the Law
5 credits
Examines the 20th century evolution of equal protection and due process. Particular focus placed upon the case law, its societal context, and its impact upon persons of color. [I]

TCISU 454

Communications Law
5 credits
Examines issues surrounding freedom of expression in the United States and citizens' and the media's legal rights in gathering and disseminating news and information. Explores the freedoms afforded by the First Amendment and shows how those protections are still evolving in the 21st century. [I]

TCISU 456

Community and Labor Organizing: A Multicultural Perspective
5 credits
Explores current community and labor organizing issues through intersections of gender, race, class, and immigration. Discussions of labor movements, community and environmental coalitions, living wage, social justice, and anti-sweatshop campaigns, in context of globalization. Case studies and issues vary. [I]

TCISU 457

Nonprofit Capstone
5 credits
Builds on a project or interest developed by students during the nonprofit management minor internship in a nonprofit organization. Includes work on some professional nonprofit management area. Produces a demonstrable example of expertise and interest, such as a personnel manual, strategic plan, or annual fund development plan. [I]

Cultural Expression

TCXG 230

Western Arts and Culture in Context: Prehistory to Medieval
5 credits
Examines the development of arts and culture in the Western world from prehistory through the Middle Ages. Analyzes and compares the relationship between arts and ideas, and the social and cultural systems which enabled their production, transmission and preservation. Focuses on the interdisciplinary nature of the humanities through critical engagement with cultural artifacts and other relevant sources. [I] [V]

TCXG 240

Landscape in Contemporary Art
5 credits
Develops skills in drawing, composition and alternative means of expression during a concentration of art production on a single theme. Examines the changing role of landscape in art and the part environmentalism, politics and global culture have played in those changes. [V]

TCXG 241

Studies in American Literature
5 credits
Examines the aesthetic, social, and cultural expressions of American Literature through its major authors, modes, themes, and periods. Students will practice the analysis of literary discourse and the formation of critical arguments. [V]

TCXG 242

Studies in English Literature
5 credits
Examines the aesthetic, social, and cultural expressions of English literature through its major authors, modes, themes, and periods. Students will practice the analysis of literary discourse and the formation of critical arguments. [V]

TCXG 270

Understanding Literature
5 credits
Provides the student with the essential tools for close and informed reading of fiction, drama, and poetry. Consideration will be given to how a text generates aesthetic pleasure, how it achieves moral or social impact. Student will acquire skills in literary analysis through reading a variety of literary texts, through discussion, and through critical writing. [V]

TCXG 284

Three-Dimensional Art and Contemporary Approaches to Sculpture
5 credits
Examines three-dimensional images and explores innovations and trends in contemporary sculpture. Covers formal design elements and historic and cultural meaning. Includes studio projects, process book, reading and discussion, and research project. May be repeated with instructor permission. [V]

TCXG 301

Intensive Spanish: Reading Skills
5 credits
An intensive skills-building course. Focuses exclusively on the components of language that will help students become better readers: vocabulary development, grammar recognition and strategies to put background knowledge, understanding of cognates and other forms of transferable knowledge to work when reading a text in Spanish. [V]

TCXG 302

Intensive Spanish: Conversation Skills
5 credits
Intensive skills-building course. Focuses on the components of language that will help students understand and speak Spanish: vocabulary development, grammar recognition and strategies to put background knowledge, understanding of cognates and other forms of transferable knowledge to work when listening to and speaking Spanish. Not open to native speakers of Spanish. [V]

TCXG 303

Intensive Spanish: Practical Writing Skills
5 credits
An intensive skills-building course. Focuses exclusively on the components of language that will help students become better writers. Practical approach to vocabulary development, grammar review. [V]

TCXG 335

History of Photography
5 credits
Surveys the history of photography from 1839 to the present with an emphasis on various dimensions of the medium from art to advertising, journalism, photographic documentary, surveillance and pornography. Analyzes the photograph in the context of technological advancement, aesthetics, social and cultural influences, critical and theoretical discourses. [V]

TCXG 341

Writing Popular Fiction
5 credits
Teaches students to write popular fiction. Explores questions of narrative, characterization, action, form, formula, and code in popular genres. Uses primary and secondary texts to study mystery, romance, spy thriller, western, horror, and science fiction. Emphasizes peer review, revision, assessment, and reflection as methods of producing excellent written work. [V]

TCXG 367

Ideas Through Objects: A Conceptual Approach to Art
5 credits
Explores the metaphorical possibilities within objects through various contemporary art-marking techniques. Emphasis on the development of meaning through the creation or manipulation of objects. Instruction in both formal and conceptual art making. [V]

TCXG 368

The Human Figure in Contemporary Art
5 credits
Develops drawing skills and alternative means of expression during a concentration of art production on a single theme. Considers figurative work from the moderns to contemporary performance artists. Includes studio projects, a drawing/journal book, reading and response, and research project. Additional art materials will need to be purchased by the student for this course. [V]

TCXG 369

Shakespeare
5 credits
Studies selected tragedies, histories and comedies of English playwright William Shakespeare. Students read the plays closely, discuss them in class and advance textually supported interpretations in writing. Covers the historical background both of Shakespeare's England and the settings of the plays themselves, as well as relevant theology, philosophy and natural science. [V]

TCXG 371

The World Stage
5 credits; max. 10 credits
In-depth readings of four scripts. Employs objective and subjective reading techniques in strengthening and clarifying the reader's connection with characters and actions, and in facilitating the development of a vision of the play-in-production that is at once organic to the script and personal to the reader. [V]
TCXG 372 Writing Effectively  
5 credits  
This course moves from an examination of personal writing toward a close study of interpretive writing that is analytical and critical. We will practice methods of gathering ideas, writing drafts, reorganizing, revising and producing advanced-level essays with clear, complex assertions backed by thorough explanations. [V]

TCXG 373 Introduction to Writing Poetry  
5 credits / Recommended: courses in upper-division writing and literature  
Studies the art and craft of writing poetry. Focus is on modern American poetic style, from Whitman to the present. Includes critical analysis of published poetry and intensive workshops in which students write poems and critique student work. [V]

TCXG 374 Argument and Research in Writing  
5 credits  
This course in critical, analytical writing teaches ways to evaluate and synthesize research so that it can be woven into sustained, persuasive essays. The class will study how to frame arguments and support them with logical discussion as well as pursue library research to develop bibliographies that emphasize scholarly writing. [V]

TCXG 377 Art of the Americas  
5 credits  
The art of the United States, Mexico and Canada is united by common historical events. This course will explore the painting, sculpture and architecture of these three countries in the context of indigenous cultures, conquest and colonization, revolution, independence, and the search for national identity. [V]

TCXG 379 Modern Architecture  
5 credits  
This course will examine 20th-century architecture and its origins. Through slide lectures, readings and field trips, we will focus on issues concerning style, technology, urbanism, regionalism, function and reform to address the diverse forces that have shaped modern architecture. [V]

TCXG 380 Humanities Research and Writing Seminar  
5 credits  
Covers developing a thesis, designing an outline, doing preliminary research, writing drafts, and presenting a completed 20-page paper. Each quarter will focus on a different theme. [V]

TCXG 381 Introduction to Fiction Writing  
5 credits  
Studies the craft of writing short stories. Combines intensive study of published stories with a writer's workshop in which students critique each other's stories. It is recommended that students complete at least one writing and/or literature course before enrolling. [V]

TCXG 382 Two-Dimensional Design and Contemporary Approaches in Art  
5 credits  
Introduction to basic aspects of creating and understanding two-dimensional images and exploration of innovations and trends in contemporary art. Formal design elements will be covered, and historic and cultural meaning will be considered. Coursework includes studio projects, journal/drawing book, reading and discussion, and research project. Additional art materials will need to be purchased by the student for this course. One visit to the Tacoma Art Museum will be required outside of the regular class meeting times. May be repeated with instructor permission. [V]

TCXG 387 Varieties of Literary Criticism  
5 credits  
Investigates different approaches to the reading and analysis of literary texts. Readings drawn from a range of theoretical and practical criticism. Consideration of what critical theory adds to the understanding and enjoyment of literature. Some attention will be given to the history of critical ideas. [V]

TCXG 390 Site Specificity in Art  
5 credits  
Focuses on concepts of site and place through contemporary art-making procedures. Includes instruction in both formal and conceptual approaches to site-specific installation. Emphasis on creating connections and dialog between place, artist, audience. [V]

TCXG 391 Reconstructing Self in Art  
5 credits  
Covers issues related to the generation of identity and change. Includes instruction in the fundamentals of conceptual object making, self-documentation, and basic three-dimensional construction techniques. Emphasis on problem solving, visual literacy, and presentation. [V]

TCXG 402 Eco-Art: Art Created in Response to the Environmental Crisis  
5 credits  
Examines art that addresses the topics of war and peace. Analyzes contemporary popular media and how they frame war and violence. Students create art, read and discuss how art might prompt our society to visualize new ways of resolving conflict. [V]

TCXG 405 Cultural Identity and Art  
5 credits  
Examines the concept of cultural identity and fear of difference. Through reading, analysis of contemporary media and art, and studio artwork, students make art pieces that explore cultural identity using digital photography and text, photocollage, site-specific installation, and community-based art. [V]

TCXG 407 Art and Public  
5 credits  
Explores issues associated with the creation of public art. Investigates the individual's role in community establishment, cultural politics, memorialization, and visual response to social and political events that shape our communities. Studio course, personal supplies and art display permission required. [V]

TCXG 464 Teaching Writing  
5 credits  
Studies theories and practices of writing education and the history and challenges of writing assessment. Explores learning communities. Emphasized pedagogical questions of social class, ethnicity, multilingualism, gender, sexual orientation, disability, and nationality. [V]

TCXG 465 Writing for Social Change  
5 credits  
Explores the principles, practices, and methods of writing to persuade. Read works in many genres, on various subjects, from several cultures and historical periods. Write short persuasive pieces to individuals or organizations that have the power to create social change. Includes a research project. [V]

TCXG 469 Art Theories, Methods and Philosophies  
5 credits  
Studies theories, methodologies and philosophies that have shaped the practice, analysis and criticism of art such as aesthetics, formalism, Marxism, structuralism, semiotics, psychoanalysis, feminism and postcolonialism. [V]
TCXG 470 The Material World: Art and Artifacts
5/7 credits
Examines material culture, that is, artifacts created and used by human beings to cope with the physical world. The course will employ interdisciplinary methods drawing from, among other fields, art history, anthropology and museum studies. The combination of these and other methods, known as material culture studies, will be used with hands-on study of everyday objects, such as tools, clothing and buildings, as a means of understanding the world around us. [V]

TCXG 471 Aspects of Culture and Art
5 credits
Considers various ways of exploring the relationship of “art” to its cultural contexts. Specific topics may take either a U.S. or International focus, depending on student interests. [V]

TCXG 482 Editing a Literary Arts Magazine
5 credits / Recommended: One course each, upper-division writing and literature.
Studies small literary magazines from the editorial perspective. Covers how to establish and defend editorial policy, assemble literary selections, collaborate with writers and editors, conceive of magazine design, and evaluate contemporary literature within the context of current publications. [V]

TCXG 483 Film Directors
5 credits
Examination of the idea of film authorship: does film, most often an industrial and collaborative medium, allow for the director’s “individual” expression? Can we speak of a Woody Allen film in the same way that we speak of a Shakespeare play or a Jane Austen novel? Through investigation of one or two major directors’ films, this course will explore not only consistencies of film style and thematic treatment through a director’s work, but also important contemporary debates on film aesthetics. May be repeated for credit with instructor’s approval. [V]

TCXG 484 Writing Creative Nonfiction
5 credits / Recommended: One other writing or literature course before enrolling
Studies the writing of creative nonfiction, a genre that uses the techniques of fiction to write nonfiction prose. Combines study of published writers with a workshop in which students critique each other’s work. [V]

TCXG 488 Modern Novel
5 credits
Examines Cervantes’ Don Quixote and 20th-century works inspired by it. May include Don Quixote, Kafka’s Castle, Borges’ Labyrinths and Nabokov’s Pale Fire. [V]

TCXG 495 Career and Internship Development
2 credits
Designed to help students transition from college to career by developing the tools and resources to manage careers over a lifetime. Essential elements of career development will be covered including self-assessment, exploration of the world of work, and the search for employment. Credit/no credit only.

TCX 272 Film Studies
5 credits
Introduction to the languages and forms of cinema. Topics include narrative and non-narrative film; mise-en-scene, cinematography, and editing; the soundtrack; film directors, genres, and historical movements. [V]

TCX 281 Society, Self, and Worldview in the Arts of India
5 credits
This course will look at contemporary India by placing it in broad historical and comparative contexts. It will focus especially on the production of diverse material objects—ranging from food to human bodies to written texts, to buildings and carved images—and the ways that they produce and represent value and significance for diverse South Asian conceptions of self, society and the real world. The course does not propose to represent “the native’s point of view,” or even multiple native points of view; rather, it seeks to open and engage relational dialogues between and among such points of view and those relevant to the students in the course. [I] [V]

TCX 282 Society, Self, and Worldview in the Arts of China
5 credits
This course aims to develop the student’s understanding of major aspects of contemporary Chinese culture by considering it in the light of broad historical and comparative contexts. Special attention will be given to the place of family, self-cultivation, virtues and artistic refinement in the constitution of unequal social power in China. The specific shapes of modern systems of faith in China—especially including the cosmological myths implicitly built into the awkward marriage of consumer capitalism and Marxism—will be examined in relation to the historical momentum of Daoist, Confucian, Buddhist and popular folk conceptions of life and reality. [I] [V]

TCX 283 Society, Self, and Worldview in the Arts of Japan
5 credits
A study in the material production of value and meaning for contemporary Japanese people, located within broad historical and comparative perspectives. The course will adopt a relational focus as it explores frameworks for interpreting the present in relation to the past and recognizing common cultural strategies for cultivating a respected self in Japanese culture. Topics will include family, gender, work, business and aesthetics as they relate to various identities, ancient as well as modern, and personal as well as national. Selected written and visual sources from and about Japan will be used in the course as representations of historically shaped Japanese ways of thinking about self, society and the real world. [I] [V]

TCX 284 Society, Self, and Worldview in the Arts of Pacific
5 credits
In this course we will examine some of the personal, social, economic and political predicaments of selected modern island nations in relation to their ancient and colonial histories. Special attention will be given in this course to material signs (“art”) of social rank and personal family identities. Complex adaptations and/or rejections of European ways, migrations, contemporary sovereignty movements, and vigorous re-assertions of local mana (modes of power, knowledge, and prestige) are common features of contemporary life in the Pacific that will be examined through the lenses of specific cases. Selected written and visual sources from and about the Pacific will be utilized as representations of Pacific Islanders’ ways of thinking about self, society and the real world. [I] [V]

TCX 310 African Diaspora through Music: The Rhythm, the Blues and Beyond
5 credits
Traces the evolution of the blues from its African indigenous roots, through slavery in the American South, and the cultural assimilation of various elements that influenced its development. Examines the impact on U.S. and global culture, and explores the contemporary African immigrant population in our region. [I]

TCX 376 Hispanic Film
5 credits
Examines the ways in which Hispanic film reflects history, society, class and gender issues. Provides an understanding of different aspects of culture in the Spanish-speaking world and of film as an art form. No knowledge of Spanish is required. [V]

TCX 377 Mexican Literature and the Search for National Identity
5 credits
Examines the ways in which Mexican writers represent themselves and their cultural heritage through literary texts. Focuses on Mexican literature and provides students with an understanding of different aspects of the culture. No knowledge of Spanish required. [V]
TCXIN 386
Silent Cinema
5 credits
Surveys film history from 1895 to 1927. Studies masterpieces of international cinema in historical, aesthetic, technological and social contexts. [V]

TCXIN 420
Contemporary World Cinema
5 credits
Study of trends in current international cinema: genres, geographical areas, technology, economics, and criticism. [V]

TCXIN 461
Contemporary Mexican Culture
5 credits
Uses contemporary literary texts in translation, film, music and art as a basis for exploring ways Mexicans see themselves and the world around them. Focuses on class, race and gender issues from an interdisciplinary perspective. Taught in English. Topics vary. [V]

TCXIN 462
Women in Latin America
5 credits
Uses memoirs, letters, histories, biographies, literary texts in translation, film and music as a means of exploring the lives of women in Latin America. It examines a variety of gender issues from an interdisciplinary perspective. No knowledge of Spanish required. [I] [V]

TCXIN 463
Contemporary Cuban Culture
5 credits
Examines contemporary Cuban literature in English translation, film, music, dance and the visual arts in Cuba as a representation of cultural identity. Focuses on class, race and gender issues from an interdisciplinary perspective. Includes work by Cubans on the island and in exile. No knowledge of Spanish required. [V]

TCXIN 464
The Arts, Cultures and History of Mexico
10 credits
Uses literature, film, art, architecture, music and history to explore the cultures of Central Mexico. Develops Spanish conversational skills through immersion experience in Mexico. Fieldwork, lectures, small group activities. Topics vary. Taught in English and Spanish. [V] [I]

TCXIN 476
Latin American Women Writers
5 credits
Examines novels, short stories, poetry, drama and essays by contemporary Latin American women writers. Includes themes such as dictatorship, political and sexual repression, colonialism, racism, class issues and the obstacles faced by women writers in a society where they are often considered second-class citizens. [V]

TCXIN 477
Patronage, Religion and Propaganda in European Art (1590-1750)
5 credits
Explores the changing objectives of artists and their subjects under the impact of shifting patronage—public and private, sacred and profane. Emphasis is given to the role of art as propaganda in the service of institutions, governments and individuals during a time span that is referred to as the baroque and rococo periods. Of particular importance for a discussion of the artistic production of the era are the historic circumstances resulting from the Reformation and Counter-Reformation, the rise of the Dutch Republic and the decline of the aristocracy. [V]

TCXIN 478
Revolution, Industrialization and Modernity in European Art (1780-1900)
5 credits
Covers artistic developments in England, France, Germany and Spain during the 19th century. Emphasizes the analysis of social, economic and political conditions—such as industrial progress and the struggle for democratic forms of government—as key influences on artistic production and the visual expression of the experience of modernity. [V]

TCXIN 479
Modern European Art
5 credits
Surveys the history of modern European art from 1880 through 1945. Includes the politics of the avant-garde, the intersections between fine art and popular culture, representations of sexual and racial identity, censorship, activism, technology, the museum, public art, critical and theoretical discourses. [I] [V]

TCXIN 480
Contemporary Art and Society:
1945 to Present
5 credits
Studies major artists and creative trends since World War II within the framework of popular culture. Investigates contemporary modes of creative expression within regional, national and international art scene. Frames discussions within context of historical conceptions and critical debates. Current exhibitions serve as case studies. Participation in field trips required. [I]

TCXIN 481
Film Theory and Aesthetics (Seminar)
5 credits
An introduction to the ways in which the 20th century’s major film theorists have conceived of the raw materials, forms, and values and effects of the film medium. Consideration of what critical theory adds to the understanding and enjoyment of film. Covers a wide range of commercial and experimental films which exemplify—sometimes challenge—the ideas presented in readings. [V]

TCXIN 484
French Cinema
5 credits
Overview of the art of film in France from 1895 to the present. Readings and screenings will place the study of French film culture in its historical, economic, social, political, philosophical, and aesthetic contexts. [V]

TCXIN 486
Feminist Perspectives in Film and Literature
5 credits
Feminist literary and film criticism asks questions about distinctions between male and female readers/viewers. From a perspective that considers gender and power relations, students will explore a variety of literary works and films by women, as well as a selection of relevant essays in feminist criticism. [V]

TCXUS 238
Hispanics in the United States
5 credits
Provides overview of the diverse groups of people who are called “Hispanic” in the U.S., with emphasis on the significant cultural, political and economic influence that Hispanics have had on U.S. society. Examines literature, film, television shows, internet sites, popular magazines, music and folk art as forms of cultural expression, and discusses how they reflect and interact with political issues. [I] [V]

TCXUS 245
Multi-Ethnic American Literature
5 credits
Examines multicultural and multi-ethnic literature by American authors. Focuses on novels, short stories, essays, and poetry that examine the social construction of race in American society, the construction of American identity, and the intersections of race, class and gender. [V]

TCXUS 371
History of Rock 'n Roll
5 credits
In-depth look at the musical, social, and political history of rock and roll. Begins with pre-rock era of the 1940s through the fragmented rock styles of the 1990s and beyond. Recorded examples and video clips underscore the tremendous changes in American popular music and culture brought by rock and roll. [V]

TCXUS 373
Themes in American Literature
5 credits; max. 10 credits
Study of various major themes addressed by writers in America. Topics may include: individualism, identity and community; sex, love and marriage; justice and injustice; industrialization, technology and the city; authenticity and egalitarianism; race relations. May be repeated for credit with instructor's approval. [V]

TCXUS 374
American Literary Movements, Genres and Historical Periods
5 credits
A study of movements (transcendentalism, modernism, the Harlem Renaissance, etc.); genres (poetry, fiction, drama, essay); historical periods (American Renaissance, the '20s, etc.); and an investigation of the literature of ethnic, political or regional groups. Topics will vary by quarter. May be repeated for credit with instructor's approval. [V]
American Architecture
5 credits
Examines the architecture of the United States from early Native American structures to late 20th-century buildings. Through slide lectures, readings and field trips, we will focus on issues concerning style, technology, regionalism, functions and reform to address the diverse forces that have shaped and continue to shape American architecture. [V]

American Poetry
5 credits
An examination of different types of American poetry. Emphasis will be on writers from a variety of backgrounds. Poems will be approached from formal, thematic and historical perspectives. [V]

Studies in Selected American Writers
5 credits
Analysis of selected American writers, focusing on their depictions of success and failure and their characteristic styles of affirmation and alienation. Are there typically American patterns that can be discerned? What makes a writer’s vision compelling? [V]

Cross-Cultural Studies in Contemporary Women’s Literature
5 credits
Examines novels and short stories concerned with race, politics, feminism and the representation of women. Issues addressed include minority discourse, autobiographical modes, myth, storytelling, definitions of womanhood and cultural identification. [V]

Early American Music, Art, Literature and Theater
5 credits
Examines the cultural life of Americans from Colonial times to the eve of the Civil War. Topics will include, but are not limited to, Anglo/Celtic and Afro folk and church music, landscape and genre painting, regional and frontier literature, newspaper humor, popular culture, circus, Chaautauqua and minstrel shows. [V]

African-American Women’s Literature
5 credits
Examines female slave narratives and novels from the Harlem Renaissance, social protest movement and the contemporary period. Examines how black women illustrate social constructions and intersections of race, gender and class. Readings, lectures and films will explore the political motivation and public response to black women’s writing. [V]

African-American Literature from Slavery to the Present
5 credits
Readings, films, lectures and class discussions will focus on constructions of racial identity, social consciousness, race, class and gender relations as reflected in novels, short stories, essays and poetry by African-American authors. [V]

Black, Labor, and Protest Music in Historical Perspective
5 credits
Presents distinctive musical traditions of African-American, labor and protest movements. Uses folk and protest music as a way to access and understand submerged elements of the American experience that are often ignored or lost to history. Reviews folk traditions embodied in American popular culture. [I][V]

History of Jazz
5 credits
Presents a broad survey of the primary periods and styles of jazz during the 20th century in the United States. Examines the most innovative jazz musicians and their music as well as their contributions to American culture through the use of extensive audio and video examples. [V]

American Women’s Literature: 19th- and 20th-Century Texts
5 credits
Examines primarily novels and short stories by American women authors from the 19th and 20th centuries. Explores women’s work, women’s education, women’s activism, marriage, motherhood and crimes committed against and by women. Addresses the construction of female identity and how American women authors revise American history and literature. [V]

American Women’s Literature
5 credits
Examines novels, short stories and poetry by contemporary American Indian women authors. Addresses racial and gender oppression, reservation life, acculturation, political and social emergence, as well as the leadership role of Native American women. Writers include Erdrich, Silko, Hogan, Tapahonso and Harjo. [V]

American Folklore
5 credits
Examination of the types of American folklore and the techniques of the folklorist. Topics may include: American folk heroes, folklore versus fakelore, Southern and New England archetypes, the rural mystique, sexism, violence and racism in folklore, printed folktale and modern folk heroes. [V]

Media Genres
5 credits
Study of genre, the thematic classification of films (e.g. westerns, musicals) and television programming. Specific topics will vary, but might include comedy, news/documentary, musical, and social-problem melodramas. [V]

Natural Science
Introduction to Environmental Science
5 credits
Provides an overview of physical and biological processes affecting the environment and exploration of current environmental issues. Topics may include earth system science, population and community ecology, evolution, conservation biology, water and air quality, natural resource management, and case studies relevant to the Pacific Northwest. Includes laboratory. [N]

Geohazards and Natural Disasters
5 credits
Provides a scientific foundation and understanding of the basic natural and physical processes driving what we perceive as geohazards and natural disasters. [N]

Physical Geology
6 credits
Examines the fundamental geological processes that govern how the earth works. Includes plate tectonics, the rock cycle, volcanism, seismicity, surface processes and earth resources. Includes required lab. [N]

Introductory Biology
6 credits
Covers ecology and evolution, including genetics, Mendelian inheritance, biodiversity of life forms, and conservation biology, as well as related chemical processes in the environment. First in a sequence of introductory biology courses for science majors. [N]
TESC 130  
**Introductory Biology II**  
6 credits / Prerequisite: TESC 120  
Provides a basic background in cell biology and development. Includes metabolism and energetics, structure and function of biomolecules, cell structure and function, and the chemical processes associated with these biological mechanisms. Second in a series of introductory biology courses for science majors. Includes required lab. [N]

TESC 140  
**Introductory Biology III**  
6 credits / Prerequisites: TESC 120 and TESC 130  
Focuses on plant and animal physiology and anatomy, in conjunction with applicable chemical processes. Third in a series of introductory biology courses for science majors. Includes required lab. [N]

TESC 141  
**General Chemistry I**  
6 credits  
Provides a basic background in the structure of matter, stoichiometry, chemical reactions, gases, chemical equilibrium, acids and bases and aqueous equiliria, as well as how these chemical processes affect biological mechanism. First in a series of general chemistry courses for science majors. Includes required lab. [N]

TESC 151  
**General Chemistry II**  
6 credits / Prerequisite: TESC 141  
Provides a basic knowledge in thermodynamics, electrochemistry, quantum mechanics and chemical bonding, as well as how these chemical processes affect biological organisms. Second in a series of general chemistry courses for science majors. Includes required lab. [N]

TESC 161  
**General Chemistry III**  
6 credits / Prerequisite: TESC 141 and TESC 151  
Provides a basic knowledge in covalent bonding, chemical kinetics, liquids and solids, solutions, and groups of elements, as well as how these chemical processes affect biological organisms in the environment. Third in a series of general chemistry courses for science majors. Includes required lab. [N]

TESC 213  
**Physical Forces in the Natural World**  
5 credits  
Focuses on physical principles with environmental applications. Explores physical processes that shape and form the environment. Studies the forces of nature and the properties of matter. Includes demonstrations and develops hands-on experiential skills. [N]

TESC 227  
**Earth History**  
5 credits  
Provides a scientific understanding of the physical and biological processes that have shaped the Earth over its 4.6 billion year history and relates this to issues facing society today. [N]

TESC 232  
**Issues in Biological Conservation**  
5 credits  
In this course we will consider some biological and social issues associated with species conservation in a world that is growing increasingly degraded biologically. It serves as an overview of the inter-disciplinary field of conservation biology. Additionally, one or more case studies (e.g. the cleanup of Lake Washington, the Exxon Valdez oil spill, federal listings of northern spotted owls and local salmon runs) from the Pacific Northwest will form fodder for our discussions as we explore the scientific and human elements of biodiversity decision making. [N]

TESC 236  
**Plants and People: The Science of Agriculture**  
5 credits  
Explores the benefits and costs of technological advances in global food production. Topics will include the origins of agriculture, plant and insect ecology, integrated pest management, genetic engineering and environmental risk assessment. [N]

TESC 237  
**Environmental Geology**  
6 credits / Prerequisite: TESC 300 or TESC 310 or equivalent or an introductory geology course or permission of instructor  
This course provides a geologic perspective on environmental issues by examining human impact on earth’s natural resources, as well as the physical environment’s impact on man and other living organisms. Natural hazards, land-use planning, earth resource conservation, disposal and recycling are studied through the application of geologic and hydrologic processes that affect environmental pollution and change. Required lab section includes hands-on activities, computer simulations, discussion, student presentations and field trips. [N]

TESC 238  
**Human Interactions with Marine Invertebrates**  
5 credits  
Considers myriad human interactions with marine invertebrates throughout history and across cultures. Reviews biology of major marine phyla and classes of animals without backbones. Addresses human-invertebrate interactions in ancient and modern aquaculture, aesthetic and culinary arts, experimental biology, bioinvasions, advertising, economics, anthropology, archaeology, and other spheres. [N]

TESC 239  
**Energy and the Environment**  
5 credits  
This course provides an overview of various renewable and nonrenewable energy resources, their distribution, availability, patterns of use and impact on the environment. It will evaluate relative energy efficiencies as well as political and economic impacts on energy use. [N]

TESC 241  
**Oceanography**  
5-6 credits / Prerequisite: TESC 300, TESC 310 or equivalent  
A study of the evolution, composition, structure, behavior and residents of the world’s oceans. This survey course covers all aspects of oceanography including the study of chemical, physical and biological properties of the ocean, as well as the geological characteristics of the basins in which the oceans reside. Required lab section includes hands-on activities, computer simulations, discussion, student presentations and field trips. Offered either with a required lab section (6 credits) or without a lab (5 credits). [N]

TESC 247  
**Maritime History and Science in the Pacific Northwest**  
5 credits  
Examines the Pacific Northwest maritime cultural heritage and investigates the scientific principles that affect ocean resources. Explores topics including the Northwest indigenous sea-going peoples, early American and European explorers, current maritime trade and policy and all aspects of oceanography. [N]

TESC 302  
**Ecology of Mt. St. Helens**  
7 credits  
Explores the natural history of and interaction among organisms in the Mt. St. Helens area. Focuses on area history, species interactions, and methods of field ecology. Includes lectures, a required weekend field trip, and follow-up research. [N]

TESC 304  
**Tropical Ecology and Sustainability**  
5 credits  
Explores biological and cultural aspects of tropical ecosystems. Integrates concepts from environmental science, ecology and evaluation in order to gain an understanding of tropical ecology. [N]

TESC 310  
**Environmental Research Seminar**  
3 credits  
This course introduces students to the essential skills and tools they need to succeed in upper-division environmental science courses. Students will be exposed to scientific ways of thinking, investigating, reading and writing. Students will also explore future employment and graduate school options and opportunities. [N]

TESC 315  
**Applied Physics with Environmental Applications**  
6 credits  
Focuses on physical concepts, with an emphasis on the application of physics and its underlying mathematics, including an exploration of current physical research within environmental contexts. Applied physical concepts include: Newtonian mechanics, work, heat and energy, systems of particles, collisions, and waves. Utilizes experimental skills with weekly lab activities. [N]
TESC 318 Biogeography
5 or 6 credits
Study of the distribution of plants and animals, as controlled by climate, geologic history and geographic location, dispersal, colonization, and invasion. Examines changes over time in distribution patterns as related to evolution, climate change, and human activities. Incorporates many disciplines including biology, ecology, anthropology, history, GIS, statistics, and geological sciences. [N]

TESC 319 Water Quality Concepts and Watershed Studies
5-6 credits
Investigates components needed to conduct a successful water-quality study within the focus of a watershed. Covers design concepts for environmental studies, goals and approaches to sample collection, and aspects of data review and analysis. Includes field sampling and laboratory exercises involving commonly measured properties in water studies. Offered either with a required lab section (6 credits) or without a lab (5 credits). [N]

TESC 321 Soils and Environmental Applications
5 credits
Discusses interactive aspects of soil composition and properties and their influence on the environment. Covers soils and hydrologic cycle, soil ecology and nutrients, soil erosion and aquatic sediments. Includes hands-on analysis of soils and field studies of soil properties. [N]

TESC 333 Environmental Chemistry
6 credits / Prerequisite: Two or three quarters Introduction to Chemistry sequence and TESC 300 or TESC 310 or equivalent
This course is designed to give students a background in basic environmental chemistry, with emphasis on practical applications for understanding aquatic systems. We will cover carbon, nitrogen, phosphorus, and sulfur cycles; gas exchange; alkalinity; and reduction/oxidation reactions. [N]

TESC 340 Ecology and its Applications
6 credits / Prerequisite: Two or three quarters Introduction to Biology sequence and TESC 300 or TESC 310 or equivalent
Ecology is the scientific study of the distribution and abundance of organisms and considers how they interact with each other and with their environments. This class focuses on key processes and interactions (e.g., population growth and regulation, competition, predation, various symbioses) needed for an understanding basic and applied ecology. Discussion of theory and data from a variety of habitats will be augmented by a lab section to include student presentations, primary literature analysis, computer simulations and/or field trips. [N]

TESC 343 The Atmosphere and Air Pollution
6 credits / Prerequisite: TESC 300 or equivalent or an introductory meteorology course or permission of instructor
This course serves as an introduction to the processes that determine weather and climate and investigates how these phenomena relate to air pollution. An overview of basic meteorological principles will be presented and applied to understanding global and local air pollution issues such as the greenhouse effect, the ozone hole, acid rain, photochemical smog and urban heating. Required lab section includes hands-on activities, computer simulations, discussion, student presentations and field trips. [N]

TESC 345 Pollution and Public Policy
5 credits
Examines issues in environmental contamination using case studies from the Pacific Northwest and elsewhere. Addresses relevant scientific information as well as public perception and policy aspects. Through written and oral assignments students gain the knowledge necessary to act as informed public stakeholders. [N]

TESC 349 Research at Sea
10 credits / Prerequisite: TESC 347
Explores current issues in oceanography of the Pacific Northwest. Students plan, design and implement research projects, work collaboratively in small research teams in a field setting, and present the results of their investigation at a scientific colloquium following the required cruise. [N]

TESC 362 Introduction to Restoration Ecology
7 credits / Prerequisite: TESC 300, TESC 310 or equivalent
Introduces ecological restoration of damaged ecosystems. Covers philosophical base of restoration as well as the social, biological and political forces that affect the success of any restoration project. Includes lectures, readings, case studies and field trips. [N]

TESC 402 History and Ecology of Biological Invasions
5 credits / Recommended: Prior coursework in the biological sciences
Explores the population dynamics and ecological impacts of non-indigenous species, their prevention and control, and the ways that exotic species threaten biodiversity and regional and global economies. Examines the rapidly advancing science of invasion biology in its historical and public policy contexts. [N]

TESC 404 Costa Rica Field Studies: Ecology and Community
10 credits
Integrates natural science, culture, and socioeconomic aspects of the neo-tropics with hands-on field experience in tropical ecology research. In addition to two weeks of intensive field study in Costa Rica, students complete relevant readings and do an independent field project to be negotiated with the instructor. [N]

TESC 408 Marine Plankton
6 credits
Investigates marine phytoplankton, marine zooplankton, and their interaction with each other and the environment. Includes field sampling and lab analysis of plankton, and oceanographic biological conditions. Examines plankton taxonomic characteristics related to plankton life-styles and estuarine biological processes and dynamics. [N]

TESC 410 Environmental Science Senior Seminar
3 credits / Prerequisites: TESC 310 and one of TESC 496, TESC 497, TESC 499 or TESC 462
Synthesizes environmental research methodologies and oral and written presentation skills in group projects developing grant proposals responding to published Requests for Proposals. Includes research presentation of individual environmental science capstone experiences in culminating course for the B.S. degree in Environmental Science. [N]

TESC 415 Sedimentology
6 credits / Prerequisite: TESC 337
Detailed and comprehensive analysis of the field of sedimentology including surface processes, sedimentary petrology, sedimentary environments, and stratigraphy. Includes lab and field trips. [N]

TESC 417 Field Geology
7 credits / Prerequisite: TESC 337
Provides students with a field-based knowledge of the geological environment of Puget Sound and Western Washington and an introduction to geological field techniques. Required weekly field trips during class time and two required oversight field trips. [N]

TESC 422 Evolution
5-6 credits
Examines the implications of Dobzhansky’s statement that “Nothing in biology makes sense except in the light of evolution.” Explores the idea and mechanisms of evolutionary change by evaluating the biological and geological evidence that makes organic evolution a unifying theme in the natural world. Discusses evolutionary issues in medicine, agriculture, biodiversity conservation and human affairs. Offered either with a required lab section (6 credits) or without a lab (5 credits). [N]
TESC 431 Water Resources and Pollution
7 credits / Prerequisite: TESC 300 or TESC 310 or equivalent and permission of instructor
This course investigates freshwater quantity and quality, with a focus on Pacific Northwest water-related issues. The availability and use of fresh water as a limited global resource will be evaluated. The physical and chemical aspects of various local aquatic environments will be explored through intensive field studies. [N]

TESC 433 Pollution Fate and Transport in the Environment
6 credits / Prerequisite: Two or three quarters Introduction to Chemistry sequence and TESC 300 or TESC 310 or equivalent
An introduction to the hydrological processes involved in the transport of contaminants in surface water and groundwater, and the factors that affect the fate of these pollutants in the environment (e.g. retardation, degradation and chemical reactions). Using case studies, the complex issues involved in remediation will also be examined. [N]

TESC 434 Biology, History and Politics of Salmon in the Pacific Northwest
5-6 credits
Explores issues such as the biology of salmon, habitat degradation and the impact of salmon loss on biological and social systems through the study of history and political economy. Offered either with a required lab section (6 credits) or without a lab (5 credits). [N]

TESC 435 Limnology
7 credits
Introduces students to sampling methods, analytical tools, and scientific concepts related to the study of freshwater lakes and streams and the impacts of natural and anthropogenic processes on these water bodies. Topics of study include physical processes, biological systems, and aquatic chemistry, focusing on human-impacted water bodies. [N]

TESC 438 Environmental Biology: Marine Invertebrates
6 credits / Prerequisite: Two quarters introductory biology.
Examines the structure, function, life histories, ecology and evolution of major groups of marine invertebrate animals. Lectures, discussions, images and library research are augmented by laboratory work with live organisms whenever possible. Integrates details of biodiversity with issues and concepts from ecology and environmental science. [N]

TESC 442 Marine Ecology
7 credits / Prerequisites: TESC 340 or TESC 438, an introductory biology series and permission of instructor
This field-intensive course will be a hands-on exploration of the natural history of and interactions among marine organisms, emphasizing cold-water intertidal invertebrates and seaweeds. In all-day and weekend-long field trips to Friday Harbor, Washington’s Outer Coast, and around Puget Sound, students will become acquainted with the organisms, species interactions and research methods of marine ecology. Special topics lectures may include biology of coral reefs, kelp forests, estuaries, marine fisheries and marine conservation. [N]

TESC 445 Estuarine Field Studies
7 credits / Prerequisite: TESC 341
Investigates saltwater estuarine systems with a focus on Pacific Northwest water-related issues. Uses intensive field studies to explore various aspects of the physical, chemical, biological and geologic conditions in a range of local saltwater environments in Puget Sound. [N]

TESC 452 Plants, Insects and their Interactions
7 credits / Prerequisite: TESC 340 or permission of instructor
Emphasizes hands-on exploration of the natural history and ecology of plants and insects and interactions amongst them. A series of all-day field trips will focus on biological issues relevant to resource management and agricultural production in different sites around Puget Sound. [N]

TESC 462 Restoration Ecology Capstone: Introduction
2 credits / Prerequisite: TESC 362
The first of a three-course capstone sequence in restoration ecology. Reviews and assesses project plans and installations. Meets with members of previous capstone classes to review projects. Offered jointly with BES 462/ EHUF 462. [N]

TESC 463 Restoration Ecology Capstone: Proposal and Plan
3 credits / Prerequisite: TESC 462
Student teams prepare proposals in response to requests for proposal (RFPs) from actual clients. Clients may be government, nonprofit organizations and others. Upon acceptance of the proposal, teams prepare restoration plans. Offered jointly with BES 463/EHUF 463. [N]

TESC 464 Restoration Ecology Capstone: Restoration Project Implementation
5 credits / Prerequisite: TESC 463
Takes the restoration plan developed in TESC 463 and completes the installation. Participation may include supervision of volunteers. Prepare management guidelines for the client and conduct a training class for their use. Offered jointly with BES 464/EHUF 464. [N]

TEST 221 Environmental History: Water
5 credits
Examines the historical relationship between water and fire, irrigation, grazing, mining, deforestation, and urbanization upon the regional and global environment. Using case histories based on water, emphasizes the sources and methods historians use to study environmental change over time. [N]

TEST 332 A Natural History of Garbage
5 credits
Examines past and present practices of disposing of civilization’s detritus. Uses methods of historical inquiry and environmental studies to get at the roots of one of the fundamental issues confronting the industrialized world: the disposal of waste. Research-based and includes field work. [N]

TEST 333 Environmental Policy Application and Compliance
5 credits
Covers practical environmental regulatory compliance. Develops, through hands-on experience, an understanding of the systems, procedures and forms required for routine environmental compliance. Explores how business, government and the private citizen interact with environmental regulations. [N]

TEST 380 Study Abroad: Comparative International Perspectives on Cities and the Environment
15 credits
Interdisciplinary approach to integrating urban and environmental issues in two or more world cities. Includes site visits and interactions with foreign scholars and practitioners. Topics may include coastal development, transportation, parks, marine conservation, indigenous cultures, environmental planning, gentrification, urban governance, and watershed management. Offered jointly with TURB 380. [I][N]

TEST 403 Geography of the United States of America and Canada
5 credits
Regional study of the United States and Canada based upon physical and cultural features. Examines continental and regional variations in terrain, climate, vegetation, economic, and social life of the United States and Canada, with emphasis on geographical principles, sources of data, and techniques of investigation. [N]
Ideas, Beliefs and Cultural Patterns

TIBCG 350 Contemporary Search for Meaning 5 credits
What is the meaning of life? What do we even mean by that question? Do our lives need to have a purpose? Do we need to be part of something bigger than ourselves? Are we free to create the meaning of our own lives, or is there a deep meaning "out there" to be discovered? This course surveys various attempts, both philosophical and non-philosophical, to answer these and related questions. Special attention will be paid to how philosophers in the last century have approached (or avoided) the question of existential significance. [I]

TIBCG 353 The End of the Modern World (1600-2000) 5 credits
The “modern” period will probably be dated in history books as running from 1600–2000, identified as such not only by the rise of science and technology but also by a characteristic set of fundamental images and assumptions. This course will investigate the origin and influence of these images and assumptions and discuss the forces that are undermining them. It will conclude with a consideration of what may replace them in the course of the next few decades. [I]

TIBCG 361 Ethics in Society 5 credits
Study of the meaning, nature, legitimacy, criteria and foundations of moral judgment. The course explores ethics as a branch of philosophy while focusing on particular ethical problems, such as war, race, abortion, justice, sexuality, medical issues of life and death, the environment, and the transactions of the business world. [I] [V]

TIBCG 362 The Beautiful and the Good: Philosophy’s Quest for Value 5 credits
Examines ideas about the beautiful and the good in the history of philosophy. Includes ideas of early thinkers and how they were adopted, transformed or rejected by later thinkers. Studies different ideas from the history of philosophy about what the beautiful and the good are, how we know them and how we achieve them. [I]

TIBCG 363 Philosophical Perspectives on the Environment 5 credits
A study of the philosophical thinking and wisdom attending an inherent valuation of the natural environment. Emphasis is placed upon critically exploring the philosophical and natural history writings and/or expressions of primal traditions and seminal thinkers including Thoreau, Muir, Leopold and Naess. In addition, the ongoing philosophical dialogue attending the contemporary environmental crisis will be examined. [I] [N]

TIBCG 437 Technology in the Modern World 5 credits
Examines social, cultural and historical studies of the role of technology in the modern world. Themes include: the unintended consequences of new technologies; the relationship between technology and the environment; production and consumption; and technology’s role in forming divisions along lines of race, class and gender. [I]

TIBCG 440 Medieval Technology 5 credits
Examines the nuts and bolts of medieval urban life while exploring larger themes of the gendering of labor, the rebirth of cities, the uneasy relationship to Islamic civilization, and the destruction of the natural world. [I]

TIBCG 448 Arts Administration 5 credits
Surveys and analyzes the social, cultural, economic and creative foundations of cultural management and arts administration. Emphasis is placed upon critical and creative thinking in evaluating the role and function of nonprofit arts institutions within the complex fabric of contemporary society. [I]

TIBCG 449 Museum Studies 5 credits
Introduction to the history, philosophy, organization, administration and practice of museums. Changing emphasis on the role of museums in cultural, socioeconomic and political contexts; collection management, exhibition and program planning, education, cultural tourism, community outreach and marketing. [I]

TIBCG 452 Anti-Semitism and the Holocaust 5 credits
Historical, cultural, psychological, philosophical and artistic approaches to understanding the Holocaust, including an examination of the role of anti-Semitism, Naziism, eugenics, bureaucracy, technology, attitudes and participation of “ordinary Germans,” and the role of army and police units in its formation and execution. Explores implications of the Holocaust for contemporary life. [I]

TIBCG 453 Health, Illness and Culture 5 credits
This course will explore meanings of health and illness in contemporary American culture. We will also consider historical, cross-cultural and literary examples. Conversely, health, illness and therapeutic and preventive practices provide crucial insights into aspects of American culture and society. [I]

TIBCG 454 Seminar on Health and Culture 5 credits / Prerequisite: Permission of instructor
Historical, anthropological and sociological approaches to the meaning of health in modern and contemporary cultures. Exploration of how the expansion of medical, political and educative discourses about health and health hazards have shaped consciousness, identity and social practice. Seminar format (discussion-based class sessions and presentation of library research). [I]

TIBCG 455 Medicine and Morality: Issues in Biomedical Ethics 5 credits
Provides students with knowledge of ethical theory which is then applied to questions in medicine such as right to die, allocation of scarce medical resources, informed consent and patient confidentiality. [I] [V]

TIBCG 456 Environmental Ethics 5 credits
Critical exploration of selected philosophical and literary texts pertinent to ethics attending the natural environment. Topics for consideration may include animal and nature rights, social ecology, natural value (instrumental, inherent, intrinsic), anthropocentrism versus deep ecology, and environmental aesthetic theory. [I] [V]

TIBCG 458 Ways of Knowing 5 credits
An investigation of the key concepts and problems involved in the analysis and appraisal of human knowledge and critical thought. An effort will be made to discern the difference between truth and falsity, knowledge and opinion, correct and incorrect judgment and how these are critically grounded. Different theories of knowledge will be studied. [I]

TIBCIN 220 Premodern East Asia 5 credits
Examines premodern China, Japan, Korea and Vietnam from their earliest origins to the mid-eighteenth century. Considers social, cultural, political, economic and intellectual developments within a historical framework. [I]

TIBCIN 221 Modern East Asia 5 credits
Examines Modern East Asia, focusing on China, Japan, Korea and Vietnam from the mid-eighteenth century to the present. Considers social, cultural, political, economic and intellectual developments within a historical framework. [I]

TIBCIN 281 Ancient Literature of Western Civilization 5 credits
Examines works of literature and philosophy of ancient Western civilization as the foundation for subsequent Western writing and thought. May include Homer’s Odyssey, Sophocles’ Oedipus the King, Plato’s Apology, and Virgil’s Aeneid. [V]
TIBCIN 282 Medieval and Renaissance Literature of Western Civilization

5 credits
In this course we will examine critically works of literature and literary theology from the medieval and Renaissance eras in Europe. Works we can call “archetypes” since they became the foundation for subsequent European writing and thought of all kinds. To include Dante’s Inferno, Shakespeare’s Hamlet, and Milton’s Paradise Lost. [V]

TIBCIN 283 Modern Literature of Western Civilization

5 credits
Examines literary works of Western civilization from the modern era, works important to subsequent Western writing and thought of all kinds. May include Swift’s Gulliver’s Travels, Goethe’s Faust, Kafka’s short stories, and Woolf’s Mrs. Dalloway. [V]

TIBCIN 352 Cultural Geography

5 credits
Cultural components and the analysis of the role of culture in the formation of landscape patterns and the development of a sense of place. Emphasizes issues and problems generated by globalization. [I]

TIBCIN 354 History of the Concept of Culture

5 credits
Investigation of the history of the concept of culture, from its origins in the 19th-century notions of “race” and “evolution,” through its later development in 20th-century popular and anthropological usages. [I]

TIBCIN 355 The Mind of Modernity

5 credits
Looks at how since the 16th century, new and competing ways of understanding ourselves, the natural and human worlds, and our place in them, have defined European modernity. Materials are a selection of original artistic, scientific, philosophical and literary texts. Reading, discussion and writing will be emphasized. [I]

TIBCIN 357 The Greek Mind and Imagination

5 credits
An exploration of what makes the contribution of the Greeks so unique in the formation and heritage of Western civilization. The course examines some of their major human expressions and achievements in art, philosophy, literature and history. It attends to the continuing influence of these ideas, values and institutions on the world today. [I]

TIBCIN 358 History of Philosophy: Medieval and Modern

5 credits
Though the ideas of philosophers appear very different, there is continuity in the concerns of thinkers from different places and eras. Such continuity is apparent as one examines medieval and early modern philosophers such as Augustine, Aquinas, Descartes, Hume and Kant as they address questions about reality, thought, the beautiful and the good. [I]

TIBCIN 360 History of Philosophy: Modern and Contemporary

5 credits
Examines movements including idealism, pragmatism and existentialism in historical context to discover ways in which they are responses to past ideas and ways in which they are new. Focuses on the way issues in philosophy remain the same even as ways of thinking about them change. [I]

TIBCIN 365 Hinduism and Buddhism

5 credits
Hinduism and Buddhism, two of the world’s most ancient religious traditions, both originated in India, and claim well over half a billion followers in the modern world. This course will present the radically different (from conventional Western) perspectives they offer on the context and meaning of human existence. [I]

TIBCIN 366 Islam

5 credits
This course will investigate the history and forms of Islam, the predominant religion of the Middle East. Particular attention will be devoted to understanding values, views and assumptions that are often quite different from those familiar in the secular societies of the West. [I]

TIBCIN 367 East Asian Religions: Zen and Taoism

5 credits
Study of Taoism as a characteristic East Asian worldview and of Zen as an East Asian reshaping of Indian Buddhism. Reading and discussion of Taoist and Zen materials. [I]

TIBCIN 390 Preparation for Study Abroad

1-5 credits; max. 5 credits
Prepares students for extended study abroad experiences by examining the history, culture, politics, arts of the host country. Encourages reflection on and preparation for intercultural experience through a psycho-social lens. [I][V]

TIBCIN 450 Contemporary Theories of Culture (Seminar)

5 credits
Recent anthropological theory and contemporary cultural theory. The course will be organized either around trends in cultural theory, such as structuralism and semiotics, British cultural studies, critical theory and postmodernism; or topically, such as ideology, culture, and cultural resistance; ethnocentrism, relativism; class and race; the social body; self and other; gender and sexuality. May be repeated for credit with instructor’s approval. [I]

TIBCIN 451 Renaissance Europe

5 credits
Development of Renaissance humanism and its influence on culture, politics and society in 14th, 15th and 16th century Europe and beyond. [I]

TIBCIN 452 Art, Culture and History of the Eternal City

10 credits
Uses Rome as a laboratory to understand the role of art, history, and urbanism in the development of Western culture. Addresses the many facets of the cultural development of Rome and Italy, including geography, history, urban design, art, and architecture. Research-based and includes extensive fieldwork. [I]

TIBCIN 453 Ancient Greek Tragedy

5 credits
Examines selected tragedies of Aeschylus, Sophocles and Euripides. [V]

TIBCIN 455 Medieval Quests

5 credits
In this course we will examine critically important works of literature, philosophy and theology from the medieval era, broadly construed. With special attention to the theme of the “quest,” we will read Augustine’s Confessions, Beowulf, The Quest of the Holy Grail, Sir Gawain and the Green Knight, and Don Quixote. [V]

TIBCIN 456 Postcolonial Studies: African Perspectives

5 credits
Investigates postcolonial cultures located in Africa. Situates the political, personal and historical dimensions of international and institutional hierarchies in Africa and the African diaspora. Examines African philosophy, literature, art, folklore and history as sources of postcolonial nationalism. [I]

TIBCIN 461 Religion and Church in Latin America

5 credits
This course is an interdisciplinary examination of the political, social and cultural implications of religion in Latin America. The course will cover four major themes: (1) the history of the Catholic Church and its influence on politics and socio-economic structures, (2) religious syncretism, (3) liberation theology and (4) changes occurring in contemporary Latin American Christianity. [I]

TIBCIN 462 African Folklore and Literature

5 credits
Explores oral and written traditions in Africa. Emphasizes how the aesthetics of storytelling and dialogue shape the production of narrative in contemporary African contexts. Explores anthropological, literary and historical approaches in viewing the aesthetic qualities of African folklore and literature. [I]
TIBCUS 463
God: East and West
5 credits
“God” (a personal Supreme Being who created the world) is the way of understanding the Ultimate most familiar to the Western world. There are, however, a number of alternative ways of understanding the Ultimate richly exemplified in non-Western religious traditions. In this course we will consider both Western and Eastern approaches and examine their ramifications for the way human beings have thought. [I]

TIBCUS 466
Modernity and its Critics
5 credits
A consideration of various attempts to specify and critique the contours of Western modernity—in culture, philosophy and political economy. Themes selected will include the impact of Cartesian philosophy, science and rationality on our concepts of the world, ourselves, our bodies, time and human relations. [I]

TIBCUS 490
Society and Culture in Cuba
15 credits
Examines the history, culture, language, and politics of Cuba, as well as the psychological experiences and processes of living and studying abroad. Classes held at the University of Cienfuegos, Cuba. [I][IV]

TIBCUS 260
American Political Theory
5 credits
Considers major issues and traditions in American thinking about democracy, citizenship, membership and justice. The focus is on works by important thinkers from the Founding to the 20th century. Includes conflicting visions and tensions associated with the demands of newly rising social groups, and American identities. [I]

TIBCUS 365
North American Indian Traditions
5 credits
A comparative exploration of the major traditional practices developed in Native North America. Special attention is given to world view, religious expression, the problems of change, and the contemporary viability of core elements associated with these traditions. [I]

TIBCUS 430
Introduction to Public History
5 credits
This course introduces students to the major issues and questions addressed by historians who work in the public sphere. Central themes include the interpretation of history, the role of history in popular culture, issues and aims in exhibiting history, the politics of public history, and historic preservation. [I]

TIBCUS 451
Cultural Studies (Seminar)
5 credits
Selected themes in American and/or other industrial cultures. Themes and readings will vary and may include: advertising; consumption and the middle class; the culture of work; youth subcultures; urban ethnography; gender and sexuality; individualism and community; culture and personality; and the therapeutic culture. May be repeated for credit with instructor's approval. [I]

TIBCUS 459
African-American Culture and Consciousness
5 credits
Examines African-American culture and consciousness from slavery to the present. Readings focus on the construction of African-American culture, racial identity, social consciousness, political thought, oppression and resistance and the confluence of race, class and gender in shaping cultural expressions such as blues, jazz, hip-hop and aesthetics. [I]

TIBCUS 460
African-American Religious History
5 credits
Examines African-American religious practices from slavery to the present. Focuses on the role of religion in African-American culture, racial identity, social consciousness, political thought, oppression and resistance, and the confluence of race, class and gender shaping Christianity, Islam and traditional forms of African worship. [I]

TIBCUS 461
History of Religion in America
5 credits
Examines the significance of religion in American society from European colonization to the twentieth century. Topics include Puritanism, revivalism, women, slavery, ethnicity and immigration and pluralism. [I]

TIBCUS 464
Native American Cultural Areas
5 credits
Explores the religious traditions of a specified North American cultural area. A particular course of study is offered on the following rotation: a.) Arctic-Subarctic, b.) Eastern Woodlands-Southeast, c.) Plains- Basin, d.) Southwest-California, and e.) Northwest Coast-Plateau. Mythological themes, metaphysical beliefs, values and ritual practices are explored for each cultural area. May be repeated for credit with instructor's approval. [I]

TIBCUS 465
African-American History: 1945 to the Present
5 credits
Examines African-American history from 1945 to the present. Focuses on African-American culture, racial identity, social consciousness, political thought, oppression and resistance, and the confluence of race, class and gendering in shaping Black culture, politics and society. Explores U.S. history through the lens of African-Americans. [I]

TIBCUS 466
Life and Thought: Martin Luther King, Malcolm X and Angela Davis
5 credits
A readings/discussion seminar exploring the experiences and thinking of three well-known leaders of African-American protest in the 1960s. Students interpret black radicalism in that era and the relationship of these three analysts and activists to their times and to the present. [I]

Political Science

TPOLS 202
Introduction to American Politics
5 credits
Institutions and politics in the American political system. Ways of thinking about how significant problems, crises, and conflicts of American society are resolved politically. [I]

TPOLS 203
Introduction to International Relations
5 credits
The world community, its politics, and government. [I]

TPOLS 204
Introduction to Comparative Politics
5 credits
Political systems in a comparative framework. Traditional and contemporary approaches to the study of governments and societies in different countries. [I]

Psychology

TPSYCH 100
Introduction to Psychology
5 credits
Surveys major areas of psychological science, including human social behavior, personality, psychological disorders and treatment, learning, memory, human development, biological influences, and research methods. Related topics may include sensation, perception, states of consciousness, thinking, intelligence, language, motivation, emotion, stress and health, cross-cultural psychology, and applied psychology. [I]

TPSYCH 210
Abnormal Psychology
5 credits
Historical and current definitions, theory and research concerning abnormal psychological behavior. Major categories of psychopathology, including related treatment approaches. Assignments include: illustrative case studies, written critical perspectives of course materials, and interpretative analysis of major topics in field. [I]

TPSYCH 212
Child Abnormal Psychology
5 credits
Examines historical and current definitions, theory, and research concerning child and adolescent abnormal behavior. Covers major categories of psychopathology, including related treatment approaches. Includes illustrative case studies, written critical perspectives of course materials, and interpretative analysis of major topics in the field. [I]
TPSYCH 220
Lifespan Development
5 credits / Prerequisite: TPSYCH 100
Explores human cognitive and psychosocial development across the lifespan. Covers theories, methodologies, and research findings using a lifespan approach, which examines continuity and change from conception to death and the interaction of biological, psychological, and social aspects of development. [I]

TPSYCH 230
Educational Psychology
5 credits
Explores individual learning and the educational process. Emphasis on theories of cognition, personal/social/moral development, learning differences, and motivation. Covers cultural/community influences on the learner and educational process. Includes overview of teacher roles, classroom management, educational assessment. [I]

TPSYCH 240
Social Psychology
5 credits
Surveys the major areas of social psychology, the science of human behavior in social situations. Emphasizes understanding of the important methods, terms, theories and findings in social psychology. [I]

TPSYCH 300
History and Systems of Psychology
5 credits
Examines historical, current and theoretical systems in psychology, such as psychoanalysis, behaviorism and existentialism. Offers a critical and philosophical examination of the field of psychology and its relationship to other disciplines. [I]

TPSYCH 301
Psychology of Adjustment
5 credits
Examines research and theory focused on how people and organizations cope with change. The place of change in theories of human development, the mechanisms by which change is assumed to occur, strategies for managing change at the personal, organizational and societal level are discussed as well as the relationship between stress and social disorder and change. [I]

PSYCH 305
Statistical Methods for Psychology
5 credits
Examines notions and methods of descriptive and inferential statistics and statistical reasoning. Focuses on inferential statistics and provides an introduction to the probability theory. Concentrates on interpretation of statistics as it relates to the field of psychology. [Q]

TPSYCH 311
Personality Theory
5 credits
Covers the major theories of personality. Analyzes the personalities of famous individuals according to various theorist perspectives. [I]

TPSYCH 320
Race, Class and Gender Contexts of Child Development
5 credits
Explores how cultural contexts that include racism, classism, and sexism, as well as other contexts, such as school, family, and neighborhood, differentially shape the experiences of children. Applies these contexts to specific topics, such as cognitive development, identity, moral development, families, peers, and media. [I]

TPSYCH 321
Adolescent Psychology
5 credits
Explores the multiple contexts of adolescents' lives, including the interactions of biology, psychology, and sociocultural aspects of development. [I]

TPSYCH 322
Adult Development
5 credits
This course examines adult development, beginning with the transition to adulthood through young, middle and old adulthood. Special attention is placed on examining diverse individual experiences and social/cultural/contextual factors in the United States and their effect on the changes, choices, opportunities, and paths through adulthood. [I]

TPSYCH 340
Mental Illness Across Cultures
5 credits / Prerequisite: TPSYCH 210
Examines how mental illness is understood by different cultures and in different historical periods. [I]

TPSYCH 401
Family Violence
5 credits
Family violence is a pervasive social problem. This course offers a comprehensive interdisciplinary investigation of this topic. We will explore the history, theoretical explanations, causes and consequences of family violence, including intimate-partner violence, date and marital rape, elder abuse, and child physical and sexual abuse. [I]

TPSYCH 402
Human Sexuality
5 credits
The major objectives of this course are to: provide practical information about human sexuality, including biological, sociological, and psychological material, research methods, and current issues; to provide an opportunity to take the material learned and apply it to everyday situations, particularly those of a psychological nature. [I]

TPSYCH 403
Psychology of Black Women
5 credits
Applies a psychological and feminist framework to the examination of black women's lives and development. Emphasis on the coping techniques used by black women throughout history. Topics include mental health, violence, male-female relationships, and cross-racial friendships. [I]

TPSYCH 404
Psychology of Food and Culture
5 credits
Examines the social, symbolic and political-economic roles of food and eating. Examines cultural, ethnic and gender issues in relation to the production and consumption of foods, as well as the neurobiological effects of certain foods on brain activity. [I]

TPSYCH 405
Body Image and the Psychology of Appearance
5 credits
Examines the individual and social forces that shape body image, and psychological and physical correlates of body image. Influence of physical appearance on social perception will be covered, and adaptation to social/psychological appearance demands in terms of both problems, such as eating disorders, and resistance. [I]

TPSYCH 406
Chemical Dependency
5 credits
Examines the biological, psychological, social and cultural factors involved in drug dependency and their influence on families. Explores theoretical concepts and practical situations related to family roles resulting from drug dependency. Examines prevention, intervention, treatment and 12-step programs including those related to various ethnic and cultural groups. [I]

TPSYCH 407
The Cultural Context of Developmental Psychology
5 credits
Extends understanding of basic child development by critiquing and placing in cultural context Western models of development and methodologies used to search for universal development. Explores importance of culture to understanding developmental processes and the political nature of developmental psychology. [I]

TPSYCH 409
Group Counseling and Dynamics
5 credits
Examines group work, group processes, patterns of communication, group and individual goal-setting, leadership, personal control, decision-making, self-esteem, and cultural factors. Includes role-playing and simulations and group participation.

TPSYCH 410
Existential Psychology
5 credits
Examines the philosophical and literary movement of existentialism and its impact on clinical psychology. [I]

TPSYCH 411
Psychology and the Arts
5 credits
Examines psychological theories and research related to creativity and the mind using literature, film, music and empirical research. [I]
TQS 114
Psychology of Contemporary African-American Culture
5 credits
Examines issues of contemporary African-American culture using an interdisciplinary approach and a psychological perspective. Topics include arts and media representations, political involvement, language, identity development, and personal relationships. Emphasizes social context as a way to better understand the psychological functioning of individuals of African-American descent. [I]

TQS 115
Issues in Social Psychology
5 credits; max. 10 credits
Examines the social context and influence of social movements such as hip-hop, black power, and feminism. Analyzes forms of popular culture from the perspective of social psychology. Topics vary. [I]

TQS 116
Freud and His Critics
5 credits
Examines the work of Sigmund Freud, its impact on clinical psychology, and historical and contemporary criticisms of this theoretical school. [I]

Quantitative Studies
TQS 107
Mathematics: A Practical Art
5 credits / Prerequisite: score of 49% on MATHA placement test, score of 35% on MATHPC placement test, or score of 56% on MATHEA placement test
Focuses on the important ideas of mathematics and mathematical methods of investigation with application to real life problems. Covers selected topics in arithmetic, geometric, probability and statistics. For students who have at least 1.5 years of high school algebra and do not plan to take additional mathematics. [N][Q]

TQS 110
Introductory Statistics with Applications
5 credits
Addresses introductory statistical concepts and analysis in modern society. Includes descriptive statistics, graphical displays of data, the normal distribution, data collection, probability, elements of statistical inference, hypothesis testing, and linear regression and correlation. Practical examples used to demonstrate statistical concepts. [N][Q]

TQS 111
Algebra with Applications
5 credits / Prerequisite: score of 49% on MATHA placement test, score of 35% on MATHPC placement test, or score of 56% on MATHEA placement test
Examines the use of graphs and algebraic functions in business, economic, life and social sciences. Covers algebraic graphical manipulations to solve problems. Applies polynomial, exponential and logarithmic functions to describe phenomena in the real world. [N][Q]

TQS 210
Intermediate Statistics with Applications
3-5 credits / Recommended: TQS 110 or equivalent
Investigates intermediate concepts of statistical inference and testing using statistical software for analysis. Analyzes datasets and examples from a variety of disciplines such as environmental and social science. Includes critical review of scholarly reports. Continuation of TQS 110. [N][Q]

TQS 211
Calculus and Its Practical Applications
5 credits / Prerequisite: Pre-calculus
This course involves the study of calculus and its applications in science and business. Calculus is the mathematics of motion and change. Topics include: advanced functions and their limits, maximums and minimums, rates of change or derivatives, and areas or integrals. Functions are analyzed graphically using computer techniques. [N][Q]

TQS 213
Calculus and Its Practical Applications II
5 credits / Prerequisite: TQS 211
Covers advanced calculus and probability. Includes differential equations, functions of several variables, density and distribution functions. Stresses deep understanding of the main concepts and the usage of those concepts for mathematical modeling and application in science and business. [N]

TQS 214
Analytical Thinking
5 credits
Develops problem-solving skills, decision-making methods, and precise written formulation of ideas through elementary mathematics. Emphasizes logical thinking and precise formulation of statements rather than mathematical formulae and theorems. Analyzes real life problems and situations; examines optimal decisions/solutions. No specialized mathematical skills required. [Q]

Spanish
TSPAN 101
Elementary Spanish I
5 credits / Prerequisite: score of 0-15 on SP100A placement test if Spanish is language of admission
Methods and objectives are primarily oral-aural.

TSPAN 102
Elementary Spanish II
5 credits / Prerequisite: either SPAN 101, or score of 16-44 on SP100A placement test
Methods and objectives are primarily oral-aural.

TSPAN 103
Elementary Spanish III
5 credits / Prerequisite: either SPAN 102, SPAN 110 or score of 45-69 on SP100A placement test
Methods and objectives are primarily oral-aural.

TSPAN 110
Basic Spanish Review
5 credits / Prerequisite: score of 10-44 on SP100A placement test
Covers the equivalent of 101 and 102 to prepare for 103. May not be taken in addition to 101 or 102.

TSPAN 121
Spanish Immersion I
5 credits / Prerequisite: score of 0-15 on SP100A placement test if Spanish is language of admission
Covers the equivalent of elementary Spanish (SPAN 101, 102, 103) through an alternative “planned immersion” method.

TSPAN 122
Spanish Immersion II
5 credits / Prerequisite: TSPAN 121
Covers the equivalent of elementary Spanish (SPAN 101, 102, 103) through an alternative “planned immersion” method.

TSPAN 123
Spanish Immersion III
5 credits / Prerequisite: TSPAN 122
Covers the equivalent of elementary Spanish (SPAN 101, 102, 103) through an alternative “planned immersion” method.

TSPAN 134
Intensive First-Year Spanish
15 credits
Equivalent of 121, 122, 123. Employs “planned immersion” method. Not open for credit to students who have taken TSPAN 121, 122, 123 or 102, 103.

TSPAN 199
Foreign Study: Elementary
2-16 credits, max. 16
Elementary instruction in approved foreign study program. Students who wish to satisfy foreign language proficiency requirement must see the faculty adviser and may be required to take additional courses through 103.
TSPAN 201  
Intermediate Spanish I  
5 credits / Prerequisite: either SPAN 103, SPAN 123, SPAN 134, score of 70-100 on SP100A placement test, minimum score of 51 on SP TL placement test, or score of 0-75 on SP200A placement test  
Intensive practice in speaking, reading, and writing. Review of Spanish grammar. Oral practice based on literary and cultural readings. [V]

TSPAN 202  
Intermediate Spanish II  
5 credits / Prerequisite: either SPAN 201 or score of 76-145 on SP200A placement test  
Intensive practice in speaking, reading, and writing. Review of Spanish grammar. Oral practice based on literary and cultural readings. [V]

TSPAN 203  
Intermediate Spanish III  
5 credits / Prerequisite: either SPAN 202, SPAN 210, or score of 146-165 on SP200A placement test  
Intensive practice in speaking, reading, and writing. Review of Spanish grammar. Oral practice based on literary and cultural readings. [V]

TSPAN 210  
Accelerated Intermediate Spanish  
5 credits / Prerequisite: either TSPAN 103, 123, or 134  
Merges TSPAN 201 and TSPAN 202. Designed to build listening, speaking, reading, and writing skills and to expand knowledge of culture and literature of the Spanish-speaking world. [V]

TSPAN 299  
Foreign Study: Intermediate  
2-16 credits, max. 16  
Intermediate instruction in approved foreign study program. Further study at 200 level subject to placement test score. [V]

TSPAN 393  
Foreign Study  
2-10 credits, max. 20 / Prerequisite: either TSPAN 301, 310 or 314, any of which may be taken concurrently  
Study in Spanish speaking country outside the standard Spanish curriculum of the University of Washington. [V]

States and Markets  

TSMG 312  
Economics in Modern Society  
5 credits  
Offers a matter-of-fact understanding of the economic system we live in. Covers economic concepts and research on an institution of choice, such as the commercial enterprise, banking, the new economy, the environment and the agricultural sector, and the prison system. [I]

TSMG 331  
Theories of Economic Development and Social Change  
5 credits  
Introduction to the major theories on Third World economic development and social change in the post-World War II period. Examines the historical evolution of these theories and the important debates surrounding them, and critically assesses the theories in light of late 20th-century development experience in both western and non-western contexts. Major theories include liberal, Marxist, modernization, dependency, world systems, and the "new comparative political economy." [I]

TSMG 367  
Utopias  
5 credits  
Explores the ideal society of the classical era and the Renaissance, and contrasts these early visions with the modern models of mass society and competitive markets in the light of the revolutionary experiences of the 19th and 20th centuries. Covers Utopian literature, political philosophy, economics, art and music.

TSMG 420  
Women in the Global Economy  
5 credits  
Explores impact of "modernization" and "development" on the status and roles of women in selected Western and non-Western societies. Critical analysis of assumptions about women's responses to social change which have guided research and development planning. Examines cultural practices, economic arrangements and government policies in order to understand opportunities and obstacles confronting women in developing countries today. [I]

TSMG 422  
Political Economy of Technological Change  
5 credits  
Discusses the various ways technological change is conceptualized. Argues that technological change is both radical and incremental and is an outcome of economic, socio-political and cultural conditions. Seeks to show the complex dynamics underlying technological change, including bargaining, technology transfer, "learning-by-doing" and the role of the state in both industrialized and developing societies. [I]

TSMG 424  
International Business and Development  
5 credits  
Study of the ways in which interactions between states, local business, multinational enterprises and political agencies produce uneven levels and rates of development in different countries. The course examines the question whether economic and technological backwardness will be a permanent feature of the modern world. [I]

TSMG 426  
The Nature of Money  
5 credits  
Investigates the nature of money. Historical analysis of paper and metal money, bank credit and financial transactions, from antiquity to the present provides an understanding of the immense power of construction, destruction and suggestion that is exercised by this enigmatic means of payment. [I]

TSMG 440  
Political Geography: Territory, State and Society  
5 credits  
Introduction to political geography from the perspective of political economy and the politics of difference. Discusses both critical approaches to human geography and geographical interpretations of the state. Emphasizes spatial dimensions of capitalist development as mediated by urban, national and global politics. [I]

TSMIN 200  
International Interactions  
5 credits  
Interdisciplinary study of the interactions of diverse societies and traditions in the modern world. Topics may include: revolution, ecology, group and individual identity, nationalism and oppression, economic development and social change, world views, art and spiritual life. Content and approach will vary with the instructors. [I]

TSMIN 224  
Modern Latin America  
5 credits  
A multidisciplinary examination of Latin America with a social science emphasis. The course includes a brief history of the region, sociological analysis of various Latin American institutions (the Church, the military, the labor movement, etc.), a consideration of migration issues and development economics, and a brief section on culture. The course concludes with an examination of contemporary Latin American political and social issues. [I]

TSMIN 229  
Making of Modern Africa  
5 credits  
This course aims at seeing how Africa's societies came to be as they are today. The course concentrates on international and global movements of capital, technology, commodities, people and ideas and with their effects on the way people live. It will focus on the part played by Africa and African peoples in these global movements. [I]
TSMIN 310
Modern European Political Theory
5 credits
Examines the emergence and development of modern European political thought through selected works by some of its most important exponents. Analyzes answers to questions about the nature of a political community, about citizenship and rights, and about the evolving meaning of freedom, equality and democracy. [I]

TSMIN 311
International Human Rights
5 credits
Team-oriented research on the historical origins, theories, basic documents, personalities, institutions, and legal and political processes which have promoted international human rights as a widely accepted legal and moral foundation for a just world order. [I]

TSMIN 312
19th-Century Revolutions and Revolutionary
5 credits
Examines the major revolutionary events and ideas of the 19th century: liberalism, socialism, and anarchism. Emphasizes discussion of political theories, movements, and their relationships to underlying historical processes. Ends with consideration of how these revolutions and revolutionaries helped define the political agenda for the 20th century. [I]

TSMIN 314
20th-Century Revolutions
5 credits
This course is an interdisciplinary look at four major 20th-century revolutions: those in Russia, China, Cuba, and Nicaragua. The course will begin with political theories of revolution; then it will discuss the historical process which accomplished each of the four revolutions and end with a discussion of how these revolutions established political legitimacy and culture. [I]

TSMIN 315
Europe in the 20th Century
5 credits
An interdisciplinary examination of the major political, social and cultural developments in Europe during the 20th century. The course will look at the two world wars, fascism and communism as alternatives to parliamentary democracy, Europe’s remarkable revival in the era since 1945, and conclude with an examination of the new integration of Europe and its prospects for re-establishing its former world prominence in the future. [I]

TSMIN 323
The Making of Mexico
5 credits
Considers the principal historical, social, and cultural forces that have been at work in creating the Republic of Mexico. Examines the country’s pre-Columbian past, the colonial era, the movement for independence, the Mexican Revolution, and the period of construction during the middle decades of the 20th century. Films, music, and slides supplement the lectures and discussions. [I]

TSMIN 326
Modern Brazil
5 credits
This interdisciplinary course will trace the development of modern Brazil from independence to the present. Of particular interest will be the development of the military; the modernization of the Brazilian economy and the role of the popular sectors. The concepts of modernization/developmentalism, populism, and corporatism will be discussed. The course will also cover contemporary issues such as environmental degradation and urban violence. The course will be comprised of both lectures and seminar-style discussions. Through class discussions, readings, lectures, and papers, students should develop their skills of critical analysis and enhance their expressive capabilities—both oral and written. [I]

TSMIN 328
Third World Problems and Prospects
5 credits
An examination of contemporary issues and problems faced by the developing world. Economic development, resource use and aspects of neocolonialism are considered. Selected topics relevant to individual Third World regions are discussed and case studies are presented. [I]

TSMIN 330
Globalization in Latin America
5 credits
Examines influences of globalization on local communities in Latin America. Considers the possibilities of free trade, multinationals, development agencies, the rule of law, and democratic activism to create economic and political development and livable communities. [I]

TSMIN 340
War and Empire in the Middle East
5 credits
Comprehensive analysis of Middle Eastern Conflicts from WWI to the present time, from a political and economic point of view. Explores the encounter of Western culture and the Middle East through war and empire building, with emphasis on religious, ideological, political, and economic differences.

TSMIN 410
Caribbean Basin: Selected Topics
5 credits
Selected themes concerning the region comprised of the Caribbean Islands, Central America, Venezuela, and Colombia. The course will focus on a different topic or micro-region each quarter. May be repeated for credit with instructor’s approval. [I]

TSMIN 411
Human Rights and Violence in the Third World
5 credits
This course is an interdisciplinary examination of political violence and human rights concerns in under-developed regions. The course will begin by establishing broad, inclusive definitions of violence and human rights, which will be used throughout the course. [I]

TSMIN 412
History of Vietnam
5 credits
Examines Vietnamese history, culture and society from the earliest days through the 1980s. [I]

TSMIN 413
Pre-modern Japan
5 credits
From its pre-history to the 18th century Japan blended native traditions with continental Chinese influences to create its own civilization. This course will examine the political, economic, social and intellectual factors that shaped Japan in the premodern age. The course provides a background to understanding the development of modern Japan. [I]

TSMIN 414
Modern China
5 credits
Starting with early Chinese contacts with the West, this course will trace the 19th and 20th century Chinese experience through China’s struggles to modernize, its revolutionary experience and the establishment and continuation of communist rule. Using an historical framework, this course will examine China’s transformation from imperial rule to “People’s Republic” by exploring political and economic change, and just as importantly, social, cultural and intellectual change. [I]

TSMIN 415
Modern Japan
5 credits
This course will trace the transformation of Japan from a feudal country under Tokugawa military rule in the 19th century to an economic superpower in the 20th century. In addition to historical and political issues, social and cultural topics will be addressed, as will the clash of traditional Japan with the modern, industrialized West. [I]

TSMIN 416
Modern Korea
5 credits
Traces Korea’s transition from traditional Asian state to modern nation emerging on the world economic scene. Because of its geographic location, Korea has suffered chaotic change in the modern period. Course will cover Korean society, culture and politics, looking at Korea’s period as a Japanese colony, the division of Korea, the Korean war and recent developments. [I]

TSMIN 418
Interpreting Enigmatic India
5 credits
Introduces the politics and economics of modern India. Using a historical approach, this course examines India as a nation-state and its attempts to resist global capitalism. How this resistance has been shaped by local class and caste politics, regional differences, economic policies and performance are reviewed critically. Why there have been recent attempts to reintegrate India with the world economy and what it means for India’s future are also addressed. [I]
TSMIN 420
Theories of Political Violence
5 credits
Establishes broad, inclusive definitions of violence. Review of the theoretical discourse on the nature of violence as a political phenomenon. Themes include terrorism (both non-authoritative and state-sponsored), civil conflicts, and “tools” or calculated manifestations of violence (torture, massacres), the relationship between violence and development, and the relationship between culture and violence. [I]

TSMIN 424
Imperial China
5 credits
Surveys the social, political, economic and intellectual history of Imperial China from the earliest times to the 17th century. Provides a background to understanding the development of Asia in general and modern China in particular. [I]

TSMIN 425
Contemporary Issues in International Political Economy
5 credits
As the 21st century opens, pressing issues confronting both industrialized and underdeveloped societies are addressed. Topics and themes will vary and may include one or more of the following: the international debt crisis; the changing international division of labor; poverty and inequality in the world economy; liberation movements; internationalization of production and regional disruptions in the U.S. [I]

TSMIN 432
Drugs, Mafias and the Economics of Crime
5 credits
Provides a history of the Sicilian Mafia, an analysis of the Mafia’s economic activities; the connection to the Red (Russian) Mafia; the modern developments and financial laundering of dirty money; the arms trade, and the tangle of interests uniting warfare, drug trafficking and overall political destabilization. [I]

TSMIN 433
Exploring Nazism
5 credits
Investigates the Nazi movement by looking at three key aspects of the phenomenon: society, finance and economics, and the revival of Germanic paganism. Examines the rise to power of Hitler and his followers cast against the social history of Germany and Europe from 1918 to 1938. [I]

TSMIN 434
The Pacific War
5 credits
Traces the Pacific War, examining the emergence of modern Japan, the sources of conflict in Asia and between Japan and the United States, the battles that comprised the war, the home fronts of the involved nations and the war’s end and its impact on Asia and the world. [I]

TSMIN 435
Contemporary Geopolitics
5 credits
This course explores geopolitical concepts and relates them to contemporary global issues and debates. It examines both the influence of geography on politics and the geography of politics. [I]

TSMIN 436
Contemporary Chinese Culture and Society
5 credits
Examines cultural life in China since the founding of the People’s Republic of China in 1949. Includes political rituals (e.g., struggle sessions), socialist policies (e.g., household registrations, work units), post-Mao social classes and consumerism and family relations and cultural practices such as gift-giving and relationship building. [I]

TSMIN 437
Conflict Resolution Practicum
5 credits
Provides an opportunity to be involved in conflict resolution projects and work collaboratively with the Conflict Resolution Institute on case study analyses. [I]

TSMUS 200
American History I: 1607-1877
5 credits
Introduces, surveys, and analyzes American history from 1607-1877. Traces political, economic, social, and cultural trends of America’s Colonial, Revolutionary, Early National, Antebellum, Civil War, and Reconstruction eras. [I]

TSMUS 201
American History II: 1877-present
5 credits
Introduces, surveys, and analyzes American history from 1877-present. Traces the major political, economic, social, and cultural trends of the American eras of Industrial Revolution, Progressivism, 1920s, FDR and the New Deal, World War II, Cold War, 1960s, and Reaganism to the present day. [I]

TSMUS 225
Economics as a Way of Thinking
5 credits
Examines the economic theory of individual choices, applying this theory to analyzing many economic phenomena. Emphasis on relating an understanding of economic theory to public policy issues, in particular the proper relationship between the public and private sector, environmental policy, education policy and tax policy. [I]

TSMUS 300
The Making of America
5 credits
Interdisciplinary study of diverse and changing American cultures. Topics may include: materialism, art and spiritual life; freedom and oppression; individualism and community; ethnicity, race, class and gender; social movements and social change; environmental ethics. Content and approach will vary with the instructor. [I]

TSMUS 320
American Constitutional Law
5 credits
Covers fundamental principles of U.S. Constitution with emphasis on current and future controversial issues such as sex and race discrimination, free speech including the entertainment industry, privacy rights, rights of the criminally accused, Roe v. Wade, and separation of church and state. Discusses significant Supreme Court cases. [I]

TSMUS 322
American Labor Since the Civil War
5 credits
A history of workers and labor institutions from the era of industrialization to the postindustrial era, focusing on labor-management conflict, the rise and fall of unions, and on the role of government, the media and other forces in determining events. The course will conclude with an assessment of labor today. [I]

TSMUS 410
Early American Politics and Law
5 credits
This course will explore American political history from a variety of perspectives. Topics will change from quarter to quarter and will include, but are not limited to: the American Revolution; Constitution and Bill of Rights; political party systems; Jacksonian democracy; nationalism and sectionalism; and American law and lawyers. May be repeated for credit with instructor’s approval. [I]

TSMUS 416
Current Issues in U.S. Public Policy
5 credits
Examines the economics of government finance in the United States including: tax policy, social security, health insurance, welfare and education. Analyzes the conditions under which governments, rather than markets, provide goods; discusses current government policies and programs, and how well they work; and analyzes proposed reforms. [I]

TSMUS 417
Urban Problems and Policies
5 credits
Analytical and empirical study of the economics of urban problems and policies in the United States including: education, poverty, housing, crime, finance, congestion and welfare. Presents a historical background to trends in urban areas and how these have been addressed in different regions. Where applicable, class related to Pierce County. [I]

TSMUS 419
The Robber Barons and the Philosophy of Business
5 credits
Analyzes the history of American business dynasties, the change affecting industry, society, finance and banking during the rise of Big Business, from 1870 to 1930, and the philosophical reflections on such transformations as they were expressed by the most inspired social scientists of that era. [I]
TSMUS 420
Economics of Education
5 credits
Examines topics in the economics of education, including how are schools financed and why; what determines the amount and distribution of individuals' educational attainment; debate over school vouchers; and the economic returns of education. [I]

TSMUS 421
Environmental Policy
5 credits
Examines tradeoffs between the formal economy and the environment, and assesses current environmental policy. Places particular emphasis on examining and understanding local environmental issues. [I][N]

TSMUS 422
Economics of Sports
5 credits
Explores sports economics. Uses economic theory and reasoning to examine issues central to professional sports, such as the determination of salaries and whether or not the public subsidy of stadiums can be justified. [I]

TSMUS 467
United States History: 1945 to the Present
5 credits
Examines U.S. history from 1945 to the present. Examines the social, political and economic history of the nation. Focuses on the role of culture, social consciousness, political thought and the confluence of race, class and gender in shaping U.S. history. Focuses on new developments in American life. [I]

Independent Study Courses

TESC 496
Internship
1-10 credits, max. 15 / Permission of instructor required
Environmental science internship in the public or private sector, supervised by a faculty member. Permission based on approval of proposal submitted in advance of the internship. Offered for credit/no credit only.

TESC 497
Senior Thesis
5 credits / Permission of instructor required
A significant environmental science independent research project planned and carried out by the student under the direction of a faculty member on a significant scholarly topic selected by the student in consultation with faculty.

TESC 498
Directed Readings
1-5 credits, max. 15 / Permission of instructor required
Individual advanced research projects with an environmental emphasis carried out under supervision of individual faculty member.

TESC 499
Undergraduate Research
1-10 credits, max. 15 / Permission of instructor required
Individual advanced environmental science or studies research projects carried out under supervision of individual faculty member.

TIAS 494
Honors Thesis
5 credits, max. 10
Research and writing of a thesis supervised by a full-time IAS faculty member on a significant scholarly topic for students admitted to the IS honors option.

TIAS 496
Internship
1-5 credits, max. 10 / Permission of instructor required
Internship in the public or private sector, supervised by a faculty member. Permission based on approval of proposal submitted in advance of the internship. Offered for credit/no credit only.

TIAS 497
Senior Thesis
5 credits / Permission of instructor required
A significant independent research project planned and carried out by the student under the direction of a faculty member on a significant scholarly topic selected by the student in consultation with faculty.

TIAS 498
Directed Readings
1-5 credits, max. 15 / Permission of instructor required
Individual advanced research projects carried out under supervision of individual faculty member.

TIAS 499
Undergraduate Research
1-5 credits, max. 15 / Permission of instructor required
Individual advanced research projects carried out under supervision of individual faculty member.

Faculty

Cheryl Greengrove
Interim Director and Associate Professor
Interdisciplinary Arts and Sciences; Geoscience, Oceans, Atmospheres; Ph.D., Columbia University, 1986.

Luther Adams
Assistant Professor, Interdisciplinary Arts and Sciences; History, Ph.D., University of Pennsylvania, 2002.

Dolores Alcaide Ramirez
Assistant Professor, Interdisciplinary Arts and Sciences; Spanish, Ph.D., Purdue University, 2006.

Michael Allen
Professor, Interdisciplinary Arts and Sciences; American History and Folklore; Ph.D., University of Washington, 1985.

Katie Baird
Associate Professor, Interdisciplinary Arts and Sciences; Economics of Social Issues, Public Economics; Ph.D., University of Massachusetts, 2000.

John Banks
Associate Professor, Interdisciplinary Arts and Sciences; Applied Ecology, Agroecology, Mathematical Biology, Plant-Animal Interactions; Ph.D., University of Washington, 1997.

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Associate Professor, Interdisciplinary Arts and Sciences; Composition and Writing, Ph.D., Stanford University, 1995.

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Assistant Professor, Interdisciplinary Arts and Sciences; Marine Ecology, Ph.D., University of California, San Diego, 2005.

James F. Brown
Professor Emeritus, Interdisciplinary Arts and Sciences; American History and Folklore; Ph.D., Columbia University, 1974.

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Assistant Professor, Interdisciplinary Arts and Sciences; Three-Dimensional Art, Sculpture; M.F.A., Illinois State University, 2000.

Kima Cargill
Assistant Professor, Interdisciplinary Arts and Sciences; Clinical Psychology, Ph.D., University of Texas at Austin, 2002.

Erica Cline
Assistant Professor, Interdisciplinary Arts and Sciences; Microbiology, Ph.D., University of Washington, 2004.

Robert Crawford
Associate Professor, Interdisciplinary Arts and Sciences; American and Cultural Studies; Ph.D., University of Chicago, 1974.
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Assistant Professor, Interdisciplinary Arts and Sciences; Geology; D. Phil., St. Peter’s College, University of Oxford, 1994.

Linda Dawson  
Lecturer, Interdisciplinary Arts and Sciences; Aeronautical and Astronautical Engineering; M.S., George Washington University, 1973.

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Assistant Professor, Interdisciplinary Arts and Sciences; Communication and Society; Ph.D., University of Oregon, 2002.

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Cynthia Duncan  
Associate Professor, Interdisciplinary Arts and Sciences; Spanish, Portuguese and Latin American Literature; Ph.D., University of Illinois, 1983.

Michael Forman  
Associate Professor, Interdisciplinary Arts and Sciences; Modern European Thought and Culture; Ph.D., Rutgers University, 1995.

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Assistant Professor, Interdisciplinary Arts and Sciences; Social Psychology, Ph.D., University of Washington, 1998.

James Gawel  
Associate Professor, Interdisciplinary Arts and Sciences; Environmental and Aquatic Chemistry, Civil and Environmental Engineering; Ph.D., Massachusetts Institute of Technology, 1996.

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Professor and Director of Global Honors, Interdisciplinary Arts and Sciences; Film Studies, Comparative Literature, Women’s Studies; Ph.D., University of Washington, 1978.

Mary Hanneman  
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Associate Professor, Interdisciplinary Arts and Sciences; Writing, English Literature and Small Press Publishing; Ph.D., Oklahoma State University, 1997.

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Professor, Interdisciplinary Arts and Sciences; American History, Labor and Ethnic Studies; Ph.D., Northern Illinois University, 1988.

Peter Horak  
Professor, Interdisciplinary Arts and Sciences; Mathematics; Ph.D., Comenius University, Slovakia, 1980.

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Assistant Professor, Interdisciplinary Arts and Sciences; Educational Psychology; Ph.D., University of Texas at Austin, 2002.

Emily Ignacio  
Assistant Professor, Interdisciplinary Arts and Sciences; Sociology; Ph.D., University of Illinois at Urbana-Champaign, 1998.

Beth Kalikoff  
Associate Vice Chancellor for Academic Affairs; Director of Core Curriculum; Associate Professor, Interdisciplinary Arts and Sciences; Composition Studies, Writing Pedagogy; Ph.D., Indiana University, 1983.

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Professor, Interdisciplinary Arts and Sciences; Comparative Religion, East Asian Languages and Civilization; Ph.D., Harvard University, 1977.

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Assistant Professor, Interdisciplinary Arts and Sciences; History; Ph.D., University of Delaware, 2000.

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Amós Nascimento  
Assistant Professor, Interdisciplinary Arts and Sciences; Philosophy, Dr.Phil., Universität Frankfurt, 2002.

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Associate Professor, Interdisciplinary Arts and Sciences; Art History, Public History; Ph.D., Yale University, 1993.

Samuel Parker  
Associate Professor, Interdisciplinary Arts and Sciences; Anthropology, Art History, Asian Studies; Ph.D., University of Chicago, 1989.

Guido Preparata  
Assistant Professor, Interdisciplinary Arts and Sciences; Political Economy and Economic History; Ph.D., University of Southern California, 1998.

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Johann Reusch  
Assistant Professor, Interdisciplinary Arts and Sciences; Art History; Ph.D., University of California, Los Angeles, 1994.

Emmett Joseph Sharkey  
Associate Professor, Interdisciplinary Arts and Sciences; Comparative Literature; Ph.D., University of California, Davis, 1998.

Carolyn West  
Associate Professor, Interdisciplinary Arts and Sciences; Clinical Psychology; Ph.D., University of Missouri-St. Louis, 1994.

Charles Williams  
Assistant Professor, Interdisciplinary Arts and Sciences; U.S. Politics, Ph.D., University of California, Berkeley, 2005.
BACHELOR OF SCIENCE

Nursing (R.N. to B.S.N.)

Philosophy of Undergraduate Education

The members of the Nursing faculty believe that the purpose of university-based undergraduate nursing education is to prepare professional nurses whose practice is informed by theory and research. The philosophy of the undergraduate curriculum is rooted in values of excellence, diversity, community, social justice, integrity and creativity. Preparation for the various roles in practice requires knowledge of the arts and sciences, together with content and processes foundational to the discipline. We are a community of learners and scholars—a community created in collaboration with students. The members of the faculty believe that their teaching styles need to take into account the diverse nature of how students learn. Ultimately, nursing education requires a commitment to community service, scholarly inquiry, interdisciplinarity and life-long learning.

Program Overview

Students in the B.S.N. program are registered nurses who have completed the initial phase of their education through an associate degree or diploma nursing program. As most students in the UW Tacoma Nursing program are employed in a variety of health-care settings, courses are scheduled to enable students to continue employment while enrolled in the program of study. A B.S.N. from UW Tacoma enhances the graduate's ability to contribute to his or her community's institutions and to the health of citizens of Washington state, particularly during this period of rapid change in health care.

The B.S.N. curriculum focuses on critical thinking, responses to health and human functioning, nursing intervention and person-environment interaction within a context of cultural diversity. The curriculum also includes all the essential elements of baccalaureate education for professional nursing practice as defined by the American Association of Colleges of Nursing (AACN). An interdisciplinary emphasis encourages an understanding of a broad range of ideas, knowledge and methods of study.

Accreditation

Affiliated with the University of Washington School of Nursing at the Seattle campus, UW Tacoma's Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Program Goals

Opportunities are provided to enable the learner to develop professionally and to meet the Nursing program goals, which are for graduates to:

- Communicate clearly and succinctly in speech and in writing.
- Promote effective communication between clients from various socio-cultural and linguistic backgrounds and representatives of the health care and social service systems.
- Demonstrate critical thinking, clinical decision-making and psychomotor skills necessary for safe and competent practice.
- Demonstrate cultural sensitivity as shown by thought processes and behavior.

OVERVIEW

The Nursing program focuses on the discovery and dissemination of knowledge that promotes health. The curriculum emphasizes and fosters the integration of teaching, inquiry and service within a community of learners. Partnerships with the community assist the program in providing learning environments in which learners build upon their skills and knowledge to strengthen their understanding of local, national and global health issues.

Phone: (253) 692-4470
Fax: (253) 692-4424
Office: Cherry Parkes 326
Campus box: 358421
Web site: www.tacoma.washington.edu/nursing

Director: Marjorie Dobratz
Administrator: Nan West
Adviser: Dannah Madden
In order to diagnose different disabilities and a process for requesting accommodations. To learn more about the process for establishing services through this office please contact: Disability Support Services, MAT 206, Campus Box 358403, 1900 Commerce St, Tacoma, WA 98402, 253-692-4493 (V/TTY), 253-692-4602 (FAX), ltice@u.washington.edu.

Students with disabilities are expected to perform all the essential functions of the program with or without reasonable accommodation. The Nursing Program will work with the student and the respective campus disability office to provide reasonable and appropriate accommodations. While the Nursing Program will make every effort to work with our students with disabilities to accommodate their disability-related needs, it is important to note we are not required to provide requested accommodations that would fundamentally alter the essential functions or technical standards of the program.

Admission Requirements

Applicants to the UW Tacoma B.S.N. program must meet the following requirements:

- Current unrestricted licensure as a registered nurse in the state of Washington—Provisional admission may be offered to students in the last year of an associate degree program in nursing
- One year of clinical practice (preferred, but not required)
- A cumulative GPA of at least 2.0 in all college coursework
- A minimum of 90 credits in associate and prerequisite coursework
- A minimum grade of 2.0 in each of the prerequisites shown in the chart on the next page.
- Advanced placement amounting to 45 credits earned through successful completion of R.N. licensure examination.
- Meets essential behaviors for admission.

Application Process

The UW Tacoma B.S.N. program has an annual admission process. Applications that meet the priority closing date of Feb. 15 are assured a review for admission for the upcoming academic year. Subsequent reviews are completed on a space-available basis.
A completed application consists of the following materials:

- Application for undergraduate admission and application fee. For admission in a quarter other than Summer, consult with the B.S.N. adviser before mailing application.
- Two official transcripts reflecting all previous academic and nursing coursework. High school transcripts should be submitted if foreign language was completed in high school.
- Goal statement addressing reason for pursuing a B.S.N., expectations and outcomes desired for the educational experience, and future educational or professional goals.
- Three recommendations: one from a supervisor attesting to clinical abilities; one from a supervisor, trainer or instructor addressing ability to learn; and a third from a peer or community or other contact.
- Résumé outlining nursing experience and/or academic clinical experience.

After admission to the program, students are required to complete a health history, possess required immunizations, current CPR certification and unrestricted R.N. license. Students will be required to complete the UW HIPAA Compliance course. Students are responsible for their own transportation to and from practicum coursework and will be required to complete forms for the implementation of the Washington State Child Abuse and Adult Abuse Information Law (CAAL) related to Department of Health regulations. This includes completion of the Conviction/Criminal History Form and criminal background check processed through the Washington State Patrol.

Provisional admission is offered to students who are completing eligibility requirements for licensure as an R.N. in the state of Washington. Provisional admission may be offered to students in the final year of an associate degree in Nursing and/or academic clinical experience. The Nursing program offers undergraduate and graduate scholarships for current students or students transferring to UW Tacoma. The scholarships are awarded to students who demonstrate both financial need and outstanding academic achievement. Contact the Nursing program office for more information at (253) 692-4470.

Full-Time vs. Part-Time

The B.S.N. program can be completed in four quarters as a full-time student (10 to 14 credits per quarter for four quarters) or on a part-time plan ranging from six to eight quarters (four to nine credits per quarter). Students who plan to work while attending UW Tacoma are encouraged to attend part-time or complete required electives and prerequisites before beginning required nursing coursework.

Satisfactory Progress

Students are required to maintain satisfactory progress in their pursuit of the B.S.N. degree, defined as achieving a minimum grade of 2.0 in all nursing, nursing-related and required courses. Students must also achieve a 2.0 grade in any repeated course and provide proof of valid R.N. licensure in the state of Washington before enrolling in any clinical course.

Scholarships

The Nursing program offers undergraduate and graduate scholarships for current students or students transferring to UW Tacoma. The scholarships are awarded to students who demonstrate both financial need and outstanding academic achievement. Contact the Nursing program office for more information at (253) 692-4470.

Graduation Requirements

To qualify for graduation with a Bachelor of Science in Nursing from the University of Washington Tacoma a student must:

- Satisfy all B.S.N. admission requirements.
- Complete all required Nursing courses.
- Complete 10 credits in upper-division electives at UW Tacoma.
- Complete a minimum of 180 credits distributed as follows:
  - 90 transfer credits
  - 45 advanced placement credits via R.N. licensure examination
  - 45 graded credits in residence at UW Tacoma:
    - 35 credits in required Nursing coursework (minimum 2.0 grade in each course)
    - 10 credits in required upper-division electives (minimum 2.0 grade in each course)
Additional electives to meet a minimum of 180 credits (Nursing coursework at UW Tacoma used to satisfy this requirement must also be completed with a minimum grade of 2.0).

**ADN-BSN-MN Study Option**

The ADN-BSN-MN study option is an accelerated program plan for high-achieving associate degree and diploma-prepared nurses to earn their MN degree. Applicants must be graduates of a National League for Nursing accredited program. ADN-BSN-MN students substitute two undergraduate nursing courses with MN courses. The six credits of master’s level coursework are counted as part of the 180 required undergraduate credits.

A program of study is planned that meets UW Tacoma BSN and MN graduation requirements. The BSN is awarded upon completion of the baccalaureate program. Once a baccalaureate degree is earned and the student is accepted into the UW Graduate School, the student then completes a 39-credit graduate program, rather than the standard 45-credit program.

To be considered for the accelerated ADN-BSN-MN study option, the student must have a:

- Cumulative GPA of 3.5 for all transfer college courses.
- GPA of 3.0 or higher for all nursing courses completed since UW Tacoma admission.
- Course grade of 3.5 or higher in TNURS 350, Critical Analysis and Writing to Improve Decision Making.

**Full-time BSN students** must indicate interest and begin the application process in the ADN-BSN-MN study option by the end of the first quarter of study. Notification of admission status for this accelerated program will be completed prior to Autumn Quarter.

**Part-time BSN students** must indicate interest and complete the application process in the ADN-BSN-MN study option by the end of Autumn Quarter in their first year. Notification of admission status for this accelerated program will be completed prior to Winter Quarter.

**Application Process**

Students must first be accepted into the UW Tacoma BSN program before applying for the ADN-BSN-MN study option. The application process is as follows:

- **Make an appointment with the BSN adviser.** Call (253) 692-4470 to schedule an appointment.
  - Full-time students must meet with the adviser by the end of Summer Quarter.
  - Part-time students must meet with the adviser by the end of Autumn Quarter.

- **Goal Statement.** The statement should be relative to the objectives of the MN program. This should include how the ADN-BSN-MN study option will assist you in meeting your professional goals. This should be a maximum of three pages.

- **UW Tacoma MN Application.** Complete the application for admission to the UW Tacoma Master of Nursing program.

- **References.** Two additional references are required for this program. One must be an academic reference and one from a clinical nursing supervisor. MN Request for Recommendation forms can be downloaded from this week site: www.tacoma.washington.edu/nursing/mn/pdfs/MN_recommendation.pdf.

- **Résumé or CV.** The résumé should describe all work experience, including professional, volunteer and community activities, identify dates and positions and provide a brief description of responsibilities.

- **Criminal History Information and Authorization Form.** The Nursing program requires all students to complete a Washington State Patrol Form and Criminal History Information sheet to be used by the local agency and Criminal History Information sheet before being considered for admission.

- **Graduate Record Exam (GRE).** All students must have official GRE scores by the completion of the BSN program.

- **Graduate School Application.** Complete the online application for admission to the UW Graduate School. The application is found at https://www.grad.washington.edu/application/.
  - Full-time students must complete this application by the end of Winter Quarter.
  - Part-time students must complete this application by the end of Winter Quarter in the second year of study.

Acceptance into the ADN-BSN-MN study option does not connote or imply automatic acceptance into the UW Graduate School. The student must meet the criteria for acceptance. Requirements are found at www.tacoma.washington.edu/nursing/mn.

**Course Descriptions**

See the Nursing Web page for the most current course information at www.tacoma.washington.edu/nursing.

**Required Courses**

**TNURS 340 Clinical Nursing Phenomena**

3 credits

Examines selected clinical phenomena from the perspective of physiologic, pathophysiologic, experiential and behavioral responses to life events and alterations in states of health and illness. Identifies relationship of nursing therapies to each perspective and influence of life span and socio-cultural factors.

**TNURS 350 Critical Analysis and Writing to Improve Decision Making**

3 credits

Focuses on critical thinking and writing relevant to learning and practice in nursing. Includes self-assessment, collaborative learning, problem solving approaches, and clinical decision making. Applies critical analysis to health-related issues.

**TNURS 402 Families in Society**

3 credits

Review of family with emphasis on the nature and analysis of families in society, including their development and transitions across the life-span. Examines families within the context of concepts such as social support, loss and grief, violence and chronic illness. Focuses on diversity in families, family assessment and family strengths.

**TNURS 403 Introduction to Research in Nursing**

3 credits / Prerequisite: TNURS 350 and introductory statistics course

Describes the systematic steps of the research process. Introduces approaches, frameworks, and concepts used in investigating nursing problems. Emphasizes integration of research findings to establish evidence-based nursing practice.

**TNURS 407 Diversity: Issues of Exclusion and Inclusion**

3 credits

Examines the ways that difference is defined, used and experienced in society. Analyzes the intersections of multiple forms of oppression. Attention given to the ideological and institutional manifestations of oppression in U.S. society. Diversity taught as a social context for nursing practice.
TNURS 408  Individuals, Families and Groups: Promoting Health Through Partnership  
3 credits / Prerequisites: TNURS 350 and TNURS 402  
Emphasizes working in partnership to facilitate health and well-being of individuals, families and groups in the community. Focuses on social, cultural, political and economic factors that influence the well-being of clients. Applies concepts and strategies through field experience in community settings.  [i]

TNURS 409  Health, Communities and Populations  
6 credits / Prerequisites: TNURS 350 and TNURS 403  
Introduces concepts and strategies used to promote health for communities and populations. Stresses working in partnership with community members and agencies. Applies concepts and strategies through group work and field experience in community settings.  [i]

TNURS 410  Ethical Issues in Clinical Practice  
3 credits  
Identifies ethical issues relevant to the profession of nursing. Uses multiple ethical perspectives to identify, describe, and analyze selected ethical dilemmas relevant to professional practice, the delivery of health care, and the health of individuals and populations.  [i]

TNURS 412  Nursing and Health Care Systems  
3 credits  
Introduction to analyzing current health care systems and their effectiveness in achieving desired health outcomes for selected client populations. Emphasizes leadership behaviors and the role of nurses as advocates for system change.

TNURS 430  Interpersonal Relationships in Nursing  
3 credits / Prerequisite: TNURS 350  
Addresses communication skills, patterns and practices. Examines nonverbal and verbal modes of communication. Explores a variety of communication domains: cultural, personal, professional, group interaction and conflict. Emphasizes application of conceptual models in interpersonal processes.  [i]

TNURS 450  Initial Connected Learning  
1 credit  
Assists students with transition into their role as a BSN student and with the development of portfolios. Emphasis on problem solving for purposes of synthesizing, integrating, and deepening understanding about material students are learning in current courses. Opportunity to address mechanics of upper-division academic standards.

TNURS 451  Final Connected Learning  
1 credit  
Dialogue with faculty and peers about professional goals and the effects of the BSN program on scholarship and practice. Discusses transition from the BSN program into a new role in professional practice.

TNURS 497  Selected Topics in Nursing  
1-12 credits, max. 12  
Survey and discussion of current literature and topics in nursing. Seminar with analysis and discussion of selected topics and readings. May have clinical component. Emphasizes implications for nursing and health care.

TNURS 498  Special Project in Nursing  
1-12 credits, max. 12  
Further development, critical examination, and synthesis of nursing care in a specialized setting. Increasing depth of clinical practice, including care to groups and communities as clients, applying leadership skills, assessing problems affecting quality health care delivery.

TNURS 499  Undergraduate Research  
1-5 credits, max. 12  
Supervised individual research on a specific nursing problem.

Health-Related Courses

TNURS 410  Environmental Equity  
5 credits  
Explores the relationships between environmental issues and people of color and low-income communities from both local and global perspectives. Emphasizes issues of race/ethnicity, socioeconomic status, and policy and politics in environmental justice. Offered jointly with TURB 410.  [i]

TNURS 415  Representations of Health Policy and Ethics in Film  
5 credits  
Examines contemporary conflicts about health and health care using films. Films used as a means of displaying and exploring the competing images of bodies, policies, workers, and institutions used to frame and personify these debates. Films supplemented by readings in film analysis, literature, narrative ethics, and health policy.  [v]

TNURS 420  Holistic Health  
5 credits  
Examines the economic, social and cultural conditions that support the growth of holistic nursing. Discusses relevant research and practice issues of selected methods of complementary/alternative healing.

TNURS 425  Violence in Intimate Partner Relationships  
5 credits  
Examines partner violence as a cumulative interactive experience that must be framed within historical and social contexts. Emphasizes current literature on conceptualizing gendered violence, theoretical perspectives of abuse in intimate relationships.  [i]

TNURS 430  Adolescent Health in Context  
5 credits  
Provides an overview of adolescent health in the United States and examines current issues in adolescent health research. Addresses a matrix of adolescent health contexts such as historical constructions of adolescence, politics, race/ethnicity, class, gender, culture, sexuality, school, neighborhood, family and peer groups.  [i]

TNURS 435  Women’s Health, Women’s Lives  
5 credits  
Examines sociocultural, economic, and political influences on women and their health. Discusses issues relevant to women and health across the life span from an historic, contemporary, and futuristic perspective. Focuses on social roles central to women’s lives, transitions, identity and gender inequities and their impact on women’s health.  [i]

About Fulfiling Admission Requirements
Some students are admitted to UW Tacoma before they have completed all of their admission requirements. Students may fulfill missing requirements in the Areas of Knowledge and Quantitative/Symbolic Reasoning through courses offered at UW Tacoma. Courses that fulfill these requirements are indicated with bold letters at the end of the course description.  [v] Visual, Literary and Performing Arts (Fine Arts and Humanities);  [i] Individuals and Societies (Social Sciences);  [N] The Natural World (Natural Sciences); and  [Q] Quantitative/Symbolic Reasoning.
THLTH 440
Business of Health Care
5 credits
Explores the forces driving the changes in the evolving U.S. health care system to include resource allocation and cost-containment strategies. Emphasizes the examination of key economic concepts, e.g., outputs, supply, demand, and markets as they relate to the healthcare industry.

THLTH 450
Perspectives in Medical Anthropology
5 credits
This course is an introduction to the field of medical anthropology. We will examine the relationship between society, illness and healing by applying theoretical perspectives used by medical anthropologists. While examples from other cultures will be used, the goal of this course is to gain an understanding of Western society through a comparative approach to the symbolic, social and political construction of the body in illness and health. [I] [V]

THLTH 460
Strategies for Community Change
5 credits
Provides a framework for exploring the nature of social and community responsibility. Draws on strategies used in community organizing and development, the health profession’s literature, and field experiences to focus on how people change the communities in which they live and what supports community action or inertia. Considers the intersection between traditions of activism, community experience and professional standing vis-a-vis change. Explores issues of social justice and change common to liberation movements in other countries. [I]

THLTH 470
Challenges and Controversies in U.S. Health Care
5 credits
Explores public and private forums in which health policy is formulated and within which the politics of health care operate. Discusses legislative and political mechanisms through active participation in the legislative process. [I]

THLTH 472
Human Health and the Environment
5 credits
Examines the literature on environmental factors that influence human health and survival. Physical, social, cultural, economic and political factors in the environment will be examined. Examines environmental factors at home (lead, radon), in work settings (occupational health and safety), in the community (pesticides, electromagnetic fields), and in the global context (decreased ozone depletion, global warming). One field trip. [I]

THLTH 480
Death and American Society
5 credits
Examines the social, cultural and psychological aspects of death, loss and grief. Presents a multi-disciplinary approach to death in American society, integrating theory and research with clinical data and personal experiences. Topics include cultural rituals around death, loss and grief, dying as a personal experience and ethical issues around death. [I] [V]

THLTH 485
Critical Issues in Global Health
5 credits
Reviews and analyzes current issues and trends in global health and the influence of economic, political and social factors on health and living conditions in countries across the globe. Considers transnational factors that shape risks to health and the structural conditions that determine a nation’s vulnerability in a globalized economy. [I]

THLTH 490
Special Topics
2-5 credits, max. 15
Advanced course offerings to respond to faculty and student interests and needs.

THLTH 498
Special Projects in Health
1-12 credits, max. 12
Further development, critical examination, and synthesis of nursing care in a specialized setting. Increasing depth of clinical practice, including care to groups and communities as clients, applying leadership skills, assessing problems affecting quality health care delivery.

THLTH 499
Undergraduate Research
1-5 credits, max. 12
Supervised individual research on a specific nursing problem.

Faculty
Marjorie Dobratz
Director and Professor
Nursing
R.N.; D.N.Sc., University of San Diego, 1990.

Kathleen Shannon Dorcy
Senior Lecturer, Nursing; R.N.; M.N.,

Denise Drevdahl
Associate Professor, Nursing; R.N.; Ph.D.,
University of Washington, 1996.

Sharon Gavin Fought
Associate Professor, Nursing; R.N.; Ph.D.,
University of Texas, 1983.

Eileen Hemman
Senior Lecturer, Nursing; R.N.; Ed.D., Seattle
University, 1998.

Kären Landenburger
Associate Professor, Nursing; R.N.; Ph.D.,

June Lowenberg
Associate Professor, Nursing; R.N.; Ph.D.,
University of California San Diego, 1985.

Sondra Perdue
Associate Professor, Nursing; R.N.; M.N.,
University of California, Los Angeles, 1985.

Janet Primomo
Associate Professor, Nursing; R.N.; Ph.D.,
University of Washington, 1989.

Ruth Rea
Associate Professor, Nursing; R.N.C.; Ph.D.,
University of Texas at Austin, 1987.

Christine Stevens
Assistant Professor, Nursing; R.N.; M.P.H.;

Cathy Tashiro
Associate Professor, Nursing; R.N.; Ph.D.,
The Social Welfare program is dedicated to preparing competent, ethical, and culturally sensitive social workers with specialized knowledge and skills who are committed to evidence-based practice and to planned social change.

A deep commitment to equity and cultural diversity is brought to the development of the program. The program’s mission gives special attention to the poor and oppressed, including people of different ethnic and racial groups, sexual orientations, physical and mental abilities and women.

The Bachelor of Arts degree in Social Welfare is designed for students in the South Puget Sound region who are committed to providing effective social services to populations experiencing social and economic difficulties.

Graduates with a degree in Social Welfare are prepared to accept professional social work positions in a variety of settings. Typical positions for social welfare graduates are those that serve children, families, older persons, individuals with developmental disabilities, persons with severe and persistent mental illness, individuals who abuse alcohol and drugs, and those who are in the criminal justice system, health and long-term care agencies, and public social services. In providing these services in agencies and organizations, graduates are engaged in a wide range of roles, including as caseworkers, family advocates and social services employees at community agencies, mental health centers and chemical dependency settings.

Accreditation

The Social Work Program at the University of Washington Tacoma is accredited by the Council on Social Work Education (CSWE) as a BASW program option of the University of Washington School of Social Work in Seattle.

Admission Requirements

The UW Tacoma Social Welfare program admits a cohort of students in Autumn Quarter only. Core classes must be taken in sequence. Prior to application students must complete all admission requirements for UW Tacoma and the Social Welfare program (or students must have a plan in place to complete required courses prior to beginning classes at UW Tacoma). Please refer to the admission requirements grid on the next page.

To be considered for admission a student must meet the following minimum qualifications:

- A cumulative GPA of at least 2.0 in all college coursework.
- A GPA of at least a 2.0 or C grade or higher in each Social Welfare prerequisite course:
  - Introductory or survey course in psychology
  - Introductory or survey course in sociology
  - Introductory, survey, micro or macro course in economics
  - Human biology. Contact the Social Work program office for a list of approved courses or refer to the grid on page 9. Human biology must have been successfully completed within the last 10 years.
- 75-113 transferable college credits
Application Form

Transcripts

Admissions Essay

The Social Welfare Program Admissions Committee asks that each applicant write a two-page essay that follows the guidelines below. The essay should be typed, double-spaced with a font size of 12.

Please give a brief (one page maximum) autobiographical statement that supports your interest in a social work career. To the extent possible, include information regarding:

- Any specific obstacles that you have met or overcome
- Examples of leadership
- Other influences (either positive or negative) that shaped your interest in social work

Please describe volunteer or work experiences that relate to social services (one page maximum). Include a brief discussion of:

- Your duties as a social service provider
- What you learned from the experience
- How the experience has influenced your career goals
- Any involvement with disadvantaged populations
- Any involvement with social issues

The admissions essay is a critical element in the review of each applicant’s qualifications. Applicants are urged to carefully follow the instructions provided regarding the essay and to be as thorough as possible within the essay length limits.

Résumé

Please provide a résumé of experience that includes the following:

- Any social service experiences (paid or volunteer)—include dates and total hours of involvement
- Any special awards, achievements, honors that you may have earned
- Special skills (e.g., bilingual skills, artistic talent, research skills)

Social Welfare Requirements Form

On this form, students should list the courses they have taken (or plan to take) that will meet the Social Welfare admissions requirements.

Background Check Forms

- Washington State Patrol Request for Criminal History Information (Complete Section C only)
- Disclosure Statement
- Authorization for Repeat Background Checks and Dissemination of Results

Curriculum Objectives

Graduates of the Bachelor of Arts program in Social Welfare are expected to:

- Apply entry-level social work practice skills to individuals, families, groups, communities, tribes and organizations.
- Demonstrate an ethical and just professional use of self and the ability to use supervision and consultation.
- Practice effectively within agencies and delivery systems and identify, plan and pursue needed agency and system changes aimed at promoting social and economic justice.
- Demonstrate knowledge of and commitment to social work values and ethics through effective social work practice.
- Demonstrate understanding of and appreciation for differences based on gender, ethnicity, race, religious creed, sexual orientation, class and physical and developmental disabilities.
- Identify the ways in which oppression, colonization, privilege, discrimination and social and economic disadvantage contributed to complex human welfare problems.

SOCIAL WELFARE ADMISSION REQUIREMENTS

<table>
<thead>
<tr>
<th>Undergraduate class standing of junior</th>
<th>Completion of an approved associate’s degree (academic transfer degree) or 75-113 transferable college credits.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td>Two years in high school of the same foreign language or 10 credits of one language at the college level.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Three years of high school math through intermediate (second year) algebra or a course in intermediate algebra at the college level.</td>
</tr>
<tr>
<td>Quantitative/Symbolic Reasoning [Q]</td>
<td>5 credits E.g., symbolic logic, college-level algebra, statistics, pre-calculus, microeconomics or macroeconomics. Other courses may apply.</td>
</tr>
<tr>
<td>Writing</td>
<td>15 credits Must include 5 credits of English composition and 10 additional credits of writing-intensive coursework.</td>
</tr>
<tr>
<td>Visual, Literary and Performing Arts (Humanities) [V]</td>
<td>15 credits College-level foreign language credits might apply toward this requirement.</td>
</tr>
<tr>
<td>Individuals and Societies (Social Science) [I]</td>
<td>15 credits Must include 5 credits of introduction, survey, micro or macro course in economics and 5 credits each of Introduction to Psychology and Introduction to Sociology.</td>
</tr>
<tr>
<td>The Natural World (Natural Science) [N]</td>
<td>15 credits Must include an approved course in human biology taken within the last ten years. An introductory five-credit statistics course, taken within the last five years, must be completed before entering the senior year (may be completed at UW Tacoma).</td>
</tr>
<tr>
<td>Electives</td>
<td>To complete 75-113 transferable credits</td>
</tr>
</tbody>
</table>

1 Writing-intensive coursework may also count toward the Humanities, Social Science or Natural Science requirements. May also be met through coursework at UW Tacoma.

2 Minimum 2.0 grade required in each of these courses.

3 Contact the program for a list of approved courses or refer to the Social Welfare Web site.
Understand the strengths and empowerment perspectives in practice, policy and research in order to promote social and economic justice.

Understand and describe the comparative history of social welfare and social work systems in the United States as well as the emergence of social work as a profession.

Understand the growing prevalence of economic inequality, the distribution of poverty and societal remedies to resolve these problems.

Analyze the impact of social policies on people (both clients and workers), agencies, communities, service systems and nations, including American Indian and Alaska Tribal nations.

Understand and critically apply theoretical frameworks to understand individual development and behavior across the lifespan and the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, tribes and communities).

Demonstrate knowledge and skills in social work research methods used to develop and evaluate interventions and social service delivery systems.

Understand, use and promote evidence-based methods in generalist social work practice.

Use effective oral and written communication skills with a variety of client populations, colleagues and members of the community.

### Model Program of Study

**YEAR 1**

<table>
<thead>
<tr>
<th>Year</th>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TSOCWF 300</td>
<td>Social Welfare: Historical Approaches (3)</td>
<td>TSOCWF 311</td>
<td>Social Welfare Practice II (3)</td>
</tr>
<tr>
<td></td>
<td>TSOCWF 310</td>
<td>Social Welfare Practice I (3)</td>
<td>TSOCWF 320</td>
<td>Social Welfare: Contemporary Approaches (3)</td>
</tr>
<tr>
<td></td>
<td>TSOCWF 402</td>
<td>Human Behavior and Social Environment I (3)</td>
<td>TSOCWF 403</td>
<td>Human Behavior and Social Environment II (3)</td>
</tr>
<tr>
<td></td>
<td>Elective* (5)</td>
<td>Elective* (5)</td>
<td>SW elective from approved list* (5)</td>
<td>Electives* (10)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TSOCWF 390</td>
<td>Introduction to Social Welfare Research (5)</td>
<td>TSOCWF 405</td>
<td>Practicum Seminar (3)</td>
</tr>
<tr>
<td></td>
<td>TSOCWF 405</td>
<td>Practicum Seminar (3)</td>
<td>TSOCWF 415</td>
<td>Practicum (4)</td>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Autumn</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>TSOCWF 405</td>
<td>Practicum Seminar (3)</td>
<td>TSOCWF 405</td>
<td>Practicum Seminar (3)</td>
</tr>
<tr>
<td></td>
<td>TSOCWF 415</td>
<td>Practicum (4)</td>
<td>TSOCWF 415</td>
<td>Practicum (4)</td>
</tr>
<tr>
<td></td>
<td>Electives* (8)</td>
<td>Electives* (10)</td>
<td>Electives* (10)</td>
<td>Electives* (10)</td>
</tr>
</tbody>
</table>

Sample based on 90 credits.

*Required social welfare electives from approved list and other general electives may be taken at times other than those designated above, schedule permitting.

Note: Statistics is a required course for the BASW program; if the course has not been completed with a 2.0 or C grade or better within the last five years, students must take it prior to TSOCWF 390.

### Social Welfare Practicum

In addition to classroom instruction, students are required to complete 480 hours of practicum experience in an outside agency or organization under the supervision of a qualified social worker. In the practicum settings, students gain experience in such roles as advocate, case manager, change agent, group leader and organizer. They may assist a chemically-dependent person in changing destructive behavior patterns; help a battered woman find a safe, stable environment; support a person with mental illness in living independently in his or her community; marshal resources to enable a person with a physical disability to enter mainstream society; foster a child or foster a safe environment for an abused child; advocate for housing for homeless people; or help a community organize itself to prevent neighborhood problems.

### Course of Study

The required core curriculum must be taken in sequence over a two-year period. The Social Welfare curriculum consists of a 67-credit program comprised of these major areas:

- Foundation courses
- Social work practice courses
- Practicum combined with practicum seminars
- Social welfare electives
- General electives

Students will be required to complete 15 credits of social welfare approved electives, including a statistics course at UW Tacoma. Applicants who have completed statistics with a grade of 2.0 or better within the last five years will not be required to take a statistics course at UW Tacoma.

Model Program of Study

To help prospective students understand the sequencing of the Social Welfare curriculum, the Model Program of Study (above) shows a typical progression for the degree. Please note, students with admission requirements or Social Welfare prerequisite deficiencies must meet with the program adviser regarding completion and scheduling of deficiencies. Also, students who have not completed at least 20 credits of Visual, Literary or Performing Arts (VLPA) or 20 credits of Natural World (NW) distribution within their lower-division coursework must meet with the program adviser regarding selection of appropriate courses within an elective category to complete requirements.

Social Welfare core courses (TSOCWF) must be taken in sequence as noted. Matriculated students may take Social Welfare electives and general electives at any time.
Academic Standards

To maintain satisfactory progress in the Social Welfare program, an admitted student must meet the following criteria:

- **Maintain a 2.5 cumulative GPA in required Social Welfare courses and a 2.0 cumulative UW Tacoma GPA.** A student whose Social Welfare cumulative GPA falls below 2.5 in any quarter will be placed on academic probation. Once on academic probation, the student must contract with the Social Work program director to formulate an action plan for improving his or her GPA and attain at least a 2.75 GPA for each succeeding quarter until the Social Welfare GPA is raised to a 2.5. Students who continue on probation will be reviewed by the director and may be suspended from the program for low scholarship.

- **Maintain a minimum 2.0 grade (or credit in courses taken CR/NC) in each required Social Welfare course.** A student who earns a grade of less than 2.0 in any required Social Welfare course will be placed on academic probation for one or more quarters. A student placed on probation may be asked to retake a required course the next time it is offered. This may delay the student’s practicum by one year. With the approval of the program offering the course, a student may repeat a course once. Both the original grade and the second grade will be computed in the student’s GPA, but credit will be given only once.

- **Earn a minimum 2.0 grade in courses taken CR/NC in each required Social Welfare course.** A student must have a minimum 2.0 grade in all required Social Welfare coursework. At least 45 of the last 60 credits of upper-division work must be taken in residence at UW Tacoma.

- **Satisfactorily complete the first year required courses before proceeding into the practicum and practicum seminar.** Social Welfare students are guaranteed access into first- and second-year TSOCWF required courses. To begin the practicum (TSOCWF 415), the student’s TSOCWF 311 instructor must recommend that the student is ready for placement.

- **Maintain continuous enrollment.** A student who begins the program and then withdraws from the University for more than one quarter (excluding Summer Quarter) will have to re-apply to the program to be re-admitted. If re-admitted, the student must meet with the program director to prepare a revised program of study. The director will determine which courses may or may not be applicable to the current curriculum and which courses must be completed for the degree.

Graduation Requirements

To qualify for graduation with a Bachelor of Arts degree in Social Welfare from the University of Washington Tacoma, a student must:

- **Be a matriculated Social Welfare student in good academic standing with the University of Washington Tacoma.**

- **Satisfy all prerequisite and admission requirements for entrance into the Social Welfare program.**

- **Complete a recent introductory statistics course with a minimum grade of 2.0.** Please see a program adviser for details.

- **Complete a minimum of 180 credits.** At least 45 of the last 60 credits of upper-division work must be taken in residence at UW Tacoma.

- **Maintain a minimum cumulative GPA of 2.5 in all required Social Welfare coursework.**

- **Earn a minimum grade of 2.0 in each required departmental course.**

- **Have a minimum 2.0 GPA for all UW Tacoma coursework at graduation.**

- **Complete 52 credits of core courses in Social Welfare to include:**
  - TSOCWF 300 Social Welfare: Historical Approaches
  - TSOCWF 310 Social Welfare Practice I
  - TSOCWF 311 Social Welfare Practice II
  - TSOCWF 312 Social Welfare Practice III
  - TSOCWF 320 Social Welfare: Contemporary Approaches
  - TSOCWF 390 Introduction to Social Welfare Research
  - TSOCWF 402 Human Behavior and the Social Environment I
  - TSOCWF 403 Human Behavior and the Social Environment II
  - TSOCWF 404 Cultural Diversity and Justice
  - TSOCWF 405 Practicum Seminar
  - TSOCWF 415 Practicum

- **Complete 15 credits of approved Social Welfare electives.**

- **Apply for graduation with a program adviser by the deadline posted by the Social Work program for the expected date of graduation.**

Course Descriptions

For the most current course information, please consult the Social Work Web site: www.tacoma.washington.edu/social.

**TSOCWF 300 Social Welfare: Historical Approaches**

3 credits

Stresses the origin of social welfare policies, beginning with the Elizabethan Poor Law of 1601. Issues of poverty, as well as the development of publicly-funded income maintenance programs, and an understanding of the historical roots of social work are central to this course. Required for all Social Welfare majors. Open to non-majors. [I]

**TSOCWF 310 Social Welfare Practice I**

3 credits

Provides an introduction to the roles, tasks and functions of the social welfare practitioner and to theories and methods of intervention; a conceptual framework for social work practice with individuals, families and small groups; and an opportunity to develop skills in problem assessment, intervention, termination and evaluation. Required for all Social Welfare majors.

**TSOCWF 311 Social Welfare Practice II**

3 credits / Prerequisite: TSOCWF 310

Provides an introduction to the roles, tasks and functions of the social welfare practitioner and to theories and methods of intervention; a conceptual framework for social work practice with individuals, families and small groups; and an opportunity to develop skills in problem assessment, intervention, termination and evaluation. Required for all Social Welfare majors.

**TSOCWF 312 Social Welfare Practice III**

3 credits / Prerequisite: TSOCWF 310

Focus on macro systems in a diverse society using the generalist perspective. The implications of system resources and configurations for meeting human needs are considered. The role and function of generalist social workers to understand and advocate for system development and change is emphasized. Required for all Social Welfare majors.

**TSOCWF 320 Social Welfare: Contemporary Approaches**

3 credits

Current policy and program developments in the social welfare field. Topics include income maintenance proposals, the emergence of programs to treat specific social dysfunctions (e.g., mental health services) and the growth of a service-oriented society. Required for all Social Welfare majors. Open to non-majors. [I]
Open to non-majors.

Required for Social Welfare seniors.

Open only to Social Welfare seniors.

Open to non-majors. [N] [I] [W]

TSOCWF 351
Applied Statistics for Social and Human Services
5 credits
Application of statistical methods for use in social and human services. Examines purpose and use of social statistics to include analyzing the relationships between variables as a tool for conducting research; central tendencies and dispersion; probability; descriptive statistics; statistical inference and hypothesis testing; and bivariate analysis. Open to non-majors. [N] [Q]

TSOCWF 352
Women in the Criminal Justice System
3 credits
Explores the history, societal impact and future of women within the U.S. criminal justice system. Focuses on factors which contribute to female incarceration including poverty, physical and sexual victimization, chemical dependency and major mental illness. Gender-responsive strategies designed for advocacy and empowerment address major economic and social justice issues. Open to non-majors.

TSOCWF 353
Mental Illness and Recovery
5 credits / Recommended: Introductory psychology
Provides an overview of persistent and disabling mental illness among adults. Combines classroom and experiential learning. Students learn directly from service providers and consumers the challenges of living with serious mental illness and within health and social welfare system constraints. [I]

TSOCWF 354
Sexual Orientation and Gender Identity
5 credits
This course focuses on legal and sociopolitical topics related to sexual orientation and gender identity using social justice and empowerment perspectives. The framing of such topics at the local, national and global level is emphasized, as is the intersectionality of sexual and gender identity with other aspects of human diversity. Open to non-majors. [I]

TSOCWF 350
Biopsychosocial Human Services
3 credits
Examination of human life at the cellular level contextualized through the social environment. Emphasis upon cells, systems and individual development and functioning. Coverage of relevant theoretical frameworks commonly used in biological sciences, human services and social work will be used to address biological issues with clients in social and community contexts. Open to non-majors.

TSOCWF 390
Introduction to Social Welfare Research
5 credits / Prerequisite: Completion of an introductory statistics course with a 2.0 (C) grade or higher
Introduction to the logic of the scientific method as applied to social work/welfare practice, design and conduct of a research study, data collection and summarization. Skill development in critical consumption of social welfare research. Required for all Social Welfare majors.

TSOCWF 402
Human Behavior and the Social Environment I
3 credits
Focuses on person-in-the-environment for individuals and family development across the lifespan. Utilizes developmental and social systems perspectives in seeking to understand and influence human behavior across diverse backgrounds. Addresses dynamics and processes of families, small groups, organizations and community systems. Required for all Social Welfare majors. [I]

TSOCWF 403
Human Behavior and the Social Environment II
3 credits / Prerequisite: TSOCWF 402
Focuses on person-in-the-environment for individuals and family development across the lifespan. Utilizes developmental and social systems perspectives in seeking to understand and influence human behavior across diverse backgrounds. Required for Social Welfare majors. [I]

TSOCWF 404
Cultural Diversity and Justice
5 credits
History and culture of disadvantaged and oppressed groups served in social welfare generalist practitioners. Required for all Social Welfare majors. Open to non-majors. [I]

TSOCWF 405
Practicum Seminar
3 credits; max. 9 credits / Prerequisite: TSOCWF 312
Integrates social work practicum experiences with prior and concurrent coursework in social sciences, social work and research. Includes discussion of class presentations and simulations of practice situations that combine knowledge and skill utilization. Student logs provide a basis for individual goal identification and achievement. Required for all Social Welfare majors. Open only to Social Welfare seniors.

TSOCWF 409
Readings in Social Welfare
1-5 credits; max. 15
Student-oriented, individually contracted projects on topics of interest in social welfare not covered by other Social Welfare offerings. Open only to Social Welfare majors.

TSOCWF 415
Practicum
4 credits; max. 12 credits / Prerequisite: TSOCWF 312
Students are placed in selected social service agencies and accept beginning social service assignments under the supervision of competent agency personnel. Required for all Social Welfare majors. Open only to Social Welfare seniors. Credit/no credit only.

TSOCWF 420
Interpersonal Violence and Society
5 credits
Explores interpersonal violence from both sociological and psychological frameworks. Understanding of the nature, dynamics and effects of interpersonal violence and the threads that connect personal and community violence. Will evaluate how best to prevent and decrease the amount of violence in society. Open to non-majors. [I]

TSOCWF 421
Cross-Cultural Grieving
5 credits
Examines spiritual, psychosocial, physical, and behavioral impacts of major loss on persons, families, and communities as it occurs in diverse North American ethnic and cultural communities. Exploration of death, dying, major family separations, divorce and refugee/immigration changes as it relates to grief, loss and mourning. Open to non-majors. [I]

TSOCWF 422
Aging in American Society
5 credits
Covers physical and psychological processes of aging. Social aspects of aging related to family roles, cultural and social support and use of health and social services will be included. Home- and community-based services and how those services may need to change in the 21st century will be reviewed. Open to non-majors. [I]

TSOCWF 423
Risk and Ethics in Human Enterprises
5 credits
Values, ethics, risk management and the law are explored in depth as they relate to the provision of human services programs, and other professional disciplines. Topics include: conflict of interest, duty of care, duty to warn, privacy and confidentiality, risk analysis, and ethical decision making. [I]

ABOUT FULFILLING ADMISSION REQUIREMENTS
Some students are admitted to UW Tacoma before they have completed all of their admission requirements. Students may fulfill missing requirements in the Areas of Knowledge and Quantitative/Symbolic Reasoning through courses offered at UW Tacoma. Courses that fulfill these requirements are indicated with bold letters at the end of the course description: [V] Visual, Literary and Performing Arts (Fine Arts and Humanities); [I] Individuals and Societies (Social Sciences); [N] The Natural World (Natural Sciences); and [Q] Quantitative/Symbolic Reasoning.
TSOCWF 424
Information Technology and Human Service Practice
5 credits
In-depth exploration of the impact of information technology on human service agencies and their consumers. Topics include: changing human service practice, human service Web sites, online therapy and self-help information, and technology-based social problems. Involves experiential learning. [I]

TSOCWF 450
International Comparisons of Current Issues
12 credits
Provides an international comparison of social policy and social service delivery systems. In addition to a three-week intensive field component, students will complete relevant readings and conduct an independent research project on a relevant topic negotiated with the instructor. Open to non-majors. [I]

TSOCWF 490
Research in Social Welfare
1-3 credits, max. 10 credits
Individual work with faculty member to assist with current research projects. Training and supervision in some or all of the following research tasks: literature review, data analysis, record-keeping, interviewing, report writing, data entry and coding, data collection, and other tasks commonly found in research problems in social welfare.

Faculty
Marceline M. Lazzari
Director and Professor
Social Work
Feminist Social Work Practice, Education and Administration, Human Diversities, Qualitative Research; Ph.D., University of Denver, 1990.

Erin A. Casey
Acting Assistant Professor, Social Work; Domestic Violence; Ph.D., University of Washington, 2006.

Thomas M. Diehm

Carol J. Donaldson
Teaching Associate, Social Work; Child Welfare Training and Advancement Program Practicum Instructor; Child Welfare; M.S.W., University of Washington, 1999.

Charles A. Emlet
Associate Professor, Social Work; Aging, Medical Social Work, Public and Mental Health, HIV/AIDS; Ph.D., Case Western Reserve University, 1998.

Jerry Finn

Michelle D. Garner
Acting Assistant Professor, Social Work; Spirituality and Social Work; Ph.C., University of Washington, 2006.

Marian S. Harris
Assistant Professor, Social Work; Kinship Care, Child Welfare and Mental Health; Ph.D., Smith College, 1997.

Teresa Holt
Lecturer, Social Work; Children, Youth and Families, Diversity, Field Education; M.S.W., University of Washington Tacoma, 2001.

Robert L. Jackson
Associate Professor, Social Work; Rural and Community Mental Health, Group Work, Direct Social Work Practice; Ph.D., University of Utah, 1991.

Janice H. Laakso

Patricia Spakes
Chancellor; Professor, Social Work; Family Theory, Research and Policy; Ph.D., University of Wisconsin - Madison, 1979.
The course of study explores both the theoretical nature of societies and the practical application of becoming actively involved in the process of change or improvement. Course topics include society and culture, housing, urbanization, environment, planning, race and poverty, and economic development and sustainability. All of these can be enhanced by field experience, internships, study-abroad programs and community service or research projects. A strong research component is required so the application of theory may be tested in a real-world situation. This prepares strong graduates to enter the workforce or continue their education with graduate or professional study in fields ranging from planning and design to public administration, public policy and education.

Students who complete the program may qualify for a wide variety of jobs in the public and private sectors including housing, community development, planning, transportation, government or human services.

An academic minor or certificate can complement the major so as to broaden students’ understanding of topics including nonprofit management, environmental studies, public history, education, human rights, restoration ecology, computing and software systems and geographic information systems (GIS).

Overall objectives of the program:

■ Provide an understanding of the form and function of cities
■ Instill an awareness of problems and issues confronting metropolitan areas
■ Provide an interdisciplinary curriculum that allows students to understand the complex interrelationships that make up the urban environment and permits them to approach problems from a variety of perspectives
■ Equip students with the analytical skills needed to undertake research in an urban milieu

Learning outcomes:

■ Approach urban issues from an interdisciplinary perspective
■ Apply analytic and quantitative skills to assess and develop strategies to analyze and resolve urban issues
■ Compare and contrast approaches used in designing and undertaking research in urban studies
■ Demonstrate effective written and oral communication skills
■ Demonstrate appreciation for the diverse nature of urban populations and the social justice issues many of these populations face
Three years of high school math through intermediate
15 credits

To complete 90-105 transferable credits

Personal Goal Statement

A one- to two-page personal statement is required with the undergraduate application. The personal statement should address the student’s motivation for pursuing an Urban Studies degree, address how the degree can blend the student’s educational and career goals, list involvement in community-based activities and personal/professional accomplishments, describe personal strengths and experiences that support the student’s interest and commitment for the degree. This is also where the student should address any weaknesses on transcripts or explain adversity experienced that affected previous academic performance.

The statement must include the student’s name, address, telephone number and e-mail address. It should also indicate the desired quarter of admission. The personal statement is an important part of the application and will be used to assess the student’s qualifications and fit with the program.

Transcripts

Two official transcripts must be submitted from each college and university attended, even if no credit was earned. Failure to submit a complete set of transcripts may result in denial of admission or dismissal from the University. If you took a foreign language or intermediate algebra in high school and are using that to fulfill the foreign language or mathematics requirement, you must submit one official high school transcript as well.

Application for admission will not be considered until a completed application, transcripts and personal goal statement have been received.

### Minors

A minor in Urban Studies is available to undergraduate students in other degree programs. Please see the “Minors and Certificates section beginning on page 107.

### Admission Requirements

All students who have completed the admission requirements with a cumulative GPA of 2.0 and at least 90 credits will be considered for admission.

### Educational Qualifications

- A cumulative grade-point average (GPA) of 2.0 in all college coursework. Applicants with a completed application and a minimum GPA of 2.50 will be given priority consideration for admission.
- Completion of the admission requirements shown in the chart below.

### Personal Goal Statement

A one- to two-page personal statement is required with the undergraduate application. The personal statement should address the student’s motivation for pursuing an Urban Studies degree, address how the degree can blend the student’s educational and career goals, list involvement in community-based activities and personal/professional accomplishments, describe personal strengths and experiences that support the student’s interest and commitment for the degree. This is also where the student should address any weaknesses on transcripts or explain adversity experienced that affected previous academic performance.

The statement must include the student’s name, address, telephone number and e-mail address. It should also indicate the desired quarter of admission. The personal statement is an important part of the application and will be used to assess the student’s qualifications and fit with the program.

### Transcripts

Two official transcripts must be submitted from each college and university attended, even if no credit was earned. Failure to submit a complete set of transcripts may result in denial of admission or dismissal from the University. If you took a foreign language or intermediate algebra in high school and are using that to fulfill the foreign language or mathematics requirement, you must submit one official high school transcript as well.

Application for admission will not be considered until a completed application, transcripts and personal goal statement have been received.

### URBAN STUDIES ADMISSION REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate class standing of junior</td>
<td>Completion of an approved associate's degree (academic transfer degree) or 90-105 transferable college credits.</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Two years in high school of the same foreign language or 10 credits of one language at the college level.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Three years of high school math through intermediate (second year) algebra or a course in intermediate algebra at the college level.</td>
</tr>
<tr>
<td>Quantitative/Symbolic Reasoning</td>
<td>5 credits</td>
</tr>
<tr>
<td>Writing</td>
<td>15 credits</td>
</tr>
<tr>
<td>Visual, Literary and Performing Arts (Humanities)</td>
<td>15 credits</td>
</tr>
<tr>
<td>Individuals and Societies (Social Science)</td>
<td>15 credits</td>
</tr>
<tr>
<td>The Natural World (Natural Science)</td>
<td>15 credits</td>
</tr>
<tr>
<td>Electives</td>
<td>To complete 90-105 transferable credits</td>
</tr>
</tbody>
</table>

1 Students who enrolled in college prior to Autumn 1985 are exempt from this requirement.

2 Writing-intensive coursework may also count toward the Humanities, Social Science or Natural Science requirements.
Students must satisfactorily complete all Urban Studies core and core elective coursework by achieving a minimum 2.0 grade-point average in each course. If a grade below 2.0 is received, the student must repeat the course. Course credit will only be awarded once and both grades will be computed into the grade point average.

If a grade below a 1.7 is received in an general elective course, it will not count toward their graduation, but they are not required to repeat the course.

Core and core elective courses may not be taken by correspondence (distance learning).

Core and core elective courses may not be taken S/NS (satisfactory/not satisfactory).

Upper-division courses completed at other accredited four-year institutions may be applied toward the general elective requirement. Adviser transcript evaluation available upon request.

Upper-division courses considered for transfer credit are held to the 1.7 grade standard.

Graduation Requirements

To qualify for graduation with a Bachelor of Arts degree in Urban Studies from the University of Washington Tacoma, each student must complete the following requirements:

Be a matriculated Urban Studies student in good academic standing with the University of Washington Tacoma.

Satisfy all Urban Studies admission requirements for graduation.

Complete all Urban Studies core and core elective coursework with a minimum 2.0 grade-point average in each class.

Maintain a minimum cumulative grade-point average of a 2.0.

Complete 180 credits, at least 75 of which must be upper-division (300-400 level) coursework.

Complete at least 45 of last 60 credits in residence.

Course Descriptions

For the most current course information, please consult the Urban Studies program Web site: www.tacoma.washington.edu/urban_studies.

TURB 301

The Urban Condition

5 credits

An overview of the city as a place of residence, commerce and industry. Consideration is given to urban form and function. Social, economic and political factors affecting urban life and development are discussed. This course is designed to serve as the introductory course for urban studies majors.

TURB 310

Urban Society and Culture

5 credits

An examination of the social structure of cities. Issues related to class, race, ethnicity and gender are discussed. The impact of societal differences on urban form, residential patterns and labor markets is considered.

TURB 312

Race and Poverty in Urban America

5 credits

Examines current research, policy and debate surrounding race and poverty in urban America. Includes affirmative action, the changing family, cultural identity, the inner-city crisis, interracial relationships, residential segregation, and the working and non-working poor.

TURB 314

Gender and the Urban Landscape

5 credits

Examines linkages between cultural, physical and symbolic urban landscapes and gender ideologies, structures and practices. Major themes from gender and urban studies include domestic/public divisions, sexuality and city spaces, consumption and urban design. Integration of theoretical positions and ideas into students’ work is emphasized.

TURB 315

Homes, Housing and Homelessness

3 credits

This course provides a hands-on introduction to issues of housing and homelessness, focusing on the South Puget Sound region. Topics include the meaning of “home,” the political economy of public housing, the rise and expansion of suburbia, the cultural significance of gated communities and the persistence of homelessness in our cities. Students will gain an in-depth understanding of these issues in our area through organized class field trips and research projects. Fulfills a core or core elective requirement depending on chosen program plan.

TURB 316

Cities and Citizenship

5 credits

Addresses inequality in urban spaces through the concept of citizenship and ideas about “rights to the city.” While the course is traditional in its concern with urban poverty, race, ethnicity and immigration, it offers a vocabulary of citizenship and rights to investigate urban inequalities and how various populations experience them.

TURB 318

Organizing Communities

3 credits

Examines social, economic and political problems from an organizer’s perspective. Examines problems and issues associated with organizing, and introduces the basic tools required to design successful organizing efforts. Particular attention will be given to communities facing issue-oriented organizing.
TURB 320
Introduction to Urban Planning
5 credits
Introduction to the planning process. The major planning sub-fields are presented and discussed. Included are topics in housing, transportation, recreation, environmental planning and preservation planning. Techniques associated with growth controls and land-use management are examined. Introductory course for students whose emphasis will be in planning, and a prerequisite for other planning-related courses. [I]

TURB 321
History of Planning, Theory and Practice
5 credits
An examination of planning theory and practice with an emphasis on 20th-century theorists and advocates. The impacts of planning theories and movements on planning practice and urban form are examined. [I]

TURB 322
Land-Use Planning
5 credits / Prerequisite: TURB 320, TURB 321 or permission of instructor
Examines the land-use planning process at the local level with a focus on the contemporary United States. Review of theories of land-use change; arguments for and against planning intervention, and the role of the land-use planner in the local land-development area. [I]

TURB 330
City Worlds
5 credits
Examines world urbanization and the shifting geographies associated with economic restructuring and globalization. Ethnicity, gender, urban form, local governance strategies and resistance to those strategies are considered. Includes examples from cities in both the developed and developing worlds. [I]

TURB 335
Community Development
3 credits
Examines roles of the private and public sectors in developing communities. Considers public policy approaches and strategies of public-private cooperation aimed at downtown revitalization, historic preservation, and democratic access to urban spaces. Investigates issues associated with community development projects. [I]

TURB 350
Introduction to Urban Research
5 credits
Introduction to research methods pertinent to the study of urban issues, society and culture. Emphasizes the logic of the scientific method, understanding the interrelated stages of the research process, understanding and critiquing quantitative and qualitative research literature, and learning strategies for gathering and analyzing data. [I]

TURB 360
The African-American Urban Experience
5 credits
Places African-Americans at the center of the American urban condition from the colonial era to the 21st century. Interdisciplinary study of U.S. urban history, contemporary social, cultural and policy research and comparative perspectives on race and ethnicity to illuminate the growth and evolution of African-American urban communities. [I]

TURB 379
Urban Field Experience
5-15 credits, max. 15
Designed as a field course to be offered during the summer. Based in a city sufficiently different from the Tacoma metropolitan area to expose students to a distinct "urban laboratory." These differences will revolve around city size/structure in that major metropolitan centers will be selected as sites for the course. In addition, cultural differences will be a consideration in that many of the offerings will be in foreign cities. Examples of anticipated locales are New York, Mexico City, London, and Amsterdam. Course content will vary depending on the destination. The course is part of the newly developed Urban Studies program and is intended to enhance students' perspectives on urbanism through an experience that provides an in-depth look at a global city. Intended to increase students' ability to critically assess urban issues and problems through direct observation/experience. Further, through interaction with experts from the local area, the course is designed to acquaint students with the techniques practitioners use to address urban issues.

TURB 389
Foreign Study
12 credits
Intended for students arranging full-time study-abroad programs. Students will enroll in this course for the study-abroad term. Upon completion, credit from foreign universities is evaluated and assigned to UW Tacoma course equivalents, replacing TURB 389.

TURB 399
International Urban Studies
3-15 credits
Courses taken though UW Tacoma Urban Studies foreign study program for which there are no direct University of Washington Tacoma course equivalents.

TURB 401
Urban Change and Development
5 credits
Examines relationships that shape the development of cities under conditions of globalization. Overview of key terms and concepts, examples of changing urban social and economic conditions, and analysis of connections among global processes, urban experiences, and the production of urban space in the United States. [I]

TURB 405
Images of the City
3 credits
Examines how the city is portrayed through various mediums and how these portrayals affect society's perception of urban places. Discusses imagery from films, literature, television, newspapers and magazines. Considers images linked to such elements as crime, ethnic enclaves, downtown areas and suburbia. [I]

TURB 410
Environmental Justice
3 credits
Examines the relationships between environmental issues and people of color and low-income communities from both local and global perspectives. Emphasizes issues of race/ethnicity, socioeconomic status, and policy and politics in environmental justice. Offered jointly with THLTH 410. [I]

TURB 415
Urban Government and Organizations
3-5 credits
Examines the structure and workings of urban government and non-governmental agencies and organizations. Considers the relationship between non-governmental and governmental organizations along with their impact on the physical and social development of the city. [I]

TURB 420
Cities and the Constitution
5 credits
Examines the Constitutional rights to freedom of expression in the public institutions and public places of cities. Considers rights to freedom of expression as they exist in a variety of forums—from streets and parks to schools, shopping malls, university sporting events and the property surrounding prisons. Examines interactions among rights and community interests. [I]

TURB 425
Cities and Terrorism
5 credits
Examines cities as the societal focal points of terrorism and individual privacy rights. Considers influences of urbanization on notions of privacy and discusses the significance of expectations of privacy in Fourth Amendment jurisprudence. Analyses political speech and legislation directed at terrorism in terms of consequences for cities and privacy rights.
TURB 430
Pacific Rim Cities
5 credits
Examines links between urbanization and globalization on the Pacific Rim and connections between events and social/economic processes in places that seem distinct (e.g., China, Canada, Mexico, Philippines). Case studies and discussion topics include questions of class formation, political change, migration patterns, and gender/family dynamics.

TURB 450
Sustainable Development
5 credits
Examines the global goal of sustainable development within the context of rapid urbanization. Emphasizes best practices in Europe, North America, Asia and Africa. Examines major environmental challenges and innovative development initiatives designed to meet these challenges.

TURB 460
Urban Issues in the Developing World
5 credits
Examines challenges associated with urban development and societal change in developing countries. Examines topics such as mega cities, squatter housing, and informal labor. Adopts a geographical perspective and focuses on local governance issues.

TURB 479
Planning and Development in the Puget Sound Region
3 credits
Examines the problems and prospects associated with rapid growth in the Seattle-Tacoma urban region. Site visits and discussions with public officials, planners and developers. Topics/sites vary and include such issues as growth management, sprawl, transportation, sustainable development, land-use and environmental protection. [I]

TURB 492
Urban Studies Capstone Seminar
5 credits
An interdisciplinary approach to the study of urban issues and problems. The course is designed to provide the opportunity for in-depth analysis of selected issues. Each seminar will focus on one aspect of the city (e.g. gentrification, housing, segregation, sprawl). *This course serves as a capstone course in the Urban Studies Program.*

TURB 494
Undergraduate Research
1-15 credits, max. 15
Undergraduate Research is intended to afford students the opportunity to undertake independent research. Collaboration with a faculty member on a project of mutual interest is encouraged. Goals are to strengthen skills in research design, improve student understanding of the appropriate application of research techniques and methodologies, and enhance writing skills.

TURB 496
Community Service Project
3-15 credits, max. 15
Under the direction of a faculty member students propose and develop a project intended to benefit the local community. The purpose of the course is to encourage students to think about new strategies in dealing with urban problems or to devise new methods of assisting disadvantaged groups. Students may develop and implement their project by working with a particular governmental unit or not-for-profit organization or they may work independently.

TURB 498
Urban Internship
3-15 credits, max. 15
Offers students an opportunity to gain experience and increase their understanding of the urban environment by working with a government agency, not-for-profit organization or private-sector firm. Students apply the skills and knowledge gained in the classroom to urban problems/issues.

Faculty
Brian Coffey
*Director and Professor*
Urban Studies
Geography; Ph.D., University of Oregon, 1982.

Tom Carlson
Assistant Professor, Urban Studies; Geographic Information Systems; Ph.D., University of California, Davis, 2003.

Yonn Dierwechter
Assistant Professor, Urban Studies; Ph.D., London School of Economics, 2001.

Lisa Hoffman
Assistant Professor, Urban Studies; Ph.D., University of California, Berkeley, 2000.

Linda Hurley Ishem
Assistant Professor, Urban Studies; Ph.D., University of Washington, 2006.

J. Mark Pendras
Assistant Professor, Urban Studies; Ph.D., Rutgers University, 2005.
Minors and Certificates

Applied Computing Minor

Contact an adviser in the Institute of Technology at (253) 692-5860 to learn more about this minor.

The minor in Applied Computing is designed for students who want to be sophisticated users of computing technology and principals in their field, but do not seek extensive programming experience. The minor offers grounding in basic computing skills and principles and key technologies such as database management and computer networks. It also provides the student the opportunity to integrate these skills into his or her major field.

Requirements

The Applied Computing minor requires 25 credits to include:

- TINST 310 Computational Problem Solving
- TINST 311 Database Management and Data Analysis
- TINST 312 Computer Networks and the Internet

The remaining two courses encourage breadth of experience and must include:

- At least one elective in the CSS program. Possible topics include:
  - Technology in the Service of Society
  - Technical Writing
  - Data Modeling
  - Human Computer-Interface
  - Cybersecurity
  - Graphics
  - Entrepreneurship
  - Information Assurance

One of the following course options:

- A second CSS elective
- An approved computing-oriented elective in any UW Tacoma program. Approved courses include TACCT 330, TBUS 301 and TGIS 311.
- An independent study project supervised by a CSS faculty member

Note: Some required courses might be taken out of sequence to accommodate student schedules.

Asian Studies Minor

Contact an adviser in Interdisciplinary Arts and Sciences at (253) 692-4450 to learn more about this minor.

The Asian Studies minor offers students the opportunity to develop a well-rounded understanding of the countries and cultures of Asia. The courses enable students to fit the Asian experience into a theoretical context of global patterns of modernization and economic development while focusing on specific historical and cultural elements in Asian countries.

Requirements

The Asian Studies minor requires 30 credits to include:

- 10 credits from the following list of framework courses:
  - TCOM 430 Global Networks, National Identities
  - TCOM 460 Communication and National Development
  - TSMG 313 Theories of Economic Development and Social Change
  - TSMIN 418 Interpreting Enigmatic India
  - TSMIN 424 Imperial China
  - TSMIN 322 Comparative Perspectives on East Asian and Latin American Development
  - TSMIN 436 Contemporary Chinese Culture and Society

- 20 credits from the following list of content courses:
  - TCXIN 381 Society, Self and Worldview in the Arts of India
  - TCXIN 382 Society, Self and Worldview in the Arts of China
  - TCXIN 383 Society, Self and Worldview in the Arts of Japan
  - TIBCIN 463 God: East and West
  - TSMIN 412 History of Vietnam
  - TSMIN 413 Pre-modern Japan
  - TSMIN 414 Modern China
  - TSMIN 415 Modern Japan
  - TSMIN 416 Modern Korea
  - TSMIN 434 The Pacific War

Computing and Software Systems Minor

Contact an adviser in the Institute of Technology at (253) 692-5860 to learn more about this minor.

The minor in Computing and Software Systems focuses on computer programming, problem solving and how software is designed to meet diverse human needs. The minor emphasizes fundamental skills that apply to current computer-based technologies, such as dynamic Web pages, and that will remain applicable to the next generation of computing devices. Coursework in the minor balances theoretical underpinnings of computing with the pragmatics of hands-on practice in developing a variety of software projects.

Prerequisites

- Matriculated status within the University of Washington
- Calculus
- Probability/Statistics
- TCSS 142 or equivalent and TCSS 143 or equivalent

Requirements

The CSS minor requires 30 credits to include:

- TCSS 305: Programming Practicum
- TCSS 321: Discrete Structures
- TCSS 342: Data Structures
Education Minor

Contact an adviser in Interdisciplinary Arts and Sciences at (253) 692-4450 to learn more about this minor.

This minor is designed to help students interested in teaching to meet the course requirements for applying to K-12 certification programs. By offering a choice of relevant courses in both IAS and Education, including a "hands-on" practicum in a public school classroom, the minor provides the opportunity to gain broad perspectives on educational issues in today's world.

Requirements

The minor in Education requires a minimum of 29 credits of coursework including a 14-credit core. Students who are interested in pursuing teacher certification may apply 6 credits of specified coursework toward certification requirements upon completion of the Education minor. Any course taken for the purpose of fulfilling a Teacher Certification program curriculum requirement or prerequisite must be passed with a 2.0 minimum grade. A 3.0 GPA is required for admission to the Teacher Certification program. Students should consult with a program adviser prior to enrolling in classes.

Education Core (14 credits):

- TPSYCH 320 Theories of Child Development (or equivalent)*
- TEDUC 471 Diversity and Equity in Schools and Curriculum**
- TEDUC 482 Schools in American Society**
- TEDUC 490 Service Learning Practicum in Education*

Electives (15 credits):

Select one course each from lists A, B and C.

Children and Youth (List A):

- TCOM 458 Children and Television
- TPSYCH 312 Child and Adolescent Abnormal Psychology
- TPSYCH 321 Adolescent Psychology
- TPSYCH 401 Family Violence

Other elective courses may apply. Consult an adviser for details.

U.S. History and Diversity (List B):

- TCSIUS 342 African-American History: Jim Crow Era to Martin Luther King Jr.
- TCSIUS 349 Minorities and Higher Education in American History
- TCSIUS 441 Black Freedom Movement in Perspective
- TCSIUS 443 Ethnicity and the Urban Landscape
- TCXUS 338 Hispanics in the United States
- TIBCUS 459 African-American Culture and Consciousness
- TIBCUS 464 Native American Cultural Areas
- TIBCUS 466 Life and Thought: Martin Luther King, Malcolm X, and Angela Davis
- TSMUS 300 The Making of America*

Supporting Courses –Art, Writing and Science that support K-8 teaching (List C):

- TCXG 336 Glass Arts
- TCXG 340 Landscape in Contemporary Art
- TCXG 372 Writing Effectively
- TCXG 373 Introduction to Writing Poetry
- TCXG 374 Argument in Research and Writing
- TCXG 377 Art of the Americas*
- TCXG 381 Introduction to Creative Writing: Fiction
- TCXG 382 2-D Design and Contemporary Approaches in Art
- TCXG 383 South Sound Contemporary Art: Creativity and the Art of Seeing
- TCXG 386 Cont. Art and Studio Drawing
- TCXG 470 The Material World: Art and Artifacts
- TCXG 471 Culture and the Meaning of Visual Arts*
- TCXG 484 Writing Creative Non-Fiction
- TCXIN 381 Society, Self and Worldview in the Arts of India
- TCXIN 382 Society, Self and Worldview in the Arts of China
- TCXIN 383 Society, Self and Worldview in the Arts of Japan
- TCXIN 384 Society, Self and Worldview in the Arts of the Pacific
- TCXIN 477 Patronage, Religion and Propaganda in European Art (1590-1750)
- TCXIN 478 Revolution, Industrialization and Modernity in European Art (1780-1900)
- TCXIN 479 History of Rock ’n’ Roll
- TESC 300 Introduction to Environmental Science*
- TESC 329 Geomorphology and Soils
- TESC 332 Issues in Biological Conservation
- TESC 336 Plants and People: the Science of Agriculture
- TESC 341 Oceanography*
- TESC 347 Maritime History and Science in the Pacific Northwest
- TESC 422 Evolution

Environmental Studies Minor

Contact an adviser in Interdisciplinary Arts and Sciences at (253) 692-4450 to learn more about this minor.

The Environmental Studies minor gives students who are interested in environmental issues a good grounding in the principles of this field. For students interested in the various aspects of the environment, such as science, law, economics, history, policy, health, education, psychology, and justice, this minor offers a range of courses to choose from as well as the basic science. No prerequisites are needed. For students from all majors, this minor can be useful in obtaining the perspectives that make them more successful job applicants, as well as more informed employees and citizens.

Requirements

The minor in Environmental Studies requires 25 credits to include:

- TESC 300: Introduction to Environmental Science
- Five credits of any TESC course (lab or field not required)
- Five credits of an ethics course from the following list:
  - TIBCG 363 Philosophical Perspectives on the Environment
  - TIBCG 456 Environmental Ethics
- Five credits of a law/policy course from the following list:
  - TCSIUS 438 Environmental Law
  - TEST 333 Environmental Policy Application and Compliance
- Five credits from any TESC or TEST course or one of the following:
  - TCSIIN 438 Urbanization and the Environment
  - TCXUS 477 Nature and the Environment in American Literature
  - THLTH 410 Environmental Justice
  - THLTH 472 Human Health and the Environment
  - TIBCG 437 Technology and the Modern World
  - TSMUS 421 Economics and the Environment
- TURB 320 Introduction to Urban Planning
- TURB 322 Land-Use Planning
- TURB 410 Environmental Justice
- TURB 450 Sustainable Development

* Course also fulfills TCP prerequisite.
** Course also fulfills a TCP curriculum requirement.
Health and Society Minor
Contact an adviser in Nursing at (253) 692-4470 to learn more about this minor.

Health care is a growing segment of the U.S. economy. There is an increasing need to have an understanding of the complex issues faced by individuals, families, health care agencies and communities as they deal with health and illness as the population ages. The Health and Society minor provides a valuable study option for students with allied health work experience or students interested in the health care sector.

Requirements
The minor in Health and Society requires 28 credits to include:
- TTHLTH 310: Health, Illness and Society (5 credits)
- TNURS 407: Diversity; Issues of Exclusion and Inclusion (3 credits)
- 20 credits from among the following courses:
  - TTHLTH 410: Environmental Equity
  - TTHLTH 415: Representations of Health Policy and Ethics in Film
  - TTHLTH 420: Holistic Health
  - TTHLTH 425: Violence in Intimate Partner Relationships
  - TTHLTH 430: Adolescent Health in Context
  - TTHLTH 435: Women's Health, Women's Lives
  - TTHLTH 440: Business of Health Care
  - TTHLTH 470: Challenges and Controversies in U.S. Health Care
  - TTHLTH 472: Human Health and the Environment
  - TTHLTH 480: Death and American Society
  - TTHLTH 485: Critical Issues in Global Health
- TNURS 402: Families in Society
- TNURS 410: Ethical Issues in Clinical Practice

Spanish more effectively.

Hispanic Studies Minor
Contact an adviser in Interdisciplinary Arts and Sciences at (253) 692-4450 to learn more about this minor.

Hispanic Studies combines proficiency in the Spanish language with a general knowledge of the cultural, historical and political framework of Spanish America. It also promotes an awareness of Hispanic culture in the United States. This interdisciplinary minor draws on traditional fields such as second-language acquisition, history, literary analysis and criticism, film studies, art history, political science, and sociology. It emphasizes the interrelationship between language and culture and trains people to interact with native speakers of Spanish more effectively.

Requirements
The minor in Hispanic Studies requires 25 credits to include:
- 10 credits of Spanish language skills:*
  - TCXG 301: Intensive Spanish: Reading
  - TCXG 302: Intensive Spanish: Conversation
  - TCXG 303: Intensive Spanish: Writing
- 15 credits of Hispanic Studies courses:*
  - TCSIIN 435: Popular Movements in Latin America
  - TCSIIN 441: Mexican Cinema and Society
  - TCXIN 376: Hispanic Film
  - TCXIN 377: Mexican Literature and the Search for National Identity
  - TCXIN 461: Contemporary Mexican Culture
  - TCXIN 462: Women in Latin America
  - TCXIN 463: Contemporary Cuban Culture
  - TCXIN 464: The Arts, Cultures and History of Mexico (study abroad; 10 cr.)
  - TCXIN 476: Latin American Women Writers
  - TCXUS 338: Hispanics in the United States: Religion and Church in Latin America
  - TSMIN 324: Modern Latin America
  - TSMIN 326: Modern Brazil
  - TSMIN 410: Caribbean Basin: Selected Topics

Human Rights Minor
Contact an adviser in Interdisciplinary Arts and Sciences at (253) 692-4450 to learn more about this minor.

The Human Rights minor is a tri-campus, interdisciplinary minor open to undergraduate students from all programs and departments of the University of Washington. Students who are interested in social justice or international law and politics will find this new option to be of particular interest.

Requirements
The Human Rights minor requires 25 credits to include the following:
- 10 credits of courses concerned with human rights (i.e., as defined in the Universal Declaration of Human Rights) as a core concept.
  - Tacoma: TCSIG 452: Political Theory of Human Rights
  - TIBCG 452: Anti-Semitism and the Holocaust
  - TSMIN 311: International Human Rights
  - TSMIN 420: Theories of Political Violence
  - TSMIN 421: Human Rights in Emerging Democracies: Eastern Europe and Latin America
  - (Faculty offering appropriate courses may approve substitutions.)
  - Bothell: BLS 335, BLS 353, BLS 403, BLS 414
  - Seattle: PHL 338, POLS/SOJU 363, SOCSSCI 201, WOMEN 405
- 5 credits of courses concerned with human rights in a broad context, e.g. poverty, race/ethnicity, gender.
  - Tacoma: TCSIIIN 435: Popular Movements in Latin America
  - TCSIIIN 436: Rural Societies and Development
  - TCSIUS 335: Social Class and Inequality
  - TCSIUS 441: Black Freedom Movement in Perspective
  - TCSIUS 452: Minorities and the Law
  - TCXUS 385: African-American Literature from Slavery to the Present
  - TSMG 313: Theories of Economic Development and Social Change
  - TSMG 425: Labor and Politics in Comparative Perspective
  - TSMIN 326: Modern Brazil
  - TSMIN 425: Contemporary Issues in International Political Economy
  - TSMIN 433: Exploring Nazism
  - TSMIN 435: Contemporary Geopolitics
  - TSMUS 413: Civil Rights, Civil Liberties
  - TSMUS 415: Labor Research Practicum
  - (Faculty offering appropriate courses may approve substitutions.)

* Students who are diagnosed as native speakers or at an advanced level of proficiency (4 or higher on the ACTFL scale) are not required to take the language classes. These students should take an additional 10 credits from list B.
Bothell:
BLS 322, BLS 344, BLS 345, BLS 362, BLS 367, BLS 412, BLS 415, BLS 430, BLS 432, BLS 445
Seattle:
■ 10 additional credits from either of the above lists.
■ At least 3 credits (of the 25 required) must be in a human-rights-related internship, practicum, international study abroad or demonstrated equivalent.

Courses that satisfy this requirement include:
TIAS 496, BLS 403, BLS 496, SEIU 310, SIS 399, and similar practicum, study-abroad courses in other programs (on the Seattle campus). See an adviser for faculty-approved alternatives. Courses used to satisfy this requirement must be approved/supervised by faculty offering courses appropriate to the minor.

Credits for the minor may be completed on a single UW campus, or on two or three UW campuses. If the minor is completed by a Seattle-major student, no more than 10 credits applied to the minor may be in the major department.

**Nonprofit Management Minor**

Contact an adviser in Interdisciplinary Arts and Sciences at (253) 692-4450 to learn more about this minor.

This minor in Nonprofit Management offers students the opportunity to develop competencies in, among other things, community building, volunteer management, budgeting, grant writing and fundraising, as well as to gain a better understanding of current societal challenges. Students will also gain valuable professional experience through supervised internships in local nonprofit agencies. These internships provide students with important real-world challenges, as well as the opportunity to develop networks leading to meaningful and exciting careers improving the communities in which they live.

**Requirements**

The Nonprofit Management minor requires 25 credits to include the following:

- TCSIUS 431: Community Organizations and the Nonprofit Sector
- TCSIUS 431: Organizational Development
- TCSIUS 451: Essentials of Grant Writing and Fundraising
- TIAS 496: Internship
- TCSIUS 457: Nonprofit Management Capstone

- 5-10 credits of an internship:
  TIAS 496* Internship(s) with a focus in Museum Studies certified by supervising instructor
Public History Minor

Offered by Interdisciplinary Arts and Sciences. Check with an IAS adviser to learn which concentrations are most compatible with this minor.

Public history engages with the past and its presentation to the public by training historians to be active participants in society. This interdisciplinary field draws on traditional historical scholarship while incorporating knowledge and methods from a variety of other disciplines including art history, anthropology, historic preservation, and library science. Public historians learn how to convey history to a wide range of audiences using new and innovative methods. Most importantly, public historians strive to teach the public about the value of history and the need to learn about the past to better understand the present and shape the future.

Over the past two decades an explosion in the number of museums, historical societies and historic sites has led to increased demand for public historians. These historians work as consultants, archivists, historic preservationists, curators, educators, oral historians, media and public relations professionals and public policy analysts. Students interested in history or education would benefit from this minor by having the opportunity to apply their historical knowledge to the public sphere. This minor develops skills in historical research and methods, complementing IAS concentrations (e.g., Arts, Media, and Culture; American Studies). An internship component allows students to gain hands-on experience working for a local or regional organization in the field of public history. The South Puget Sound region has numerous opportunities for internships, including a number of institutions just steps away from the UW Tacoma campus.

Requirements

The Public History minor requires 35 credits to include the following:

- TSMUS 300 The Making of America (5 credits)
- TSMIN 300 International Interactions or one U.S. history course at UW Tacoma (see adviser for list of courses)
- History elective (5 credits): TSMIN 300
- TCSIG 436 North American Regions
- TCSIN 438 Urbanization and the Environment
- TCSIS 437 Doing Community History
- TCSUS 441 Black Freedom Movement in Perspective
- TCSIS 445 History of Tacoma
- TCSIS 450 Black Labor
- TCXUS 383 Early American Music, Art, Literature, Education, and Theater
- TCXUS 338 Hispanics in the United States
- TCXUS 371 History of Rock ‘n’ Roll
- TCXUS 376 American Architecture
- TCXUS 471 History of Jazz
- TCXUS 482 American Folklore: Biographies of Race, Ethnicity and Gender
- TESC 347 Maritime History and Science in the Pacific Northwest
- TEST 331 Environmental History: Water
- TEST 332 A Natural History of Garbage
- TIBCG 437 Technology in the Modern World
- TIBCUS 464 Native American Cultural Areas
- TSMUS 321 Civil War
- TSMUS 322 American Labor Since the Civil War
- TSMUS 410 Early American Politics and Law
- TSMUS 413 Civil Rights, Civil Liberties
- TSMUS 419 Robber Barons and the Philosophy of Business
- TIBCUS 430 Introduction to Public History
- TCXG 380 Research Seminar in the Humanities
- TCXG 470 The Material World: Art and Artifacts
- TIAS 496 Internship (5 credits max.) Contact faculty adviser for details.
- Public History and Research Core (20 credits):
  - TIBCUS 430
  - TCXG 380
  - TCXG 470
- Core Electives (15 credits):
  Select 15 credits from approved Urban Studies core elective list, to include at least one 400-level course.
- Capstone Course (5 credits): TURB 492 Urban Studies Capstone Seminar

Urban Studies Minor

Offered by Urban Studies. Check with an Urban Studies adviser to learn more about this minor.

Urban Studies is multidisciplinary by nature and, hence, can serve to complement a variety of degree programs at UW Tacoma. The Urban Studies minor is intended to provide students from other programs an understanding of and appreciation for urban issues and problems.

Requirements

The Urban Studies minor requires 30 credits to include the following:

- Core Courses (10 credits):
  - TURB 301 The Urban Condition and TURB 430 Pacific Rim Cities or TURB 460 Cities in the Developing World
- Core Electives (15 credits):
  Select 15 credits from approved Urban Studies core elective list, to include at least one 400-level course.
- Capstone Course (5 credits) TURB 492 Urban Studies Capstone Seminar
The certificate in Geographic Information Systems (GIS) provides students with an excellent foundation in the concepts necessary for spatial modeling with a variety of digital data. Students develop the analytical and practical skills needed for research in GIS and entry into the employment sector. The certificate program is a nine-month course of study for those seeking the knowledge and skills to utilize GIS in fields such as urban and regional planning, environmental research, resource management, crime analysis, marketing, real estate, medical research and various branches of government. The program is designed to benefit entry- to intermediate-level users who lack formal education in GIS.

**Requirements**

- The GIS certificate requires **24 credits** to include:
  - TGIS 311 Maps and GIS (6)
  - TGIS 312 GIS Data and Analysis (6)
  - TGIS 313 Advanced GIS (3)
  - TGIS 414 GIS Project Design (6)
  - TGIS 415 GIS Practicum (3)

**Admission**

Students must complete a separate application for the GIS Certificate and submit the following:

- GIS Application
- 60 semester or 90 quarter college-level credits to include a course in statistics
- Two letters of recommendation
- Résumé
- Personal statement
- Excel assessment test

The deadline for admission is August 1. Refer to the GIS Web site for more information.

The certificate program is designed to meet the needs of postbaccalaureate students who would like to complete training in nonprofit management. The requirements are the same as for the Nonprofit Management minor. The certificate allows students who have already completed a bachelor's degree to complete the nonprofit management curriculum.

Undergraduate students also earn the certificate when they complete the minor.

**Requirements**

The Nonprofit Management certificate requires **25 credits** to include:

- TCSIUS 431: Community Organizations and the Nonprofit Sector
- TCSIG 431: Organizational Development
- TCSIUS 451: Essentials of Grant Writing and Fundraising
- TIAS 496: Internship
- TCSIUS 457: Nonprofit Management Capstone

**Requirements**

The Restoration Ecology certificate requires 25 credits. All courses must be completed with a minimum grade of 2.0.

- TESC 362: Introduction to Restoration Ecology (7 credits)
- TESC 463 (3 credits)
- TESC 462 (2 credits)
- TESC 464 (3 credits)
- TESC 461 (3 credits)

The capstone consists of a three-quarter, 10-credit sequence of courses that take place during the fall-winter-spring quarters. In the capstone, students participate in a hands-on restoration project from design, analysis, and implementation to developing a monitoring plan, all within a multidisciplinary teamwork setting.
Graduate Admission and Graduation

Admission Requirements

The University of Washington Graduate School determines the requirements for admission to graduate study. Admission to a graduate program at UW Tacoma is contingent upon acceptance by the Graduate School and the program of choice at UW Tacoma. Each graduate student must be admitted into a specific graduate program; the Graduate School does not permit general graduate enrollment.

More information about the UW Graduate School can be found online at: www.grad.washington.edu

Admission Procedures

Admission to the Graduate School is granted by the Dean of the Graduate School. Application for admission is made to the Office of Graduate Admissions and to the academic program of choice on the Tacoma campus. Contact the specific program of choice for application requirements and procedures. At a minimum, prospective students must:

- Hold a baccalaureate degree from an accredited college or university in this country or its equivalent from a foreign institution.
- Have earned a 3.0 or B grade point average in the most recent two years of study or 90 quarter credits (60 semester credits).
- Complete online application to the University of Washington Graduate School at: https://www.grad.washington.edu/application
- Arrange for the receipt of scores on the Graduate Record Examination (GRE) or an alternative test if the program requires. Scores must be received directly from ETS.
- Submit one official transcript from all previously attended colleges, universities and institutions to the program of choice at UW Tacoma. Admitted students will be required to submit a second official transcript from their baccalaureate institution after admission.
- Additional materials, such as goal statements and letters of reference, may be required by individual programs. Please see the individual program sections in this catalog for details.
- Priority for admission of applicants into a graduate degree program is based upon the applicant's apparent ability, as determined by the University, to complete the program expeditiously with a high level of achievement and also upon the applicant's promise for success in his or her subsequent career. In addition, according to Graduate School admission policy:
  - No practice may discriminate against an individual because of race, color, national origin, disability, sex, age, religious preference, creed, sexual orientation, marital status, or background, or status as disabled veteran or Vietnam-era veteran and
  - Sustained efforts must be made to recruit qualified students who are members of groups that have been subject to discrimination or are underrepresented in certain disciplines.

How to Apply for Graduate Admission

Application materials may be obtained from the Web site of the academic program at UW Tacoma in which the student wishes to pursue graduate studies. For detailed information about admission to graduate studies at UW Tacoma, contact the specific program office at UW Tacoma.

Priority Dates for Graduate Applications

The priority dates for application to the graduate programs are listed in the table on the next page. Please note that this is the date that application materials must actually reach the appropriate offices, not the postmark date.

Applying to the UW Graduate School

Applicants must apply both to the UW Graduate School and to their program of choice at UW Tacoma. The Graduate School now requires applicants to apply online at: (note that the URL begins with "https://")
https://www.grad.washington.edu/application

An application fee of $45 must be paid by credit or debit card or electronic check with the online application. Applicants who are unable to apply online should contact their program of choice to discuss other application options.

A printout or copy of the applicant's UW Graduate School application must be included with application materials sent to their UW Tacoma program of choice.

Applying to a UW Tacoma graduate program

In addition to submitting an application to the UW Graduate School, applicants must complete a separate application and submit additional materials directly to the UW Tacoma program to which they
Graduate credits taken as an undergraduate

University of Washington students who are within six credits of completing their undergraduate work and who have met the requirements for admission to the Graduate School may register the quarter immediately preceding admission to the Graduate School for up to six credits in 500-level courses in addition to the last six credits they require of undergraduate work. For example, a student admitted for Autumn Quarter may take graduate credits during the preceding Spring Quarter.

Failure to register for any quarter except Summer Quarter will result in loss of GNM status. Once GNM status has been lost, the application process must be repeated in order to be readmitted as a GNM student. The transcripts and other student records from the prior records can be forwarded to supplement the new application, and the new application fee may be waived.

Visiting Graduate Students

A student who wishes to enroll in a graduate program at the University of Washington Tacoma and who intends to apply for consideration. A student who is later admitted to the Graduate School may apply a maximum of 12 applicable GNM credits (or any combination of GNM and up to six approved transfer credits, totaling 12 credits) toward a master’s degree. Admission into the GNM status does not confer priority for or guarantee of later admission into the Graduate School to pursue a degree.

Applicants for GNM status must contact the academic program directly for application information. Not all programs choose to offer GNM status. Programs will advise students regarding the status and provide instructions, application forms and program requirements to appropriate candidates.

Failure to register for any quarter except Summer Quarter will result in loss of GNM status. Once GNM status has been lost, the application process must be repeated in order to be readmitted as a GNM student. The transcripts and other student records from the prior records can be forwarded to supplement the new application, and the new application fee may be waived.

GNM students pay fees and tuition at the regular graduate-student rate based on residency of the student including the Student Services and Activity Fee and the Technology Fee. GNM students are not eligible for financial aid because most financial aid is governed by federal regulations that require students to be enrolled in degree programs. Students will be assigned a UW student number and receive a student identification card that entitles them to all privileges and access to facilities that are extended to matriculated students.

Notification of admission status

When all required documents have been received, an evaluation is made and the applicant is notified of his or her admission status. An offer of admission is generally valid only for the quarter indicated. Applicants who wish to be considered for a different quarter must file a new application and fee. In some situations, the program office may be willing to update a student’s application to a new quarter. Check with the program of choice for details.

Admission credentials of applicants who do not register for the quarter to which they have been admitted are normally retained for a period of one year from the quarter of application. At the end of this period, credentials on file are discarded unless the applicant has notified the Office of Graduate Admissions and the program of a continued interest in attending the University.

Graduate Nonmatriculated Students

Graduate nonmatriculated (GNM) is a classification for post-baccalaureate students who are not seeking a graduate degree at the time of registration. While a student does not need GNM status to register for a graduate-level class, a student must have it in order to apply the credits to a graduate degree at the University of Washington should the student later be admitted as a matriculated graduate student. GNM status is granted by the individual graduate program. A minimum GPA of 3.0 in the last 90 quarter (60 semester) graded credits is required

Property of the University and cannot be returned or duplicated.

These procedures and deadlines apply to new students, visiting students and former students of the University of Washington who have not attended since receiving their baccalaureate degrees. A former student must apply as a new student for admission to the Graduate School. Contact the program of choice for specific procedures.

*Contact the program office for application deadlines.

PRIORITY APPLICATION DATES FOR GRADUATE PROGRAMS

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For example. See the appropriate section of this catalog and check with the program office for current information. All records submitted as part of an admission application become a part of the official file and the
Transfer Credit

A student working toward a master’s degree may petition the Dean of the Graduate School for permission to transfer to the University of Washington the equivalent of a maximum of six quarter credits of graduate level coursework taken at another recognized academic institution. These credits may not have been used to satisfy requirements for another degree. The petition must include a written recommendation from the graduate program coordinator and an official transcript indicating completion of the coursework. Transfer credits are not entered on the UW transcript.

University of Washington students who are within six credits of completing their undergraduate degree and who have met the requirements for admission to the Graduate School may register the quarter immediately preceding admission to Graduate School for up to six credits in 500-level courses in addition to the last six credits they require of undergraduate work. The graduate program that has admitted the student must approve registration for the courses. The student, after admission to the Graduate School, must file a petition with the Dean of the Graduate School to transfer the six credits. The student must also provide a letter from the Office of Graduation and Academic Records stating that these credits have not been applied toward the undergraduate degree. Contact the specific program for details.

Graduate Student Policies

The following section contains detailed information concerning policies and procedures relating to graduate students and graduate studies. Students should verify all information with the program adviser of the individual academic program or appropriate staff.

For more information on the UW Graduate School and graduate student policies, please visit the Graduate School Web site at www.grad.washington.edu.

Graduate Courses

Graduate courses are intended for, and ordinarily restricted to, either students enrolled in the Graduate School or graduate nonmatriculated students and are given numbers from 300 to 800. Some courses at the 300 and 400 levels are open to both graduates and upper-division undergraduates. Such courses, when acceptable to the supervisory committee and the specific academic program, may be part of the graduate program. The Graduate School accepts credit in approved 300-level courses for the minor or supporting fields only. Courses at the 300 level are not included in the calculation of grade-point average (GPA) and will not apply toward the minimum Graduate School requirement of 18 graded credits for the master’s degree. Approved 400-level courses are accepted as part of the major as well as minor or supporting fields. Courses numbered 490 and titled Special Topics and Special Projects normally are not applicable to a graduate degree program if addressed primarily to introductory content and undergraduate students. Undergraduate research (499) is not accepted as part of the graduate program. Graduate School Memorandum No. 36 offers additional information on graduate courses. With the exception of summer, students are limited to a maximum 10 credits per quarter of any combination of courses numbered 600, 700 or 800.

Graduate Student On-Leave Status

Graduate students who do not maintain continuous enrollment (Summer Quarter excepted) must file a petition for on-leave status with their program office. To be eligible for on-leave status, the student must have registered for, and completed, at least one quarter and be in good academic standing. An on-leave student is permitted to use the University Library but is not eligible for other University privileges. On-leave status forms are available from the program office. A $35 fee is charged for each petition filed. Students who are registered for any portion of a quarter may not go on leave for that quarter unless they officially withdraw at the Office of the UW Tacoma Registrar prior to the first day of the quarter.

On-leave status can be granted for up to four quarters. On-leave graduate students returning to the University on or before the termination of their authorized periods of leave need only register using MyUW for the quarter they want to return.

Re-admission

A student previously registered in the Graduate School who has failed to maintain graduate student status but who wishes later to resume graduate studies must apply online to be re-admitted. If the student has attended any other institution during the period when not registered at the University of Washington, official transcripts in duplicate of the student’s work must be submitted. An application for re-admission carries no preference and is treated in the same manner as an application for initial admission, including the requirement of payment of the application fee.

Students are required to meet the program requirements in place at the time they are re-admitted.

The Graduate School normally allows six years to complete requirements for a master’s degree. Periods spent on leave or out of status are included.

Graduation Requirements for the Master’s Degree

It is the responsibility of each graduate degree candidate to meet the following Graduate School minimum requirements (plus any additional requirements that may be specified by the program in which the master’s degree is being earned; see item 7):

1. Under a thesis program, a minimum of 36 quarter credits (27 course credits and a minimum of nine credits of thesis) must be presented. Under a non-thesis program, a minimum of 36 quarter credits of coursework is required.

2. At least 18 of the minimum 36 quarter credits for the master’s degree must be for work numbered 500 and above. (In a thesis program, nine of the 18 must be course credits and nine may be for Master’s Thesis [700].)

3. Numerical grades must be received in at least 18 quarter credits of coursework taken at the University of Washington Tacoma. The Graduate School accepts numerical grades in approved 400-level courses accepted as part of the major and in all 500-level courses. The student must earn a minimum grade of 2.7 in each class in order for it to be counted. A minimum cumulative GPA of 3.0 is required for a graduate degree at the University.

4. The residence requirement for the master’s degree is one year (three full-time quarters). Students registered for fewer than 10 credits per quarter may add part-time quarters together to achieve the equivalent of one full-time quarter (10 or more credits) to be applied toward fulfilling residence requirements. However, excess credits beyond 10 may not be subtracted from one quarter and added to another. Once a student is admitted to a graduate degree program, a full quarter of residence is granted for any quarter in which at least 10 credits in approved courses, research, thesis, or internship are satisfactorily completed.

5. In a thesis degree program, a thesis, approved by the supervisory committee, must be submitted to the Graduate School. A student must register for a minimum of nine credits of thesis (700). With the exception of summer, students are limited to a maximum of nine credits per quarter of thesis (700).
6. A final master’s examination, either oral or written, as determined by the student's supervisory committee, must be passed if it is a program requirement.

7. Any additional requirements imposed by the graduate program adviser in the student’s major department or by the student's supervisory committee must be satisfied. A master’s degree student usually takes some work outside the major department. The graduate program coordinator in the major department or the student’s supervisory committee determines the requirements for the minor or supporting courses.

8. The graduate student must apply for the master’s degree within the first seven weeks of the quarter in which he or she expects the degree to be conferred. See Graduate Degree Application Process below.

9. The graduate student must maintain registration as a full- or part-time student at the University for the quarter in which the degree is conferred. A student who does not complete all degree requirements by the last day of the quarter must be registered for the following quarter.

10. All work for the master’s degree must be completed within six years. This includes quarters spent on leave or out of status and applicable work transferred from other institutions.

11. A student must satisfy the requirements for the degree that are in force at the time the degree is to be awarded.

**Graduate Degree Application Process**

Students may submit a request for their master’s degree starting from the first day of the quarter they expect to graduate until the Sunday of the seventh week of the quarter they expect to graduate. Students who miss the deadline may submit their request up to the Sunday of the ninth week of the quarter, but will pay a $250 late fee. Requests cannot be accepted after the Sunday of the ninth week.

For students requesting their degree in Summer Quarter, the deadline is the sixth week. The seventh week is considered late and requires the extra fee. Requests after the seventh week of Summer Quarter cannot be accepted.

If degree requirements are not met in the requested quarter or a student neglects to pay the late fee, the student must submit another degree request for the quarter they expect to complete requirements.

Students will be required to have a UW NetID before completing the master’s degree application. The degree application is found at: [www.grad.washington.edu/stsv/mastapp.htm](http://www.grad.washington.edu/stsv/mastapp.htm). Students who cannot complete the master’s request online or need to make changes should contact Graduate School Student Services at studentsservices@grad.washington.edu. All students should check with their graduate program to ensure they are in compliance with departmental procedures for graduation clearance.

When completing the Master’s Degree Request, the system will automatically run a degree audit to inform the student of any unsatisfied Graduate School requirements.

Students will receive an e-mail confirming receipt of their Master’s Degree Request and their department is notified that a request has been submitted.

The student’s department enters any department contingencies into the MyGradProgram system and can elect to send an e-mail to the student to notify them. The department will print the master’s degree warrant and the warrants will be routed to the student’s master’s committee in a manner determined by the department.

By signing the master’s degree warrant, the student’s committee certifies that the student has met all departmental requirements for the degree (except the thesis, if one is required) and the warrants must be placed in the student’s department file.

Once the warrant has been signed, the department will recommend whether or not the student is to graduate that quarter and these recommendations are conveyed to the Graduate School by the Sunday following the end of the quarter. E-mails are sent to the student notifying them that their department has made a recommendation on their request.

Once the Graduate School receives the degree request recommendation, a final transcript audit and a review to determine if all Graduate School and department contingencies are met, will be completed by the Graduate School staff.

The Graduate School enters the final graduation decision into the MyGradProgram system and e-mail notifications are sent to the student informing them of their graduation status.

A student must be registered as a graduate student and complete a minimum of two credits during the quarter in which degree requirements are met and the degree is conferred.

**Commencement**

Formal commencement exercises are conducted at the close of Spring Quarter. In April of each year, commencement information is sent to each student entitled to participate (i.e., those who graduated the previous August, December or March and those who anticipate graduating in the June or August of the current year).

**Diploma distribution**

Diplomas are produced approximately 12 weeks after the end of the quarter in which they are earned and are mailed to the student.
The Master of Business Administration (MBA) degree is designed for working professionals who want to enhance their abilities to respond to, manage and lead change. The 72-credit program emphasizes the organization as a system and builds an understanding of how each organizational component affects and interacts with others.

The primary goal of the MBA program is to provide current and future managers with the knowledge necessary to succeed in an increasingly dynamic and complex 21st-century environment. By design, the program integrates leadership, technological, analytical, interpersonal and communication skills. Students will learn to:

- Analyze organizations as complex systems;
- Diagnose organizational problems and design solutions;
- Implement change effectively;
- Support people and build teams;
- Scan the global business environment and identify important trends;
- Make strategic decisions under conditions of risk and uncertainty;
- Choose technologies that support productivity;
- Allocate organizational resources strategically;
- Consider the social, political, ethical and environmental consequences of management decisions.

The program’s emphasis on change prepares students to predict organizational changes and to design, implement and evaluate change processes.

**Accreditation**

The Milgard School of Business at the University of Washington Tacoma is accredited by the Association to Advance Collegiate Schools of Business (AACSB) in association with the University of Washington’s Seattle and Bothell campuses.

**Admission Requirements**

Applicants must simultaneously be admitted to the Milgard School of Business and to the Graduate School of the University of Washington. Application forms are available on the MBA Web site at www.tacoma.washington.edu/mba. Applications must be submitted in time to meet the Milgard School of Business deadline listed on the Web site, as this supersedes the Graduate School admissions deadline. The MBA program admits students for Autumn Quarter only. Admission is competitive.

The following are required for admission to the Master of Business Administration program:

- A baccalaureate degree from an accredited institution.
- An overall grade-point average of 3.0 calculated from the applicant's final 90 graded quarter credits or 60 graded semester credits.
- Competitive scores from the Graduate Management Admissions Test completed within the last five years.
- A minimum of two years of postbaccalaureate managerial work experience.
- One official transcript from each institution attended. If admitted, a second baccalaureate transcript will be requested by the Graduate School.
- One essay. Details about the essay are included in the application packet.
- A résumé and completed Personal Data Form.
- Two confidential professional recommendations.
Applicants holding Permanent Residence Status and an international baccalaureate degree (or higher) must submit scores for the TOEFL exam. Minimum scores are 580 (paper-based), 237 (computerized TOEFLC), 92 (Internet-based TOEFLIBT).

Applicants with foreign transcripts are encouraged to apply by January to allow extra time for transcript evaluation. Foreign transcripts must be accompanied by an English translation when submitted.

Program Design

The 72 quarter-credit, non-thesis MBA degree has two components:

■ 40 credits of required courses
■ 32 credits of elective courses tailored to meet individual needs

The choice of electives will depend on students’ career and educational goals. Students can create a profile of elective courses that allows them to gain additional knowledge of management, information technology, finance, leadership or marketing. Elective courses also can be taken outside of Business from other UW Tacoma graduate programs.

Enrollment and Classes

The UW Tacoma two-year MBA allows students to continue in their careers while they develop new managerial knowledge and skills. In the average quarter, an MBA student will enroll in two courses (8 credits) of study. Students may complete their degree on a year-round basis in two years (including summers) or extend to three or more years.

Classes meet primarily on weekday evenings and some Saturdays; many incorporate Internet components. Online assignments and discussion offer flexibility while keeping students connected to the faculty and their classmates. Courses integrate current conceptual and practical knowledge while building analytical and interpersonal skills. As a result, the curriculum is immediately relevant to practicing managers.

The MBA program also offers a CFA (Chartered Financial Analyst) option to help students prepare for the Level I exam during their second year of study. The program includes coursework, study groups and seminars that culminate in the student sitting for the exam in June.

Elective Credits

A minimum of 12 graded elective credits must be completed in Tacoma MBA elective courses numbered 500 and above. The remaining elective credits can be completed via Tacoma MBA elective courses, credits from other UW graduate degree programs, transfer credits, or some combination of these as discussed in the policies below.

No more than eight credits of TBUS 569, Analytical Research, may be applied toward the MBA degree.

Transfer Credits from Other Institutions

An admitted MBA student may petition to transfer up to the equivalent of 12 quarter credits of graduate business coursework from an accredited institution toward the elective portion of the degree. Graduate credits that have been applied toward a completed degree cannot be transferred.

Applicants may petition by sending a letter to the Graduate Program Adviser. The petition should identify the courses requested for transfer credit and, for each course, clearly articulate how the course content contributes to the objectives of the UW Tacoma MBA curriculum. Petitions will not be evaluated until an official transcript is received by the School of Business.

Written petitions for transfer credits completed prior to admission to the MBA program must be submitted during the first quarter of enrollment in the MBA program (Autumn quarter).

Enrolled UW Tacoma MBA students who take courses at another institution with the intent of transferring the credits should first seek approval from the graduate program adviser. If approved, these students should submit a written petition to transfer credits within one academic quarter of completing the course at another institution (e.g. petitions to transfer summer credits must be received by the end of Autumn Quarter).

Coursework that duplicates the content of required courses in the MBA curriculum will not be accepted for transfer elective credit.

Along with the Graduate School requirements, courses taken to complete the 72 credits required for the MBA degree must receive a passing grade (2.7 or higher or Satisfactory or Credit).

If a student does not pass a required course, the course must be repeated. Another course cannot be substituted for a failed required course. Students completing a course on a Satisfactory/Not Satisfactory (S/NS) basis must earn at least a 2.7 grade in order to receive a grade of “Satisfactory.”

Students are reminded to read and carefully adhere to the University’s policies. Please refer to the Graduate Admissions, Graduation Requirements for Master’s Degree, and Graduate Student Policies sections in this catalog or refer to the Graduate School web site at www.grad.washington.edu for more information regarding graduate degree requirements.

UW Credits Earned Outside the Tacoma MBA

A portion of MBA elective credits may be earned at the University of Washington in other degree programs. Students do not need to petition to ensure these credits apply toward their degrees. The following restrictions apply:

1. At least 12 elective credits must be taken from Tacoma MBA courses numbered 500 and above.
2. No more than 12 credits earned in other UW graduate programs (numbered 500 and above) can be applied to the MBA degree.
3. No more than 5 credits of 400-level Tacoma business courses can be applied to the MBA degree.
4. 400-level courses from any other undergraduate program cannot be applied toward the MBA degree.

Ungraded Credits (S/NS)

Required courses in the Tacoma MBA curriculum cannot be taken Satisfactory/Not Satisfactory (S/NS). At least 12 credits of MBA elective courses must be taken as graded credits. No more than 12 credits of elective courses may be completed as S/NS.

Minimum Requirements for the MBA Degree

Along with the Graduate School requirements, courses taken to complete the 72 credits required for the MBA degree must receive a passing grade (2.7 or higher or Satisfactory or Credit).

If a student does not pass a required course, the course must be repeated. Another course cannot be substituted for a failed required course. Students completing a course on a Satisfactory/Not Satisfactory (S/NS) basis must earn at least a 2.7 grade in order to receive a grade of “Satisfactory.”

Students are reminded to read and carefully adhere to the University’s policies. Please refer to the Graduate Admissions, Graduation Requirements for Master’s Degree, and Graduate Student Policies sections in this catalog or refer to the Graduate School web site at www.grad.washington.edu for more information regarding graduate degree requirements.
Course Descriptions
For the most current course information, please consult the Milgard School of Business Web site: www.tacoma.washington.edu/business.

Required Courses (40 credits)

TBUS 500 Quantitative Methods in Business
4 credits
Examines statistical concepts including probability and probability distributions. Develops an understanding of sampling and estimation procedures, hypothesis testing, and inference. Topics include correlation and regression analysis, and analysis of time series.

TBUS 501 Financial Theory
4 credits
Examines financial theory including asset valuation, capital markets, and the basic terminology of corporate finance. Focuses on Time Value of Money, Equity Valuation, Cost of Capital and basics of risk management as essential tools.

TBUS 503 Accounting for Business Decisions
4 credits
Emphasizes selected financial accounting and managerial accounting topics. Cost behavior, activity-based costing, budgeting, and financial accounting and reporting are explored with an emphasis on understanding the information provided and prepared from a managerial perspective.

TBUS 504 Marketing Management
4 credits
Explores the processes by which organizations create value for customers. Focuses on marketing decision making, including opportunity analysis, positioning strategies, product development/management, distribution channels, pricing tactics, and integrated marketing communications. Enables students to engage in target market selection and marketing program design.

TBUS 505 Information Systems
4 credits
Explores the operational and strategic roles of information systems in organizations. Provides a managerial-level understanding of computer hardware, software, databases, telecommunications networks, and other technologies relevant to information systems. The course emphasizes issues relating to the management of information technologies.

TBUS 506 Strategic Management
4 credits
Focuses on the strategy development process in organizations and on how to create sustainable competitive advantage. Includes developing an understanding of the strategic position of organizations, strategic choices for the future and how one can best translate strategies into action.

TBUS 507 Individual and Team Dynamics
4 credits
Examines human behavior in organizations in terms of individual, small group, intergroup and the total organization. With an emphasis on managing people, topics include leadership, communication, group dynamics, decision-making, self-awareness, motivation, perception, influence, learning and the management of change and conflicts. Class dynamics serve as significant examples for understanding human behavior.

TBUS 508 Integrated Systems
4 credits / Prerequisite: Completion of TBUS 500, 501, 503-507 and 520
Integrates material learned in the MBA core through immersion in systems theory. Students learn to view organizations as open systems and evaluate consequences of business decisions. An online simulation is used to demonstrate the interplay of various subsystems in organizations while competitive forces create an environment of ongoing change.

TBUS 520 Microeconomics for Managers
4 credits
Examines ways to apply tools of intermediate microeconomic theory to issues of interest to managers. Topics include market processes, consumer theory, firm behavior in competitive and imperfectly competitive markets, product pricing, and strategic behavior.

TBUS 570 Organization Development
4 credits
Examines planned change using behavioral-sciences knowledge and practices; focuses on goals, organizational values and emphasizes individual involvement to achieve effectiveness. Challenges students to develop and enhance skills in an experiential learning environment.

Elective Courses (32 credits)

TACCT 520 International Accounting Seminar
4 credits
Enhances understanding of international accounting issues. Examines the impact of accounting diversity on global capital flows and explores the convergence of global accounting standards. Covers accounting for changing prices, goodwill and other intangibles, as well as social and environmental reporting, geographic segment disclosure practices and financial reporting in emerging markets.

TACCT 525 Forensic Accounting Seminar
4 credits / Prerequisite: TBUS 503
Explores the nature, detection and prevention of fraudulent financial reporting. Investigates types of fraud, how fraud is committed, and ways to prevent fraud in corporations.

TACCT 531 Financial Statement Analysis
4 credits / Prerequisite: TBUS 503
Provides analytical tools and research techniques necessary to understand and interpret financial statements.

TBUS 560 Tools for Forecasting and Assessing Change
4 credits
Emphasizes research design, data collection and data analysis as critical elements of forecasting and managing change. Provides practical and theoretical insights into gathering information about forthcoming problems and opportunities.

TBUS 568 Internship
3-5 credits
Allows students to explore new career avenues or to extend their current career experience into new areas. Involves explaining knowledge and skills through on-site project work with an organization. Requires written internship plan and faculty permission prior to registration.

TBUS 569 Analytical Research
2-4 credits
Provides an opportunity to work independently to explore specific business topics in greater depth. The student must develop a research proposal and make arrangements with a faculty member to supervise the project prior to course registration. Tacoma MBA students only. Permission of faculty is required.

TFIN 521 Macroeconomics for Managers
4 credits
Focuses on the use of intermediate macroeconomic theory to understand how different sectors of the economy are inter-related. Specific emphasis is placed on international markets and how to assess the impact on firms of different macroeconomic policies and events.

TFIN 522 Investment Valuation
4 credits / Prerequisite: TBUS 501
Examines the valuation of financial assets including stocks, bonds and real assets such as businesses. Focuses on discounted cash flow, risk option pricing theory and models, market efficiency, dividend discount models, and real options theory.

TFIN 523 Economic Theory
4 credits
Covers micro- and macro-economic theory with an emphasis on financial markets and the FED. Lectures focus on how to use economic theory to interpret and analyze economic and business information.

Master of Business Administration
TFIN 526
Portfolio Management
4 credits / Prerequisite: TBUS 501
Provides an understanding of investor decision making under uncertainty, and how portfolios may be used to reduce risk. Explores the portfolio management process including construction, revision, and protection of both fixed income and equity portfolios. Covers performance evaluation and risk management.

TIS 555
Topics in Managing Technology: Decision Making and Information Technology
4 credits
Examines managerial decision making and strategies for applying information technology. Explores decision framing and decision analysis; factors and issues that contribute to the complexity of decisions; cognitive, social, and political dimensions of decisions; personal, group, and organizational decision making; and IT architectures for decision support.

TMGMT 516
Business Communication
4 credits
Explores communication and its impact on the business environment. Investigates advanced methods of business presentation design/delivery, explores relevant communication theories, covers critical concepts such as global communication, crisis communication, gender communication in the workplace and meeting management. Also investigates communication issues which are typically controversial in organizations.

TMGMT 518
Business Law
4 credits
Examines legal issues in a business context. Considers law as a strategic tool to help achieve core business objectives, create value, and manage risk. Addresses legal aspects of business management, agreements and relationships including: contracts, torts, product liability, employment, intellectual property, agency and business organizations.

TMGMT 520
Managing Corporate Responsibility
4 credits
Focuses on strategic and dynamic issues that are key to building high-performing organizations with a sense of ethics, civic engagement and social responsibility. Provides a theoretical and practical understanding of what role organizations should play in society.

TMGMT 532
Strategic Human Resource Management
4 credits
Addresses the design of human resource management systems to create and sustain competitive advantage. Focuses on how managers can diagnose their organization’s alignment with competitive realities and develop human resource systems that produce the levels of commitment, coordination and competence required by the organization’s competitive strategy.

TMGMT 553
Leadership in a Changing World
4 credits
Concentrates on the knowledge and skills that managers need to lead effectively in today’s dynamic business environment. The course examines what it takes to be an outstanding leader under a variety of circumstances. Participants will develop a greater understanding of how change impacts individuals, teams, and organizations. The course requires students to study a “live” case as well as develop an action plan to increase their own leadership competencies.

TMGMT 557
Conflict Management Strategies
4 credits
Emphasizes the conflict resolution approaches most commonly used by managers to resolve disputes at the individual, group and organizational levels. Students will learn to assess conflict situations and select appropriate resolution techniques as well as hone their skills in negotiation and mediation.

TMGMT 574
New Business Ventures
4 credits
Examines the legal, financial, strategic and managerial challenges of creating and operating new businesses. Topics include building an entrepreneurial firm, developing start-up strategy, creating business plans, obtaining venture financing and managing a growing company.

TMKTG 520
Services Marketing
4 credits / Prerequisite: TBUS 504
Explores the unique challenges of managing services and delivering service quality that lead to customer satisfaction. Examines methodologies available for measuring, analyzing and designing services. Investigates the role of marketing in attracting customers and shaping customer expectations.

Faculty

Shahrokh M. Saudagaran
Dean and Professor, Milgard Chair in Business
Milgard School of Business
International Accounting; Ph.D., University of Washington, 1986.

Richard O. Abderhalden
Senior Lecturer, Milgard School of Business; Finance; Ph.D., University of North Carolina at Chapel Hill, 1994.

Elizabeth Alexander
Assistant Professor, Milgard School of Business; Strategic Management and Public Policy, International Business, International Political Economy; Ph.D., George Washington University, 2006.

Zoe M. Barsness
Associate Professor, Milgard School of Business; Management; Ph.D., Northwestern University, 1996.

Vanessa Chio
Assistant Professor, Milgard School of Business; Management, International Business; Ph.D., University of Massachusetts, 2000.

Sergio V. Davalos
Assistant Professor, Milgard School of Business; Management Information Systems; Ph.D., University of Arizona, 1992.

Ehsan Feroz, CFE, CGFM
Professor, Milgard School of Business; Accounting, International Relations; Ph.D., University of Chicago, 1982.

Marinilla Barros Kimbro
Assistant Professor, Milgard School of Business; Accounting, International Business; Ph.D., University of Maryland, 1999.

Fei Leng, CFA
Assistant Professor, Milgard School of Business; Finance; Ph.D., University of Tennessee, Knoxville, 2006.

Stern Neill
Assistant Professor, Milgard School of Business; Marketing; Ph.D., Louisiana State University, 2000.

G. Kent Nelson
Senior Lecturer, Milgard School of Business; Organizational Management and Strategic Communication; Ph.D., University of Washington, 1994.

Gregory Noronha, CFA
Professor, Milgard School of Business; Finance; Ph.D., Virginia Polytechnic Institute, 1990.

Dorothy J. Parker, CPA
Senior Lecturer, Milgard School of Business; Accounting; Ph.D., University of Arkansas, 1992.

Jill M. Purdy
Associate Professor, Milgard School of Business; Organizational Behavior, Organization Theory, Management; Ph.D., Pennsylvania State University, 1994.

Gregory M. Rose
Associate Professor, Milgard School of Business; Marketing; Ph.D., University of Oregon, 1995.

Eugene Sivadas
Assistant Professor, Milgard School of Business; Marketing; Ph.D., University of Cincinnati, 1995.

Tracy A. Thompson
Associate Professor, Milgard School of Business; Organizational Behavior, Strategic Management; Ph.D., Northwestern University, 1994.

Douglas T. Wills, CFA
Associate Professor, Milgard School of Business; Economics; Ph.D., Texas A&M University, 1995.
The Master of Science degree in Computing and Software Systems (CSS) prepares graduates for careers as computer engineers, database administrators, project managers, software developers, support specialists, and systems analysts. Those with a master’s degree in computer science typically earn 25 to 30 percent higher starting salaries than those with bachelor’s degrees, according to a report by the U.S. Bureau of Labor Statistics.

The CSS master’s program serves a diverse population of students, from those with significant experience and degrees in the field, to those with non-computing-related undergraduate degrees. By broadening the base of students eligible for the program, the Institute encourages a greater number of undergraduate students to continue their education at the graduate level and to attract an increasing number of nontraditional students who have related work experience and a strong interest in the field.

**Curriculum**

The Master of Science in Computing and Software Systems provides a broad overview of the technologies and theories supporting computing and software systems. Students can also focus on distributed and networked computing. The master’s program advances the theoretical concepts of computer science from the bachelor’s program. In addition, it requires that a student demonstrate the ability to synthesize and apply those concepts outside the classroom.

These goals are achieved in three stages:

- **Foundational courses** to emphasize theoretical (conceptual) as well as practical (embodied) knowledge.
- **Theory courses** that refine critical thinking skills and breadth of knowledge.
- **Thesis, significant capstone design project or course-only option** to strengthen confidence, leadership ability, and communication skills.

Students completing the M.S. degree will attain the following competencies:

- Familiarity with the software development life cycle, both in theory and application.
- Skill in developing distributed and Web-based applications, along with the ability to learn new technologies rapidly.
- The opportunity to learn additional concepts and technologies in greater depth, through a capstone project.
- A foundation for self-directed learning to stay at the leading edge of this fast-changing field.

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**OVERVIEW**

The Institute of Technology at the University of Washington Tacoma, launched in 2001, serves as home for the Computing and Software Systems program. Through innovative partnerships with area companies, the Institute helps students gain practical work experience and meets continually changing industry needs. The Institute also provides services to attract and support students from diverse educational, economic and ethnic backgrounds.

**Phone:** (253) 692-5860  
**Fax:** (253) 692-5862  
**Office:** Pinkerton 210  
**Campus box:** 358426  
**Web site:** www.insttech.washington.edu  
**E-mail:** uwtech@u.washington.edu

**Director:** Orlando Baiocchi  
**Administrator:** Alina Urbanec  
**Adviser:** Christine Rials
Admission Requirements

Applicants must provide evidence of the successful completion of a baccalaureate degree from an accredited institution with at least a 3.0 GPA. A degree in computer science is not required; however, any entering student may be required to take one or more Bridge Courses in order to fill gaps in their undergraduate education. All candidates must demonstrate successful completion of coursework:

- Calculus
- Science (physics preferred)
- Object-oriented design and programming (Java preferred)
- Discrete Structures
- Data Structures
- Algorithms

Note: A student preparing for the MS program must complete all of the courses listed above prior to application to the program. A student must earn at least a 3.0 in each of these courses and maintain an overall GPA of at least a 3.0.

Application Process

Those interested in enrolling in the Master of Science in Computing and Software Systems should make an appointment with an adviser by calling (253) 692-5860. Details about the curriculum and prerequisites along with application materials are available on the Institute's Web site at www.insttech.washington.edu.

Curriculum

Bridge Courses

A student may be required to take one or more Bridge Courses in order to fill gaps in their undergraduate education. The student will be notified of required Bridge Courses at time of admission.

- TCSS 522 Computer Operating Systems
- TCSS 545 Database Systems Design
- TCSS 560 Software Engineering
- TCSS 572 Computing Systems Design

Core Courses

Core Courses integrate theory and practice in the realm of distributing software systems.

- TCSS 543 Advanced Algorithms
- TCSS 558 Applied Distributed Computing
- TCSS 598 Master’s Seminar

Electives

Electives may choose three electives, one of which can be a 400-level elective course from the CSS undergraduate curriculum. Electives are listed in the course descriptions section below.

Capstone or Additional Course Options

Candidates who elect to take the capstone option will complete a student-defined software project under the supervision of a faculty member, over the course of two quarters. Students develop a proposal and implement a real-world project, presenting their results in a public colloquium. Projects involve significant research and students are encouraged to write publishable papers covering their work.

An alternative three-course option is available for students who are primarily interested in a broader education in computer science. Additional 500-level electives are taken from a range of topics in computer science, in lieu of the capstone. A total of 15 hours of elective coursework is required.

Course Descriptions

For the most current course information, please consult the Institute of Technology Web site: www.insttech.washington.edu.

TCSS 522 Computer Operating Systems
5 credits
Examines the advanced concepts of operating systems and how they function. Includes process management, concurrency, inter-process communication, multi-threading, memory management, caching, file systems, graphical interfaces, security and networking. Not available for elective credit.

TCSS 523 Data Compression
5 credits
Covers a broad range of compression techniques, as well as their implementations in today’s compression standards. Techniques include block-based codes, dictionary coding, predictive coding, vector quantization, and transform coding, including wavelets. Covers selected standards for text, image, video and audio compression.

TCSS 540 Theory of Computing
5 credits / Prerequisites: TCSS 543
Covers computational models including finite automata, regular expressions, context-free grammars, pushdown automata, Turing machines and techniques for analyzing them. Basic computability theory and undecidability, computational complexity theory and NP-completeness.

TCSS 543 Advanced Algorithms
5 credits
Prepares students for analysis and use of advanced algorithms. Covers advanced graph, number-theoretic (with applications to cryptography), online, approximation (with performance guarantees) and probabilistic algorithms. Covers Turing machines and NP-completeness.

TCSS 545 Database Systems Design
5 credits
Covers fundamental database concepts, relational databases, conceptual data modeling, entity relational diagrams and UML, logical and physical design, SQL commands and queries, query optimization, Web database applications development, transaction management, distributed and object-oriented databases, data warehousing and data mining, XML query language, image and text retrieval, data storage and indexing. Not available for elective credit.

TCSS 555 Data Mining
5 credits
Covers methods and systems for data mining and discovering knowledge from data: mining system architectures; concept learning; text and multimedia mining; decision trees; Bayesian and belief networks; neural networks; case-based reasoning; cluster and multidimensional analysis; several applications; tools to build new applications; knowledge discovery.

TCSS 558 Applied Distributed Computing
5 credits / Prerequisites: TCSS 545 & TCSS 572 or equivalents
Covers techniques and concepts associated with constructing software that is distributed, reliable, efficient and extensible; programming multi-threaded applications, communication among objects on different computers, creating a server accessed by multiple clients, using common object design patterns, locating and tailoring components and more.

TCSS 559 Web Services
5 credits / Prerequisite: TCSS 558
Investigates a service-oriented computing paradigm for use with the Internet, web services. Includes comparisons of distributed computing paradigms, enterprise application integration, service oriented architecture, web services concepts, web services technologies, service coordination protocols, service compositions and service applications.

TCSS 560 Software Engineering
5 credits
Prepares students for developing software applications within a human and organizational setting. Focuses on the software development life cycle, requirements gathering and analysis, design methodologies and notations, verification and validation, software measurement and quality assurance. Not available for elective credit.
**TCSS 566**
*Computer-Mediated Communications*

5 credits
Examines the uses of computer and communication technologies, including application implementations, for supporting human-to-human communications in both personal and social contexts. Includes topics from sociological and psychological aspects needed to design effective systems. Involves development of significant collaboration application and research paper.

**TCSS 570**
*Introduction to Parallel Computing*

5 credits / Prerequisite: TCSS 543
Covers parallel architectures, interconnection networks, and embeddings; fundamental communication operations; performance and scalability metrics; parallel programming paradigms, message-passing programming in MPI, and shared-address-space programming in threads; parallel algorithms for sorting, searching, matrix problems, graph problems, and dynamic load balancing.

**TCSS 572**
*Computing Systems Design*

5 credits
Covers machine organization/architecture, systems software and networking of computers for distributed applications. Includes design of CPU, memory, I/O and assembly language. Network topics include protocols and programming applications distributed over multiple systems. *Not available for elective credit.*

**TCSS 581**
*Cryptology*

5 credits / Prerequisite: TCSS 543
Covers simple ciphers, block and stream ciphers, attacks, public-key ciphers, electronic signature, cryptographic algorithms and real-world examples.

**TCSS 588**
*Bioinformatics*

5 credits / Prerequisite: TCSS 543
Covers methods and systems for the application of computer science to biology, medicine, genomics and proteomics, biological domain background, machine learning, statistical learning, hidden markov models, case-based reasoning, neural networks, semantic approaches, evolutionary computing, stochastic grammars and linguistics and grid computing.

**TCSS 590**
*Special Topics in CSS*

5 credits
Examines current graduate-level topics and issues associated with computing and software systems. *Permission of instructor required.*

**TCSS 598**
*Master’s Seminar in CSS*

5 credits
Surveys the canonical literature pertinent to a master of science in CSS. Readings in research and applied computing are assigned to provide grounding in master’s-level work. Weekly discussions of topics taken from the readings.

**TCSS 600**
*Independent Study in CSS*

1-10 credits, max. 10
Examines current topics and issues associated with computing and software systems. *Permission of instructor required.*

**TCSS 700**
*Master’s Thesis in CSS*

1-10 credits
Research project lead by a CSS graduate faculty member. *Permission of instructor required.*

**TCSS 702**
*Design Project in CSS*

1-10 credits
Significant design and implementation project lead by a CSS graduate faculty member. *Permission of instructor required.*

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**Faculty**

**Orlando Baiocchi**  
*Director and Professor*
Institute of Technology  
Electrical Engineering; Ph.D., University College in London, 1976.

**Isabelle Bichindaritz**  
Assistant Professor, Institute of Technology;  
Computer Science; Ph.D., University Rene Descartes (Paris), 1994.

**Donald Chinn**  
Assistant Professor, Institute of Technology;  
Computer Science; Ph.D., University of Washington, 1995.

**Sam Chung**  
Assistant Professor, Institute of Technology;  
Computer Science; Ph.D., University of South Florida, 1995.

**Larry A. Crum**  
Professor, Institute of Technology; Electrical Engineering; Ph.D., Marquette University, 1971.

**Steve Hanks**  
Professor, Institute of Technology; Computer Science; Ph.D., Yale University, 1990.

**Edwin Hong**  
Assistant Professor, Institute of Technology;  
Computer Science; Ph.D., University of Washington, 2001.

**George Mobus**  
Associate Professor, Institute of Technology;  
Computer Science; Ph.D., University of North Texas, 1994.

**Moshe Rosenfeld**  
Professor, Institute of Technology;  
Mathematics; Ph.D., Hebrew University of Jerusalem, 1967.

**Josh Tenenberg**  
Professor, Institute of Technology; Computer Science; Ph.D., University of Rochester, 1988.

**Larry Wear**  
Professor and Associate Director, Institute of Technology; Electrical Engineering; Ph.D., Santa Clara University, 1970.

**Daniel Zimmerman**  
Assistant Professor, Institute of Technology;  
Computer Science; Ph.D., California Institute of Technology, 2002.
The Education Program offers these options:

- K-8 Teacher Certification with Special Education Option
- Secondary Science Education
- Professional Certificate
- Master of Education for Practicing Educators
- Educational Administrator

The Master of Education (M.Ed.) degree is organized under the umbrella of the Education Program at UW Tacoma. Within that framework, prospective teachers may earn a residency certificate. Prospective principals and program administrators may also earn a residency certificate.

For practicing teachers we offer professional certification, as well as study options including At-Risk (including Special Education), Humanities, Science and Educational Leadership. We have an advisory process to help teachers become highly qualified by earning new endorsements. The Education Program allows students to combine professional certification and endorsements into degree programs, should they desire to do so.

The programs vary in length, focus, and requirements. Some are part-time and some are full-time.

**Degree Requirements**

To be eligible for a UW Tacoma Master of Education, a student must meet the following UW requirements:

- Complete a minimum of 45 quarter credits in upper-division and graduate-level courses applicable to the degree. The Special Education Study Option requires 49-50 quarter credits. Courses taken through correspondence, distance learning or independent study through correspondence will not meet graduate degree requirements.
- Obtain at least 18 of the minimum 36 quarter credits for work numbered 500 and above.
- Earn a minimum of 30 credits at the University of Washington Tacoma.
- Earn numerical grades in at least 18 quarter credits of coursework taken at the University of Washington Tacoma.
- Be registered for and successfully complete a minimum of two quarter credits at UW Tacoma during the quarter in which the degree is to be conferred.

Arrange to remove any X, N or I grades or grades with DR designation posted on the student’s transcript for courses needed to satisfy degree requirements. (If the course is a degree requirement and the two-year limit to remove the I grade has passed, the student will need to retake the course.) These courses must be successfully completed by the end of the quarter in which the student expects to receive the degree.

Earn a grade of 2.7 or better on all coursework used to satisfy the M.Ed. degree requirements, and a minimum cumulative grade-point average of 3.0.

Complete the program requirements (petitioned courses approved for transfer included) within a six-year time period. This includes quarters spent on leave or out of status and applicable work transferred from other institutions. Courses may not be transferred that were used to satisfy requirements for another degree. The courses to be transferred must be approved by the UW Education program and UW Graduate School.

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**Student learning is our primary goal; we prepare educators to meet the needs of all learners in our diverse communities. The Education Program is dedicated to discovering and teaching the best practices in instruction and school leadership. We strive to be at the forefront in meeting the educational needs of students in the South Puget Sound region.**

**Director:** Ginger MacDonald  
**Administrator:** Jane Wood  
**Adviser:** Sara Contreras, Carla Van Rossum  
**Certification Specialist:** Anne Davis

**Phone:** (253) 692-4430  
**Fax:** (253) 692-5612  
**Office:** WCG 324  
**Campus box:** 358435  
**Web site:**  
www.tacoma.washington.edu/education
Graduation Requirements

To be eligible for a graduate degree from UW Tacoma, students must also:

- Maintain continuous enrollment, be enrolled or have on-leave status every quarter beginning with the quarter of admission into the Graduate School up to and including the quarter in which the degree will be conferred. An application for on-leave status must be filed for any quarter, summer excluded, in which the student will not be attending. Applications for on-leave status must be filed no later than the fifth day of the quarter in which the student will be on leave; the application fee is $35 and is nonrefundable. Students must apply through the UW Tacoma Education Program.
- Submit formal UW application for the master’s degree. This application is now initiated online: http://www.grad.washington.edu/stsv/mastapp.htm. See Graduate Degree Application Process on page 112 for more information.
- Students must satisfy the requirements for the degree that are in force at the time the degree is to be awarded.
- Complete the Course of Study form and submit to the Education Program office in Room WCG 324. The form is available online at www.tacoma.washington.edu/education.
- Complete all requirements of the Culminating Experience.

K-8 Teacher Certification

The Master of Education Program with a focus on K-8 Teacher Education features an introduction to teaching in all areas of the elementary and middle school curriculum, preparation for non-curricular aspects of the teacher’s role, reflection on contemporary issues in education and frequent supervision. Cooperating teachers and university faculty work together to provide students with a program that ensures integration of course content with hands-on experience. Field placements begin on the first day of school in September, which usually follows Labor Day, allowing students to experience the beginning of the public school year.

Students may choose to earn certification in K-8 elementary education or K-8 elementary education and K-12 special education.

The first year is a full-time course of study. Admitted students progress as a cohort community through four quarters (five quarters for those seeking special education) of full-time study beginning in summer quarter. Upon completion of all certification requirements, one may be recommended to the state for a teaching certificate. The additional credits required to obtain the master’s degree are taken in the evening and are conducive to a working teacher’s schedule.

This program is based on the most current educational research and theory. Our goal is to ensure that our graduates have a positive impact on student learning. Upon successful completion of all program requirements, students will earn a Master of Education degree and a Washington State Residency Teaching Certificate.

Admission Requirements

Admission to the Master of Education program requires that applicants be simultaneously admitted to the UW Tacoma Education program and the UW Graduate Admissions. To qualify for consideration, applicants must:

- Have earned a bachelor’s degree from a regionally accredited university or college.
- Have earned a cumulative grade-point average of at least 3.0 calculated from the final 90 graded quarter credits or 60 graded semester credits. Applicants who do not meet this requirement may still be eligible for admission depending on the quality of their academic work and educational experience with children of elementary school age.

- Submit one official sealed transcript from each collegiate institution attended. If you are admitted and choose to enroll in the program, you must send a second transcript showing the conferral of your bachelor’s degree to the UW Graduate Admissions Office upon their request. (If you received your baccalaureate degree from the University of Washington, you do not need to submit a second transcript.)
- Have completed courses in the subject areas listed on the chart on the next page. All courses must be 100-level or above and must have a grade of 2.0 or better.
- Submit a personal goal statement of one or two pages that describes why you would like to teach. The goal statement is an important part of the application because it allows you to share a part of yourself that the admissions committee typically would not see in your GPA.
- Submit a résumé of professional experience, educational background and other relevant information including volunteer experience.
- Submit two confidential, sealed letters of recommendation from individuals who can speak to your commitment, academic ability and potential as a teacher.
- Have experienced a minimum of 40 hours in a public school classroom within the last five years.
- Submit Graduate Record Exam (GRE) General Test scores. This computer-based test is widely available and may be scheduled by calling 1-800-GRE-CALL or the Sylvan Learning Center at (253) 848-0771. UWT’s institution code is R4854; the department code is “Education.” Testing is available throughout the year by appointment.
- Have taken the Washington Educator Skills Test-Basic (WEST-B). For more information, go to www.west.nesinc.com.
- Selected finalists will be invited for a personal interview.
In addition to the state of Washington certification requirements, all students must complete the following coursework:

**K-8 Certificate and Degree Requirements**

TEDUC 463 Arts in the Schools
TEDUC 483 Health Education and Child Abuse Issues
TEDUC 501 Foundations of Education: Policy, Ethics and Philosophy
TEDUC 506 Seminar in Graduate Writing
TEDUC 515 Science Methods
TEDUC 520 Multicultural Education
TEDUC 538 Classroom Assessment
TEDUC 541 Literacy Instruction for Diverse Students
TEDUC 548 Classroom Management
TEDUC 549 Teaching Students with Special Needs
TEDUC 554 Language Arts
TEDUC 555 Literature and Content Reading
TEDUC 560 Math Methods I
TEDUC 561 Math Methods II
TEDUC 562 Social Studies Methods
TEDUC 566 Education and Technology
TEDUC 587 Field Experience I
TEDUC 588 Field Experience II
TEDUC 589 Field Experience III

(The above courses represent four full-time quarters of study beginning in Summer Quarter.)

**Additional Degree Requirements**

TEDUC 502 Learning about Learning
TEDUC 503 Educational Measurement
TEDUC 504 Understanding Educational Research
TEDUC 505 Comprehensive Examination
TEDUC 587 Field Experience I
TEDUC 588 Field Experience II
TEDUC 589 Field Experience III

(Additional Degree Requirements)

TEDUC 463 Arts in the Schools
TEDUC 483 Health Education and Child Abuse Issues
TEDUC 501 Foundations of Education: Policy, Ethics, and Philosophy
TEDUC 506 Seminar in Graduate Writing
TEDUC 515 Science Methods
TEDUC 520 Multicultural Issues in Special Education
TEDUC 541 Literacy Instruction for Diverse Students
TEDUC 548 Classroom Management
TEDUC 549 Teaching Students with Special Needs
TEDUC 554 Language Arts
TEDUC 555 Literature and Content Reading
TEDUC 560 Math Methods I
TEDUC 561 Math Methods II
TEDUC 562 Social Studies Methods
TEDUC 566 Education and Technology
TEDUC 587 Field Experience I
TEDUC 588 Field Experience II
TEDUC 589 Field Experience III

(The above courses represent five full-time quarters of study beginning in Summer Quarter.)

**Washington State Certification**

Upon successful completion of the Teacher Certification Program and a passing score on the Praxis II exam for Elementary Education, students will be recommended to the Office of the Superintendent of Public Instruction for a Residency Teacher Certificate with an endorsement in Elementary Education. For those interested in an additional endorsement in Special Education, a passing score on the Praxis II exam for Special Education is also required. Students may qualify for additional endorsements based on prior coursework and a passing score on the Praxis II for their endorsement area. For more information on the Praxis II exam, go to www.ets.org/praxis.

**K-8 Certification Course Requirements**

**Writing**

**Literature**

**Math**

Course(s) that cover the essential areas of number sense, measurement, algebraic sense.

**Life Science**

Course(s) in biology, botany, zoology, physical anthropology or environmental science.

**Physical Science**

Course(s) in astronomy, chemistry, geology, physics, environmental science or oceanography.

**Science Lab**

Taken with either life or physical science.

**U.S. History**

**Geography**

Course(s) that cover geographic landforms, climate, populations, cultures.

**Art**

Course(s) that cover art appreciation, history, or applied courses in the visual or performing arts.

**Child, Adolescent or Lifespan Development**

Study of the psychological development, to include social, emotional, intellectual and physical development, of humans.

**Technology**

See "Technology Skills Required" document at: tacoma.washington.edu/education/docs/technology-skills.pdf
Secondary Science Education

The Master of Education Program with a focus on Secondary Science Education partners with local schools to prepare future teachers to help students in middle and high school gain knowledge and success in science. The preparation of secondary teachers in science education addresses one of the most significant gaps in the teacher corps today. Field placements begin on the first day of school in September, which usually follows Labor Day, allowing students to experience the beginning of the public school year.

It is a part-time or full-time program for those who hold a bachelor’s degree. With the exception of the field experience component, the program is offered in the evening and occasional Saturdays. We tailor your internship around your specific goals and objectives, and previous experience in the field of science. It is a 62-credit program that begins in Summer Quarter.

This program is based on the most current educational research and theory. Our goal is to ensure that our graduates have a positive impact on student learning. Upon successful completion of all program requirements, students will earn a Master of Education degree and a Washington State Residency Certificate for a Residency Teacher Certificate with an endorsement in Science, Earth Science and/or Biology for grades 5-12.

Admission Requirements

Admission to the Master of Education program requires that applicants be simultaneously admitted to the UW Tacoma Education program and the UW Graduate Admissions. To qualify for consideration, applicants must:

- Have earned a bachelor’s degree from a regionally accredited university or college.
- Have earned a cumulative grade-point average of at least 3.0 calculated from the final 90 graded quarter credits or 60 graded semester credits. Applicants who do not meet this requirement may still be eligible for admission depending on the quality of their academic work and educational experience with children of secondary school age.
- Submit one official sealed transcript from each collegiate institution attended. If you are admitted and choose to enroll in the program, you must send a second transcript showing the conferral of your bachelor’s degree to the UW Graduate Admissions Office upon their request. (If you received your baccalaureate degree from the University of Washington, you do not need to submit a second transcript.)
- Have completed a course in adolescent or lifespan development. Course must be 100-level or above and must have a grade of 2.0 or better.
- Submit a personal goal statement of one or two pages that describes why you would like to teach. The goal statement is an important part of the application because it allows you to share a part of yourself that the admissions committee typically would not see in your GPA.
- Submit a résumé of professional experience, educational background and other relevant information including volunteer experience.
- Submit two confidential, sealed letters of recommendation from individuals who can speak to your commitment, academic ability and potential as a teacher.
- Have experienced a minimum of 40 hours in a public school classroom within the last five years. The classroom should closely match the subject and age level you wish to teach.
- Submit Graduate Record Exam (GRE) General Test scores. UW Tacoma’s institution code is R4854; the department code is “Education.”
- Have taken the Washington Educator Skills Test-Basic (WEST-B). For more information, go to www.west.nesinc.com.
- Submit Praxis II scores (in content area). For more information, go to www.ets.org/praxis.
- Selected finalists will be invited for a personal interview.

Washington State Certification

Upon successful completion of the Secondary Science Education Program, students will be recommended to the Office of the Superintendent of Public Instruction for a Residency Teacher Certificate with an endorsement in Science, Earth Science and/or Biology for grades 5-12.

Students may qualify for additional endorsements based on prior coursework and a passing score on the Praxis II for their endorsement area. For more information on the Praxis II exam, go to www.ets.org/praxis.

Secondary Science Education Degree Requirements

In addition to the state of Washington certification requirements, all students must complete the following coursework:

- TEDUC 511 Secondary Science Methods I
- TEDUC 512 Science Methods II
- TEDUC 533 Principles of Secondary Instruction & Assessment
- TEDUC 539 Science Methods I
- TEDUC 566 Education and Life Span Development
- TEDUC 586 Field Experience II
- TEDUC 587 Field Experience I
- TEDUC 588 Field Experience I
- TEDUC 589 Field Experience I

(The above three certification courses must be taken in consecutive quarters.)

- TEDUC 501 Foundations of Education: Policy, Ethics and Philosophy
- TEDUC 502 Seminar in Graduate Writing
- TEDUC 520 Multicultural Education
- TEDUC 523 Culture of Secondary Schools
- TEDUC 524 Secondary Students with Disabilities
- TEDUC 525 Child Abuse Seminar
- TEDUC 533 Classroom Management in Secondary Schools
- TEDUC 535 Literacy in Secondary Schools
- TEDUC 566 Education and Technology (or waiver)
- TEDUC 585 Field Experience I
- TEDUC 586 Field Experience II

Additional Degree Requirements

- TEDUC 502 Learning about Learning
- TEDUC 503 Educational Measurement
- TEDUC 504 Understanding Educational Research
- TEDUC 505 Comprehensive Exam
- TEDUC 506 Culminating Experience
Professional Certificate

All beginning teachers and most teachers coming from out of state receive the Residency Certificate as their first teaching certificate. Within five years of reaching provisional status, teachers are expected to begin working toward the second-level teaching certificate, the Professional Certificate.

UW Tacoma offers teachers the opportunity to pursue a Professional Certificate with a Master of Education or a Professional Certificate only. For current information visit us online at: www.tacoma.washington.edu/education.

For a complete text on Requirements for Issuance of the Professional Teaching Certificate or Renewal of the Residency Teaching Certificate (CT 35), please go to: www.k12.wa.us/certification/profed/pubdocs/CT35.pdf.

Admission Requirements

Admission to the Professional Certificate program requires that applicants:

- Have earned a bachelor’s degree from an accredited institution.
- Have a grade-point average of 3.0 calculated from the final 90 graded quarter credits or 60 graded semester credits.
- Submit one official sealed transcript from each collegiate institution attended. If you are admitted and choose to enroll in the program, you must send a second transcript showing the conferral of your bachelor’s degree to the UW Graduate Admissions Office upon their request. (If you received your baccalaureate degree from the University of Washington, you do not need to submit a second transcript.)
- Submit a personal goal statement of two to three pages describing how graduate study will enhance your professional growth. The goal statement is an important part of the application because it allows you to share a part of yourself that we typically would not see in your GPA.
- Submit Personal Data form.
- Submit two confidential sealed letters of recommendation (one of which must come from the sponsoring principal/administrator).
- Submit a copy of teaching certificate.
- Submit Washington state form SPI4421 (available on the Education Web site).

Applicants pursuing the Master of Education must also:

- Submit Graduate Record Exam (GRE) General Test scores. This computer-based test is widely available and may be scheduled by calling 1-800-GRE-CALL or the Sylvan Learning Center at (253) 848-0771. UW’s institution code is R4854; the department code is “Education.” Testing is available throughout the year by appointment.

Professional Certificate

Professional Certificate with Master of Education (option 1)

Applicants must apply online to the UW Graduate Admissions and also submit required documents to the UW Tacoma Education Program. The application checklist is a helpful document to ensure that all items are complete. No action can be taken until all materials are received.

Professional Certificate Only (option 2)

Applicants must first contact the Education Program office at (253) 692-4430 or e-mail wuted@u.washington.edu to request appropriate Graduate Non-Matriculated application information. Use the current application packet that will be mailed to you. Applicants pursuing the Professional Certificate only must enroll in the Pre-Assessment Seminar in their first quarter. Please note that the seminar may not be offered every quarter.

Certificate Requirements

In addition to the State of Washington Professional Certificate requirements, students must complete the following coursework (students must choose one option):

Option 1: Professional Certificate with the Master of Education*

- TEDUC 550 Pre-assessment Seminar
- TEDUC 552 Culminating Seminar
- Core Courses
- Study Option Courses
- Education Electives
- Non-Education Electives
- Culminating Experience

Option 2: Professional Certificate only**

- TEDUC 550 Pre-assessment Seminar
- TEDUC 552 Culminating Seminar
- Selected coursework in consultation with an adviser

* Minimum of 45 quarter credits required
** Minimum of 17 quarter credits required

Master of Education for Practicing Educators

This degree program is designed to build upon the skills, knowledge and commitment of practicing educators. The focus is on K-12 teachers and their continuing professional development. Underlying is a vision of the teacher as one who is broadly educated and continuing to learn, skilled and committed to the craft of teaching and entrusted to nurture the greatest human potential in every learner.

The program is designed as a full-time or part-time program of study. Generally, the core and study-option courses are completed in the first year; students complete their elective courses and culminating experience the second year. This program allows students to embed professional certification and endorsements into degree programs, should they desire to. To meet the needs of students who are employed during the weekday, courses follow an evening schedule, though some courses may be offered on Saturdays. For current information visit us online at: www.tacoma.washington.edu/education.

Degree Requirements

Students must complete a minimum of 45 quarter credits, 49-50 quarter credits for Special Education. There are seven required program components:

1. The core courses provide the background, perspectives and resources necessary for in-depth work in an area of specialization. They prepare individuals to understand the basics of theory and research in education. All students are required to complete a total of 13 quarter credits as follows:

   TEDUC 501 Foundations of Education: Policy, Ethics & Philosophy (3)
   TEDUC 502 Learning about Learning (3)
   TEDUC 503 Educational Measurement (3)
   TEDUC 504 Understanding Educational Research (prerequisite: TEDUC 503) (3)
   TEDUC 506 Seminar in Graduate Writing (1)

2. The study option provides focused study in one specialized area of education. Students must select one study option below and complete required courses.

At-Risk with an emphasis in:

- At-risk learner
- Reading/literacy
- Special education
Science/Math with an emphasis in:
- Science
- Mathematics
- Middle-level math/science

Humanities with an emphasis in:
- Middle-level humanities
- Multicultural education
- Social studies

Leadership with an emphasis in:
- Principal/Educational Administration
- Technology

3. Students must complete a technology course selected in consultation with an adviser. Normally, students complete Education and Technology (TEDUC 566).

4. The education electives provide an opportunity to explore areas of individual interest and gain depth in specific content. Courses must be selected from offerings within the Master of Education program and in consultation with an adviser.

5. Students must complete a minimum of three quarter credits (maximum 10 credits) of non-education electives outside of the Master of Education program. Coursework can be selected from the Milgard School of Business, the Institute of Technology, Environmental Science, Interdisciplinary Arts and Sciences, Nursing, Social Work and Urban Studies and must be 400-level or above.

6. The Comprehensive Examination is a written essay exam. It assesses students’ knowledge of the core courses. The test takes approximately four hours.

7. Each student will participate in a Culminating Experience. This component of the program allows students to gain more applied knowledge of the field, and synthesize prior learning. There are two pathways for this experience: Project Pathway and Practicum Pathway. Students select the pathway for their Culminating Experience in consultation with their academic adviser.

Students completing the Special Education and At-Risk study options must enroll in the Practicum Pathway option.

■ Project Pathway
The Project Pathway involves the design and implementation of a project in which students combine theoretical knowledge and pedagogical expertise to improve current practice in an educational setting.

Quarter #1
TEDUC 599 - Culminating Project (3 cr.)

Quarter #2
TEDUC 599 - Culminating Project (3 cr.)

■ Practicum Pathway
The Practicum Pathway is intended to provide students the opportunity to integrate and apply theory and research in working with at-risk students to an educational setting.

Quarter #1
TEDUC/TEDSP 593
Practicum Seminar I (3 cr.)

Quarter #2
TEDUC/TEDSP 594
Practicum Seminar II (3 cr.)

Praxis II Examination
A passing score on the Praxis II exam is required for any student wishing to add an endorsement to their teaching certificate. For more information on the Praxis II exam, go to www.ets.org/praxis.

Admission Requirements

Admission to the Master of Education program requires that applicants be simultaneously admitted to the UW Tacoma Education program and the UW Graduate Admissions. To qualify for consideration, applicants must:

■ Have earned a bachelor’s degree from an accredited institution.

■ Have a grade-point average of 3.0 calculated from the final 90 graded quarter credits or 60 graded semester credits.

■ Submit one official sealed transcript from each collegiate institution attended. If you are admitted and choose to enroll in the program, you must send a second transcript showing the conferral of your bachelor’s degree to the UW Graduate Admissions Office upon their request. (If you received your baccalaureate degree from the University of Washington, you do not need to submit a second transcript.)

■ Submit one official sealed transcript from each collegiate institution attended. If you are admitted and choose to enroll in the program, you must send a second transcript showing the conferral of your bachelor’s degree to the UW Graduate Admissions Office upon their request. (If you received your baccalaureate degree from the University of Washington, you do not need to submit a second transcript.)

■ Submit a personal goal statement of one or two pages describing how graduate study will enhance your professional growth. The goal statement is an important part of the application because it allows you to share a part of yourself that we typically would not see in your GPA.

■ Personal Data form.

■ Submit two confidential, sealed letters of recommendation.

■ Submit a teaching certificate or have equivalent teaching experience.
Educational Administrator

The program is a full-time course of study for potential school leaders. Admitted students progress as a cohort community through four quarters of full-time study beginning in Summer Quarter. Upon successful completion of all certificate requirements, students will earn a Residency Administrator’s Certificate.

Leadership, management and instruction are three distinct components that are emphasized in each of the four quarters. Coursework is taught in synchrony with the school’s administrative calendar. The curriculum is grounded in best practice as determined by theory and research.

Admission Requirements

Admission to the Master of Education program requires that applicants be simultaneously admitted to UW Tacoma Education Program and the UW Graduate Admissions. To qualify for consideration, applicants must:

■ Have earned a bachelor’s degree from an accredited institution.
■ Have a grade-point average of 3.0 calculated from the final 90 graded quarter credits or 60 graded semester credits.
■ Submit one official sealed transcript from each collegiate institution attended. If you are admitted and choose to enroll in the program, you must send a second transcript showing the conferral of your bachelor’s degree to the UW Graduate Admissions office upon their request. (If you received your baccalaureate degree from the University of Washington, you do not need to submit a second transcript.)
■ Submit a personal goal statement of two to three pages describing how graduate study will enhance your professional growth. The goal statement is an important part of the application because it allows you to share a part of yourself that we typically would not see in your GPA.
■ Submit a résumé of professional experience, educational background and other relevant information including volunteer experience.
■ Submit the Internship Agreement form.

■ Submit three confidential sealed letters of recommendation (one of which must come from the sponsoring principal/administrator).
■ Have a valid teaching or Educational Staff Association certificate (Principal Certificate applicants only).
■ Submit Prerequisite Experience Form (Principal Certificate applicants only).
■ Submit Graduate Record Exam (GRE) General Test scores (only for applicants not holding a master’s degree). This computer-based test is widely available and may be scheduled by calling 1-800-GRE-CALL or the Sylvan Learning Center at 253-848-0771. UWT’s institution code is R4854; the department code is “Education.” Testing is available throughout the year by appointment.
■ Participate in a personal interview (by invitation only).

Educational Administrator Certificate Requirements

In addition to the State of Washington Residency Administrator’s Certificate requirements, all students must complete the following coursework:

TEDUC 570 Curriculum and Instruction
TEDUC 571 Introduction to Leadership Administrators
TEDUC 572 School Law for Educational Administrators
TEDUC 573 Supervision of Instruction Leadership
TEDUC 574 Issues in Educational Leadership
TEDUC 575 Leadership in a Changing Society
TEDUC 576 School Wide Assessment
TEDUC 577 School Finance and Educational Policy
TEDUC 578 Group Leadership in Educational Administration
TEDUC 579 Human Resources
TEDUC 580 Reflective Seminar
TEDUC 581 Internship

Course Descriptions

For the most current course information, please consult the Education program Web site: www.tacoma.washington.edu/education.

Special Education

TEDSP 520 Multicultural Issues in Special Education
3 credits
Provides an analysis of multicultural and bilingual perspectives in education with an emphasis on issues relevant to special education. Addresses issues and trends affecting the education of diverse students in special education. Research based practices for serving culturally and linguistically diverse students will be emphasized.

TEDSP 539 Introduction to Exceptionalities
3 credits
Provides an overview of all disabling conditions including low and high incidence disabilities. Examines the nature of various disabilities, program implications, and the continuum of delivery options available to special education students.

TEDSP 541 Literacy Instruction for Diverse Students
3 credits / Offered jointly with TEDUC 541
This course is designed to provide students with the theoretical and empirical foundations for designing effective literacy instruction for diverse students. Content covered in the course includes issues in beginning reading instruction, analysis and modification of instructional materials, and the integration of reading and language arts. The course is designed for elementary teachers, along with secondary teachers who teach remedial students.

TEDSP 542 Structuring the Classroom for Success
3 credits / Offered jointly with TEDUC 542
This course is designed to help teachers of at-risk/mainstreamed students create a well-managed classroom and school environment that supports students’ personal growth and promotes academic success. The course will address alternative delivery systems and strategies for meeting individual needs.

TEDSP 543 Mathematical Challenges for Diverse Students
3 credits / Offered jointly with TEDUC 543
This course is designed to examine instructional issues in the teaching of mathematics to at-risk/mainstream K-8 students. It will include a) the assessment of student performance, b) the evaluation and modification of instructional curricula, and c) the design of generalizable problem-solving strategies.
T EDSP 544
Special Education Assessment and Evaluation
3 credits
Explores the main purposes for educational assessment of students with disabilities including the social, legal, and ethical considerations involved in educational assessments. Addresses the roles and responsibilities of each member of the assessment team. Discusses various measurement including standardized tests, norm criterion, referenced, and curriculum-based assessment.

T EDSP 545
Introduction to Emotional Behavioral Disabilities
3 credits
Examines the theories relative to teaching children and youth with emotional behavioral disorders. Discusses factors such as family, biological, school, and other environmental influences. Addresses classroom strategies based on student assessment and evaluation, including functional behavior assessment and positive behavior intervention plans.

T EDSP 546
Collaborative Consultation
3 credits
With current changes in both instructional delivery systems for students with disabilities, and in the law, the need for collaboration between general and special educators is growing. The course will provide an overview of the knowledge and skills necessary to become a full participant in school-based collaboration model.

T EDSP 547
Special Education and the Law
3 credits
A complex set of laws, regulations, and court cases have built up in recent years that govern the education of students with disabilities. This course provides a comprehensive introduction to the legal issues in special education, approached through the larger context of education law.

T EDSP 548
Special Education Classroom Management
3 credits
Prepares special education teachers with skills in research-based problem prevention and problem-solving strategies that will enable them to promote academic success for students with special needs. Addresses theoretical implications and applications of evidence-based behavior management strategies.

T EDSP 550
Special Education Principles and Practices I
3 credits
Provides in-depth exploration of disabling conditions with emphasis on the etiology of high incidence disabilities. Covers theoretical, conceptual and empirical bases to meet the needs of diverse students. Addresses legislation including the IDEIA, Section 504 of the Vocational Rehabilitation Act, and the Washington Administrative Code: Special Education Rules and Regulations.

T EDSP 551
Special Education Principles and Practices II
3 credits
Provides the knowledge and skills to design research-based program options for students with disabilities and to evaluate the efficacy of a continuum of service delivery options. Includes issues unique to special educators such as development and implementation of individual education and transition plans, scheduling, and working with paraprofessionals.

T EDSP 587
Special Education Field Experience and Reflective Seminar I
1-5 credits, max. 5
Observation and evaluation of research-based practices in assigned public school classrooms under University supervision with accompanying guided inquiry into the nature and social context of teaching and learning. Reflective seminar component will draw heavily upon observations and experiences in the interns’ site placements.

T EDSP 588
Special Education Field Experience and Reflective Seminar II
1-5 credits, max. 5 / Prerequisite: T EDSP 587
Observation and participation practicum in assigned public school classrooms under University supervision with accompanying guided inquiry into the nature and social context of teaching and learning. Reflective seminar integrates evidence-based practices with experiences in the interns' site placements.

T EDSP 589
Special Education Field Experience and Reflective Seminar III
1-12 credits, max. 12 / Prerequisite: TEDSP 588
Culminating classroom internship in assigned public school classrooms under University supervision with accompanying guided inquiry into the nature and social context of teaching and learning. Experiences in the interns' site placements will focus on synthesis of planning, management, teaching and assessment of the learning environment.

T EDSP 591
Special Topics in Education
1-9 credits, max. 9 / Offered jointly with TEDUC 591
Graduate course offerings that respond to faculty and students' needs and interests. Topics will vary.

T EDSP 592
Independent Study
1-9 credits, max. 9 / Offered jointly with TEDUC 592
Faculty-supervised independent study or readings in areas of education of special interest or need to the student. Topics will vary. Permission of instructor and approved program of study or readings required.

T EDSP 593
Practicum Seminar I
3 credits / Offered jointly with TEDUC 593
The goal of the practicum seminars is the improvement of educational practice. The seminars will provide students with the background, knowledge, and opportunity to explore research-based practices with students in classrooms. Students will normally take six credits of practicum seminars.

T EDSP 594
Special Education Seminar II: Collaboration in the Education Community
3 credits / Offered jointly with TEDUC 594
Collaboration is essential in the education of students with disabilities. This seminar will explore several avenues to successful collaborative problem-solving approaches to meeting the needs of students with disabilities who are receiving their instruction in the general education classroom.

General courses
T EDUC 463
Arts in the Schools
3 credits
This course will explore the domain of the arts, particularly music, drawing, painting, and three dimensional expressions such as pottery, sculpture and architecture, to find means of better integrating arts and arts instruction into the school curriculum.

T EDUC 471
Diversity and Equity in Schools and Curriculum
3 credits
Examines the instructional methods and multicultural understandings necessary to address the learning needs of a diverse student population in a globalized society.

T EDUC 482
School and Society
3 credits
Introduces contemporary issues in schools and their historical genesis starting with the successes and challenges in classrooms, schools, and communities today, tracing their roots back in time. Provides an overview for those considering becoming teachers or wishing to become more informed citizens.

T EDUC 483
Health Education and Child Abuse
3 credits
Theoretical and practical foundation for designing and integrating health instruction into the K-8 curriculum using a holistic approach that involves mental, physical, and affective domains. Crucial background information about educators’ responsibilities regarding detection and reporting of child abuse and neglect under Washington State law.
T EDUC 490 Service Learning Practicum in Education 3 credits
Service-learning approach introducing undergraduate students to the profession of teaching. Examines experiences and responsibilities in teaching/learning through directed K-8 classroom observations, and university instruction, using individual/group reflection. Required for completing IAS Education Minor. Meets 40 hours of experience, prerequisite for entry into UWT Teacher Certification Program.

T EDUC 501 Foundations of Education: Policy, Ethics, and Philosophy 3 credits
Provides in-depth examination of current issues in public schools focusing on the life and decisions of professional education practice in classrooms, schools, and communities. Describes K-12 schools governance at all levels, ethical decision making in the system, and philosophical issues including the purpose of schools in contemporary society.

T EDUC 502 Learning About Learning 3 credits
In this course we will explore four contemporary theories of learning: behaviorism, cognitive science, constructivism, and social constructionism. Specifically, we will analyze and critique each theory as they apply to classroom teaching. Course participants will lead class discussions, as well as develop curricula grounded in educational theory. The goal of the course is to expand teachers’ understandings of the psychological and socio-psychological contexts within which students conduct the educational process.

T EDUC 503 Educational Measurement 3 credits
Introduces elements of measurement essential to good teaching. Emphasizes critical thinking about assessment instruments, evaluation of assessment instruments, innovative curricula, and other instructional materials. Focuses on initial knowledge and skills in the evaluation of published research (e.g., qualitative, quantitative, action, program evaluation), that are more fully developed in TEDUC 504.

T EDUC 504 Understanding Educational Research 3 credits / Prerequisite: TEDUC 503
This course introduces students to research in the behavioral and social sciences relevant to study of education. The course is designed to give students the opportunity to review and critically analyze research representing several methodologies. This is a consumer-oriented course. Emphasis is placed on the evaluation of research literature and the generalizability of research findings.

T EDUC 505 Classroom Assessment 3 credits
This course introduces a comprehensive assessment framework for evaluating students in special education. Topics include the mandatory assessment regulation set forth in the Individuals with Disabilities Education Act, descriptive statistics, and various types of assessment instruments.

T EDUC 506 Seminar in Graduate Writing 1 credit
Teaches writing styles specific to the Publication Manual of the American Psychological Association (APA).

T EDUC 510 Current Issues for Teachers of Science 3 credits
Explores current science education reform issues for practicing K-12 teachers. Focuses on current science education research, models of curriculum design, selecting and adopting science curricula, assessing student learning, evaluating science curricula, and opportunities for professional development.

T EDUC 511 Inquiry in the Science Classroom 3 credits
Enhances teachers’ pedagogical knowledge and skills in science with a hands-on methods course for practicing K-12 teachers. Explores models of inquiry and instructional strategies that facilitate students’ learning of scientific. Addresses the Washington State Essential Academic Learning Requirements.

T EDUC 512 Science Methods for 5th – 8th Grade 3 credits / Prerequisite: TEDUC 510 or permission of instructor
Enhances teacher’s pedagogical knowledge and skills in science. Designed as a hands-on methods course for practicing secondary school teachers. Explores the nature of science and instructional strategies to facilitate students learning of the scientific process. Addresses the Washington State Essential Academic Learning Requirements.

T EDUC 513 Using Technology in Science Education 3 credits
Hands-on introduction to technological resources for science instruction. Covers new technology and evaluating how technology is used in classroom instruction. Emphasis on curriculum development using technology as a primary means of instruction. Addresses the Washington State Essential Academic Learning Requirements.

T EDUC 514 Teaching the Science of Flight and Space Travel 3 credits
Explores instructional strategies that facilitate students’ learning of science in relation to the Washington Science Standards. Investigates physical concepts in order to transition from flying in air to flying in space. Explores the basics of rocket design, creating moon colonies, and Mars missions.

T EDUC 515 Science Methods 3 credits
Examines how students learn science and explores research-based models of science instruction and assessment. Students design, implement, and evaluate instructional strategies that facilitate students’ learning of the scientific process.

T EDUC 520 Multicultural Education 3 credits
Explores major theoretical, political, and pedagogical issues in multicultural education. Studies institutional and cultural discrimination such as race, ethnicity, class, sexuality, gender, disability, and language. Examines the relationship between schooling and the reproduction of stratification and discrimination, as well as examines curricular and pedagogical approaches to address these variables.

T EDUC 521 Education and Inequity 3 credits
Builds upon the theoretical principles in TEDUC 520. Examines in more depth the dimensions through which power and oppression operate in American education, such as, race, ethnicity, language background, religion, sexuality, disability, and gender. Develops theoretical and professional knowledge to deepen analytical framework in classroom practice.

T EDUC 522 Instructional Issues in Multicultural Classrooms 3 credits
Multicultural education requires specific skills, attitudes, understandings, and resources. This course seeks to build the foundation for those prerequisite abilities, offering practice in culturally sensitive, inclusive pedagogical techniques, assessments of racial, ethnic, gender, and class attitudes, insight into ethical and political issues in education and multiculturalism, and skills in creating or gaining access to appropriate curricular and classroom resources.

T EDUC 523 Culture of Secondary Schools 3 credits
Systematic, research-based analysis of current practices in secondary schools, with particular emphasis on the roles and contextual influences of students, staff, parents and communities, and their influence on student achievement.

T EDUC 524 Secondary Students with Disabilities 3 credits
Covers the theoretical, conceptual and empirical bases for pre-service secondary teachers to meet the needs of students with disabilities. Emphasizes the translation of research into practice.
T EDUC 530  
Curriculum Inquiry  
3 credits  
This course deals with reading, writing, and thinking as it occurs in various specific and integrated content areas of the school curriculum in grades K-12. The goal of this course is to equip teachers with ideas and strategies to enhance instructional effectiveness across the curriculum.

T EDUC 531  
Curricular Uses of Children's and Young Adult Literature  
3 credits  
This course addresses the issues and strategies in using children's and young adult literature across the curriculum in K-12 classrooms. Students will become familiar with the variety of trade books currently available. Theory and techniques for creating a literature-based program will also be discussed.

T EDUC 532  
Integrated Curriculum: Classroom Design & Instruction  
3 credits  
This course deals with pedagogical issues encountered by elementary, junior, and high school teachers who plan to develop interdisciplinary instruction. Students will be encouraged to ask critical questions, hypothesize possible solutions, and explore ways which promote high-level thinking and stress democratic values.

T EDUC 533  
Classroom Management in Secondary Schools  
3 credits  
Designed to give preservice secondary teachers research-based strategies that will enable them to establish effective management systems and promote academic success for all students. Emphasizes strategies for creating a positive school environment, including preventing and responding to problem behavior, and improving student motivation for learning.

T EDUC 534  
Process Writing Across the Curriculum  
3 credits  
This theory-into-practice course will study research and theories on writing development in school children, examine the relationships among reading, writing, and content knowledge acquisition, and experiment with writing methods for classroom teachers.

T EDUC 535  
Literacy in Secondary Schools  
3 credits  
Provides research base for teaching language arts to diverse secondary education students including English language learners and students with disabilities. Integrates writing with literature across content areas. Addresses evaluation and modification of curricular materials. Teaches methods of evaluating student progress.

T EDUC 536  
Classroom Assessment: Literacy & Numeracy  
3 credits  
This course prepares classroom teachers to analyze current curricula and instructional strategies in literacy and numeracy. The focus on this course is to design effective assessment tools which assess students' achievement in reading, writing, and mathematics.

T EDUC 537  
Classroom Assessment: Content Area Assessment  
3 credits  
This course guides teachers to understand the curricular standards and methods of inquiry in science, social studies, health and arts. The emphasis is to develop curriculum, instruction and assessment alignment in classrooms.

T EDUC 538  
Classroom Assessment: Critical Issues  
3 credits  
Drawing on history, sociology, critical theory and other academic traditions, this course seeks to nurture critical perspectives on contemporary classroom and student assessment processes. The goal is classroom assessment that is equitable, authentic and publicly accountable.

T EDUC 539  
Principles of Secondary Instruction and Assessment  
3 credits  
Examines how secondary students learn, and explore research-based models of secondary instruction and assessment. Students design, and evaluate strategies exhibiting curriculum-instruction-assessment alignment that will result in evidence of student achievement.

T EDUC 540  
At-Risk Students and Students with Disabilities  
3 credits  
This course is designed to provide several perspectives on the education of at-risk students and students with disabilities. The first half of the course will focus on issues of identification, assessment and instructional delivery. The second half of the course will emphasize the role teachers play in reducing academic failure and increasing the opportunity for success in school. Upon completion of the course, students will have a stronger understanding of the problems and issues faced by at-risk students and students with disabilities in public schools.

T EDUC 541  
Literacy Instruction for Diverse Students  
3 credits / Offered jointly with TEDSP 541  
This course is designed to provide students with the theoretical and empirical foundations for designing effective literacy instruction for diverse students. Content covered in the course includes issues in beginning reading instruction, analysis and modification of instructional materials, and the integration of reading and language arts. The course is designed for elementary teachers, along with secondary teachers who teach remedial students.

T EDUC 542  
Structuring the Classroom for Success  
3 credits / Offered jointly with TEDSP 542  
This course is designed to help teachers of at-risk/mainstreamed students create a well-managed classroom and school environment that supports students' personal growth and promotes academic success. The course will address alternative delivery systems and strategies for meeting individual needs.

T EDUC 543  
Mathematical Challenges for Diverse Students  
3 credits / Offered jointly with TEDSP 543  
This course is designed to examine instructional issues in the teaching of mathematics to at-risk/mainstream K-8 students. It will include a) the assessment of student performance, b) the evaluation and modification of instructional curricula, and c) the design of generalizeable problem-solving strategies.

T EDUC 547  
School Law  
3 credits  
A broad introduction to the laws, regulations, and court decisions that directly affect the actions and decisions made by teachers and administrators, with a special emphasis on the education of students with disabilities.

T EDUC 548  
Classroom Management  
3 credits  
Designed to give pre-service teachers research-based strategies that will enable them to establish effective management systems and promote academic success for all students. Emphasizes strategies for creating a positive school environment, including preventing and responding to problem behavior, and improving student motivation for learning.

T EDUC 549  
Teaching Students with Special Needs  
3 credits  
Covers the theoretical, conceptual, and empirical bases for pre-service teachers to meet the needs of a diverse student population including students with disabilities, and highly capable students. Emphasizes the translation of research into practice.

T EDUC 550  
Preassessment Seminar  
3 credits  
Provides students the knowledge and skills needed to demonstrate successfully the standards and criteria required for the individualized Personal Growth Plan (PGP), identifying professional strengths and growth areas for focus during the certification process.

T EDUC 552  
Professional Certificate Culminating Seminar  
2 credits  
Provides the knowledge and skills needed to demonstrate successfully the standards and criteria required for the individualized Personal Growth Plan (PGP). Identifies professional strengths and growth areas on which the student will focus during the certification process. Course graded credit/no credit only.
T EDUC 553
Social Contexts of Adolescence: Perspectives on Culturally Diverse Youth
3 credits
Since the “discovery” or “intervention” of adolescence nearly a century ago, problems of adolescents have preoccupied researchers and educators. How does the social construction of adolescence affect young people and their schooling? What is the relationship of the problems of adolescence to the construction of “at-risk” students? What interventions are available to educators to provide adolescents with successful transitions through this period?

T EDUC 554
Language Arts
3 credits
Provides an evidence base for teaching language arts to diverse K-8 students including English language learners and students with disabilities. Focuses on research based writing instruction. Includes instruction in listening and oral language. Addresses evaluation and modification of curricular materials and progress monitoring methods.

T EDUC 555
Literature and Content Reading
3 credits
Reading comprehension has received widespread scientific attention in the last 25 years. This course is intended to help prospective teachers analyze and acquire research-based pedagogy in reading instruction using literature and informational texts. Prospective teachers will develop instructional designs to implement research findings in K-8 classrooms.

T EDUC 560
Mathematics Methods I
3 credits
Provides the theoretical and empirical foundation for effective mathematics instruction. Includes issues in mathematics instruction, analysis and modification of instructional materials and the design of generalizable problem-solving strategies. Includes methods for monitoring student progress and adjusting instruction to meet individual student needs. Addresses instructional content in grades K-4.

T EDUC 561
Mathematics Methods II
3 credits / Prerequisite: T EDUC 460
Provides the theoretical and empirical foundation for effective mathematics instruction. Includes mathematics instruction, analysis and modification of instructional materials and the design of generalizable problem-solving strategies. Includes methods for monitoring student progress and adjusting instruction to meet individual student needs. Addresses instructional content in grades 5-8.

T EDUC 562
Social Studies Methods
3 credits
Prepares prospective teachers to teach civics, economics, geography, and history. In addition to this social studies content—as required by the State of Washington—the course prepares prospective teachers to teach the skills required for and promote dispositions that support full democratic citizenship.

T EDUC 566
Education and Technology
3 credits
Education and Technology intends to give practicing teachers exposure to the new tools of technology and a chance to learn how to use those that are available to them. In the context of seminar discussion, teachers will look at issues related to technology in the educational setting. Teachers will evaluate how technology can be used effectively in classroom instruction.

T EDUC 567
Curriculum Design and Educational Technology
3 credits
This advanced educational technology course will explore the intersections of educational reform, curriculum design, the World Wide Web, virtual community, virtual reality, and distance learning. Using the newest tools in educational technology, the course will focus on designing a curriculum unit in a content area.

T EDUC 568
Technology Leadership & School Change
3 credits
Examines the nature of technology leadership and the challenges inherent in creating change in schools. Equips participants to assume the role of technology leader in their schools and districts. Includes the nature of leadership, managing school change, and organizational development with respect to technology planning.

T EDUC 570
Curriculum and Instruction
4 credits
Focuses on curriculum: knowledge and strategies for selecting new and/or implementing current district academic programs, and instruction: envisioning and enabling instructional and auxiliary programs for improvement of teaching and learning.

T EDUC 571
Introduction to Leadership
2 credits
Begins the academic, exploratory, and experiential process of leadership in educational settings. Introduces students to the key components of leadership in academic settings and begins the process of cohort formation that establishes the learning environment for the program.

T EDUC 572
School Law for Educational Administrator
3 credits
Explores Federal and State law that principals and district administrators are responsible to know and administer, including special education.

T EDUC 573
Supervision of Instruction
3 credits
Advances the knowledge of curriculum and instruction models into the domain of supervision of individuals and groups of staff in instruction. Assists staff in designing and implementing professional self-improvement goals.

T EDUC 574
Issues in Educational Leadership
3 credits
Focuses on contemporary issues confronting school building or district educational leaders, such as educating increasing numbers of students who are at-risk, advancing social justice in the schools, ensuring safe and orderly school environments, crisis management, and conflict resolution.

T EDUC 575
Leadership in a Changing Society
3 credits
Addresses the issue of how one in a position of educational leadership understands and copes with changes in cultures, and socio-political environments as they impact schools.

T EDUC 576
School-Wide Assessment
3 credits
Surveys breadth of assessment issues in school administration, including the role of assessment in the reform movement and school-wide improvement initiatives, classroom based assessment, the importance of accurate and timely data collection, interpretation and communication about assessment in the school community, and reducing achievement gaps in diverse populations.

T EDUC 577
School Finance and Educational Policy
3 credits
Addresses issues of school finance from national, regional, and local perspectives. Develops with district and school budgeting, fund raising, levies, ASB and athletic funding issues, as well as legislative relations.

T EDUC 578
Group Leadership in Educational Administration
3 credits
Focuses on the topics of group dynamics, group facilitation, meeting design, oral communications, and the art of persuasion. Topics include group leadership strategies and skills necessary to lead organizational change efforts, to effectively elicit and manage creativity and diversity, and to manage conflict.
T EDUC 579
**Human Resources**

4 credits

Addresses critical role of management of human resources that is key to effective educational administration. Topics include hiring, mentorship, collective bargaining, strategic staff planning, communication patterns, justice issues, and evaluation of staff.

T EDUC 580
**Reflective Seminar for Administrators**

1-3 credits, max. 3

All interns meet and reflect on field experience, providing insight and support for one another as well as referring to evidence based best practices discovered through the literature.

T EDUC 581
**Internship for Administrators**

2-4 credits, max. 14

Field-based practicum which focuses on the application of theoretical and research knowledge in instruction, management, and leadership.

T EDUC 587
**Field Experience I**

2 credits

Observation and participation in practicum in assigned public school classrooms under University supervision. Includes seminars that provide guided inquiry into the nature and social context of teaching and learning, drawing heavily from observations and experiences in the site placements. Prerequisite: site placement and $224 course fee added to tuition.

T EDUC 588
**Field Experience II**

1-5 credits, max. 5 / Prerequisite: T EDUC 587

Practicum in public school classrooms under university supervision. Includes seminars to demonstrate specific skills and understanding. Provides guided inquiry into the nature and social context of teaching and learning, drawn heavily from observations and experiences in the interns' site placements.

T EDUC 589
**Field Experience III**

1-12 credits, max. 12 / Prerequisite: T EDUC 588

Full-time teaching practicum in assigned public school classrooms. Includes seminar that provides guided inquiry into the nature and social context of teaching and learning, drawn heavily from observations and experiences in the interns' site placements.

T EDUC 591
**Special Topics in Education**

1-9 credits, max. 9 / Offered jointly with TEDSP 591

Graduate course offerings that respond to faculty and students' needs and interests. Topics will vary.

T EDUC 592
**Independent Study**

1-9 credits, max. 9 / Offered jointly with TEDSP 592

Faculty-supervised independent study or readings in areas of education of special interest or need to the student. Topics will vary. Permission of instructor and approved program of study or readings required.

T EDUC 593
**Practicum Seminar I**

3 credits / Offered jointly with TEDSP 593

The goal of the practicum seminars is the improvement of educational practice. The seminars will provide students with the background, knowledge, and opportunity to explore research-based practices with students in classrooms. Students will normally take six credits of practicum seminars.

T EDUC 594
**Practicum Seminar II**

3 credits / Offered jointly with TEDSP 594

This is the second of two practicum seminars designed to improve professional practice normally taken after T EDUC 593.

T EDUC 599
**Culminating Project**

1-13 credits, max. 13

A final master's project designed in collaboration with faculty as an application of the theory and research studied in the Masters program. Students who have taken T EDUC/TEDSP 593 and T EDUC/TEDSP 594 will normally complete a 3-credit project; by permission, students may opt for a 9-credit project in lieu of the practicum seminars. No T EDUC 599 credits may be applied to the coursework requirements of the degree program. Required for fulfillment of the Master of Education degree.

Faculty

Ginger L. MacDonald

**Director and Professor**

Education

Counseling/Psychology; Ph.D., University of Washington, 1990.

Kathleen M. Beaudoin

Assistant Professor, Education; Special Education; Ph.D., University of British Columbia, 1999.

Gregory J. Benner

Assistant Professor, Education; Special Education/Emotional and Behavioral Disorders; Ph.D., University of Nebraska-Lincoln, 2003.

Laura Feuerborn

Assistant Professor, Education; Special Education; Ph.D., University of Oregon, 2004.

Annette Henry

Professor, Education; Curriculum; Ph.D., Ontario Institute for Studies in Education, 1992.

Robert W. Howard

Associate Professor, Education; Cultural Foundations; Ed.D., Harvard University, 1986.

Diane B. Kinder

Associate Vice Chancellor for Academic Affairs; Professor, Education; Elementary Education; Ph.D., University of Oregon, 1987.

Richard K. Knuth

Assistant Professor, Education; Educational Administration (secondary area in Business Administration); Ph.D., University of Washington, 1983.

Belinda Y. Louie

Professor, Education; Reading, Language Arts; Ph.D., University of Washington, 1991.

José M. Rios

Associate Professor, Education; Science Education/Zoology; Ph.D., University of Wisconsin, 1995.

Marcy L. Stein

Professor, Education; Special Education/ Learning Disabilities; Ph.D., University of Washington, 1988.

Matthew Weinstein

Associate Professor, Education; Secondary Science Education; Ph.D., University of Wisconsin - Madison, 1995.
What are Interdisciplinary Studies?

The concept of interdisciplinary studies is founded on a recognition that the experience of phenomena—such as the public problems of poverty, violence, social justice or environmental degradation—do not come in neatly bounded, disciplinary or professional packages. While disciplinary divisions of labor are convenient and necessary to the efficient pursuit of in-depth knowledge, the application of that knowledge in the sphere of public action requires its broader re-integration with the rich, multidisciplinary dimensions and complexities of actual, live situations.

The structure of the Master of Arts program is highly flexible, building on the wealth of interdisciplinary expertise among members of the faculty. A required series of four core courses and a capstone course addresses issues of models, problem formation, evidence, and values. The core courses examine the basic foundations of knowing and acting, making them relevant to diverse areas of specific inquiry. Through electives and a thesis (or master’s project), students are encouraged to apply the lessons of the core courses to their own chosen areas of interdisciplinary interest. A broad range of student interests can be accommodated due to the interdisciplinary nature of the program.

What is Public Action?

Public action entails a series of determinations that are reached as a result of the following considerations:

- What is the nature of the problem to be addressed?
- What mode of analysis is to be employed?
- What will count as evidence?
- What values are considered relevant or irrelevant?
- What options are included or excluded?
- What outcomes of the action are anticipated or unanticipated?

The program integrates the sociology of knowledge, philosophy, social and political theory, history, cultural studies, anthropology and systems theory to shed light on domains of public action. Examples of possible areas of interest, broadly defined, might include the environment, education, ethnicity, gender, families, arts policy and administration, children and the media, human rights, labor, immigration, trade, development, urban studies, the role of state and local government or international non-governmental organizations.

Students will learn:

- How alternative paradigms or models condition our knowledge of the world and how our choice of potential responses connects to how we perceive things to be organized.
- How to gain insight into the impact of culture and history on the way certain phenomena come to be defined in the public arena as problems, and how they are variously imagined to be caused or solved in relation to diverse professional and disciplinary claims of ownership over them.
- How evidence can be justified, generated, evaluated and used with varying degrees of validity within diverse frames of application.
- How to gain insight into the ways in which values are implicitly or explicitly present in every arena socially deemed to be problematic, and how it may be possible to facilitate communication, negotiations, or trade-offs among and across diverse value frames.
By exploring these questions the master’s program becomes a sustained investigation of factors that critically shape actions, procedures and outcomes. The factors to be investigated include:

- Conceptual models, or paradigms
- Social, professional and institutional cultures
- Various types of data used to support alternative perspectives and decisions
- How various value frameworks shape perspectives, decisions and actions

These factors provide a foundation for knowledge and action in the public sphere. The core course of study in this program may therefore apply to virtually any profession or endeavor in our shared public life, whether one works in a large organization or a one-person shop, whether one seeks knowledge for utilitarian ends or to achieve a richer understanding of the world in which everyone must live and act.

**Program Design**

The Master of Arts program emphasizes foundations of public action and is a 55-credit master’s degree. The curriculum includes:

- Four core courses: 24 credits
- Capstone course: 6 credits
- Electives: 15 credits
- Final project or thesis: 10 credits

**Core Courses**

The four core courses are closely integrated, constituting a single, extended investigation of how issues and problems are evaluated in the process of taking action. The courses examine analytical tools and how social and organizational cultures influence the work required in moving toward taking action.

- TIAS 501 Models and Critical Inquiry
- TIAS 502 Evidence and Action
- TIAS 503 Culture and Public Problems
- TIAS 504 Values and Action

**Capstone Course**

Students enroll in the capstone course (TIAS 505) after the completion of the core course series. The capstone provides a forum for re-integrating the separate themes of the four core courses and considering how they can be applied to the students’ areas of interest.

**Area of Emphasis**

Students will work with a faculty adviser to develop a focus within the student’s chosen area of interest. The required 15 credits of electives are to be chosen carefully in consultation with the academic adviser, as stepping stones toward the substance of the thesis or project. In addition to elective courses developed specifically for the Master of Arts degree, students can select from a wide range of courses offered at UW Tacoma, including some of those offered in other UW Tacoma graduate programs. Undergraduate courses appropriate to the student’s thesis topic can be taken as graduate courses by enrolling in them as TIAS 590 Independent Study courses. This option requires completion of all the undergraduate requirements, as well as additional work to be negotiated with the instructor that will raise the course demands to graduate level.

**Thesis or Project**

The final product of the graduate program must be a thesis or a scholarly project that demonstrates a level of competence equivalent to a thesis. In consultation with faculty, students negotiate specific thesis questions and plans focused on their own chosen goals and areas of interest. It is the student’s responsibility to recruit a thesis chair and at least one other reader to constitute a thesis committee. The chair may be the academic adviser or may be someone else whose area of expertise most overlaps with the focus of the thesis or project.

**Enrollment and Curriculum Sequencing**

Admission is competitive and is based on space availability in the core courses. Core courses are offered in the evenings, alternating between Monday/Wednesday and Tuesday/Thursday.

**Admission Requirements**

- Baccalaureate degree from an accredited institution of higher learning with at least a 3.0 GPA
- Competitive GRE scores on a test taken within the last five years
- Completed application form
- Statement of intended area of focus compatible with the aims of the program
- Résumé of relevant experiences describing the candidate’s most significant work, educational background or volunteer experience and how these experiences relate to his or her goals
- Three letters of reference
- Admission to the UW Graduate School

**Course Descriptions**

**TIAS 501 Models and Critical Inquiry**

- **6 credits**

Introduces role of models in conceptual and analytic processes, with special attention to relative strengths and weaknesses of linear and holistic models. Examines the application of these models and familiarizes students with their selective and combined use across a range of problem areas.

**TIAS 502 Culture and Public Problems**

- **6 credits**

Analysis of how public problems are constructed and preferred solutions defined. Examination of how institutional, professional and political actors make claims about the nature of a problem, its causes and appropriate domains of action—e.g. medical or legal, private or public.

**TIAS 503 Evidence and Action**

- **6 credits**

Examination of the theoretical formulations of public action. Analysis of how different ways of understanding and validating knowledge define the perception of alternative courses of action. Exploration of the practical consequences of theoretical choices.

**TIAS 504 Values and Action**

- **6 credits**

Examines moral grounding of human action in organizational settings. Analyzes how different disciplines understand the framing and weighing of values in public decision-making. Inquiries into the common strategies employed in practice to deal with the inevitable value dimension of action and policy.

**TIAS 505 IAS Master of Arts Capstone**

- **6 credits** / Prerequisites: TIAS 501, 502, 503 and 504

Provides an opportunity to explore the themes of the four core courses to the specific substantive of the student’s master’s thesis or project.

**TIAS 513 Teaching Writing as Public Action**

- **5 credits**

Examines writing as a profoundly social act, a means of articulating discoveries for multiple audiences, and a strategy for positioning concepts in organizations. Also examines the teaching of writing as a public action. Explores the way writing instruction is informed by transparent and oblique assumptions about authority, authorship, learning and literacy.

**TIAS 515 Themes in the Interpretation of Culture**

- **5 credits**

Analyzes selected themes in the study of modern culture, such as health and medicine, sexuality, consumption, television, advertising, film, literature, art, music, architecture and social or cultural history.
TIAS 520  
Critical Analyses of Foundational Texts  
5 credits  
Focuses on critical reading of selected great books. Works chosen vary, depending on the expertise of the instructor. Open to undergraduates with permission.

TIAS 590  
Independent Study  
1-5 credits, max. 20 / Prerequisite: Permission of instructor  
Faculty-supervised independent study, readings and special projects for graduate students. Topics vary.

TIAS 596  
Internship  
1-10 credits, max. 10 / Prerequisite: Permission of instructor  
Faculty-supervised internships for graduate students. Internships and projects vary.

TIAS 598  
Directed Readings  
1-5 credits, max. 20 / Prerequisite: Permission of instructor  
Faculty-supervised readings for graduate students.

TIAS 599  
Directed Research  
1-5 credits, max. 20 / Prerequisite: Permission of instructor  
Faculty-supervised research for graduate students.

TIAS 605  
Degree Project  
1-5 credits, max. 10 / Prerequisite: Permission of instructor  
Faculty-supervised project for graduate students.

TIAS 700  
Thesis  
1-10 credits / Prerequisite: Permission of instructor  
Faculty-supervised thesis for graduate students.

Faculty

Cheryl Greengrove  
Interim Director and Associate Professor  
Interdisciplinary Arts and Sciences; Geoscience, Oceans, Atmospheres; Ph.D., Columbia University, 1986.

Luther Adams  
Assistant Professor, Interdisciplinary Arts and Sciences; History, Ph.D., University of Pennsylvania, 2002.

Michael Allen  
Professor, Interdisciplinary Arts and Sciences; American History and Folklore; Ph.D., University of Washington, 1985.

Katie Baird  
Associate Professor, Interdisciplinary Arts and Sciences; Economics of Social Issues, Public Economics; Ph.D., University of Massachusetts, 2000.

John Banks  
Associate Professor, Interdisciplinary Arts and Sciences; Applied Ecology, Agroecology, Mathematical Biology, Plant-Animal Interactions; Ph.D., University of Washington, 1997.

James F. Brown  
Professor Emeritus, Interdisciplinary Arts and Sciences; Philosophy; Ph.D., New York University, 1974.

Tyler Budge  
Assistant Professor, Interdisciplinary Arts and Sciences; Three-Dimensional Art, Sculpture; M.F.A., Illinois State University, 2002.

Kima Cargill  
Assistant Professor, Interdisciplinary Arts and Sciences; Clinical Psychology; Ph.D., University of Texas at Austin, 2002.

Robert Crawford  
Associate Professor, Interdisciplinary Arts and Sciences; American and Cultural Studies; Ph.D., University of Chicago, 1974.

Katherine Siân Davies-Vollum  
Assistant Professor, Interdisciplinary Arts and Sciences; Geology; D. Phil., St. Peter’s College, University of Oxford, 1994.

Anthony D’Costa  
Associate Professor, Interdisciplinary Arts and Sciences; Political Economy, International Development; Ph.D., University of Pittsburgh, 1989.

Chris Demase  
Assistant Professor, Interdisciplinary Arts and Sciences; Communication and Society; Ph.D., University of Oregon, 2002.

Cynthia Duncan  
Associate Professor, Interdisciplinary Arts and Sciences; Spanish, Portuguese and Latin American Literature; Ph.D., University of Illinois, 1983.

Michael Forman  
Associate Professor, Interdisciplinary Arts and Sciences; Modern European Thought and Culture; Ph.D., Rutgers University, 1995.

James Gawel  
Associate Professor, Interdisciplinary Arts and Sciences; Environmental and Aquatic Chemistry, Civil and Environmental Engineering; Ph.D., Massachusetts Institute of Technology, 1996.

Claudia Gorbman  
Professor, Interdisciplinary Arts and Sciences; Film Studies, Comparative Literature, Women’s Studies; Ph.D., University of Washington, 1978.

Mary Hanneman  
Assistant Professor, Interdisciplinary Arts and Sciences; Asian History, Pacific Rim Studies; Ph.D., University of Washington, 1991.

Philip Heldrich  
Associate Professor, Interdisciplinary Arts and Sciences; Writing, English Literature and Small Press Publishing; Ph.D., Oklahoma State University, 1997.

Michael Honey  
Professor, Interdisciplinary Arts and Sciences; American History, Labor and Ethnic Studies; Ph.D., Northern Illinois University, 1988.

Peter Horak  
Professor, Interdisciplinary Arts and Sciences; Mathematics; Ph.D., Comenius University, Slovakia, 1980.

Trista Huckleberry  
Assistant Professor, Interdisciplinary Arts and Sciences; Educational Psychology; Ph.D., University of Texas at Austin, 2002.

Emily Ignacio  
Assistant Professor, Interdisciplinary Arts and Sciences; Sociology; Ph.D., University of Illinois at Urbana-Champaign, 1998.

Beth Kalikoff  
Associate Vice Chancellor for Academic Affairs; Director of Core Curriculum; Associate Professor, Interdisciplinary Arts and Sciences; Composition Studies, Writing Pedagogy; Ph.D., Indiana University, 1983.

Michael Kalton  
Professor, Interdisciplinary Arts and Sciences; Comparative Religion, East Asian Languages and Civilization; Ph.D., Harvard University, 1977.

Turan Kayaoglu  
Assistant Professor, Interdisciplinary Arts and Sciences; International Politics; Ph.D., University of Washington, 2005.

Michael Kucher  
Assistant Professor, Interdisciplinary Arts and Sciences; History; Ph.D., University of Delaware, 2000.
William Kunz
Assistant Professor, Interdisciplinary Arts and Sciences; Broadcast Communication; Ph.D., University of Oregon, 1998.

Rachel May
Associate Professor, Interdisciplinary Arts and Sciences; Latin American Studies; Ph.D., Tulane University, 1993.

Nita McKinley
Associate Professor, Interdisciplinary Arts and Sciences; Developmental Psychology; Ph.D., University of Wisconsin-Madison, 1995.

Divya McMillin
Associate Professor, Interdisciplinary Arts and Sciences; Communications; Ph.D., Indiana University, 1998.

David Morris
Associate Professor, Interdisciplinary Arts and Sciences; American Literature; Ph.D., University of Washington, 1984.

Beverly Naidus
Associate Professor, Interdisciplinary Arts and Sciences; Two-Dimensional Art, Painting, Drawing and Digital Imaging; M.F.A., Nova Scotia College of Art & Design, 1978.

Julie Nicoletta
Associate Professor, Interdisciplinary Arts and Sciences; Art History, Public History; Ph.D., Yale University, 1993.

Samuel Parker
Associate Professor, Interdisciplinary Arts and Sciences; Anthropology, Art History, Asian Studies; Ph.D., University of Chicago, 1989.

Guido Preparata
Assistant Professor, Interdisciplinary Arts and Sciences; Political Economy and Economic History; Ph.D., University of Southern California, 1998.

Deirdre Raynor
Associate Professor, Interdisciplinary Arts and Sciences; American Literature, African-American Literature; Ph.D., University of Washington, 1997.

Johann Reusch
Assistant Professor, Interdisciplinary Arts and Sciences; Art History; Ph.D., University of California, Los Angeles, 1994.

Emmett Joseph Sharkey
Associate Professor, Interdisciplinary Arts and Sciences; Comparative Literature; Ph.D., University of California, Davis, 1998.

Carolyn West
Associate Professor, Interdisciplinary Arts and Sciences; Clinical Psychology; Ph.D., University of Missouri-St. Louis, 1994.
THE MASTER OF NURSING PROGRAM

The Master of Nursing program prepares registered nurses for advanced clinical practice in acute, long-term care, ambulatory and community settings. The program offers the following curriculum options:

- **Communities, Populations and Health**
- **Leadership in Health Care**
- **Nurse Educator**
- **Independent Option**

The curriculum has a strong emphasis on mentoring, both in terms of preceptors in fieldwork placements and with faculty. The core courses for all options include research, health systems, health policy leadership, diversity and social issues related to health. All students engage in scholarly inquiry, completing a project or thesis. In addition, students take courses in their curriculum option, and may choose from courses in the other curriculum options to fulfill the requirement of related coursework. Two quarters of fieldwork provide students with an opportunity to participate in advanced practice roles in the setting that assists them to meet their career goals.

The program is designed for both part-time and full-time students. The length of time required to complete the program varies from five quarters on a full-time basis to seven or eight quarters on a part-time basis. While it is possible to enroll during any quarter, beginning in the Autumn Quarter is best for course sequencing.

**Communities, Populations and Health**

The Communities, Populations and Health curriculum option addresses health promotion and protection of communities and populations. The curriculum prepares graduates to collaborate with health care and other professionals and members of the community to address the health care needs of a complex and diverse society.

Students in this curriculum option:

- Focus on improvement of the health of populations, aggregates or communities—such as schools, neighborhoods or those with a common diagnosis, chronic illness or health care problem.
- Span traditional boundaries of governmental agencies, community organizations, and health care settings by working in partnerships.

**Leadership in Health Care**

The Leadership in Health Care curriculum option provides nurses with the skills, knowledge and attitudes to become clinical leaders and change agents in the evolving health care environment. Curriculum focuses on leadership, management and business principles to foster innovation and improve quality and management of care.

Students in this curriculum option:

- Focus on evidence-based clinical outcomes management
- Gain competencies in leadership behaviors, developing a shared vision, collaboration, team building and systems thinking.
- Develop skills related to human and fiscal resource management.
- Develop a deeper understanding of organizations, health care evaluation, business and health care ethics.

**OVERVIEW**

The Nursing program focuses on the discovery and dissemination of knowledge that promotes health. The curriculum emphasizes and fosters the integration of teaching, inquiry and service within a community of learners. Partnerships with the community assist the program in providing learning environments in which learners build upon their skills and knowledge to strengthen their understanding of local, national and global health issues.

Phone: (253) 692-4470
Fax: (253) 692-4424
Office: Cherry Parkes 326
Campus Box: 358421
Web site: www.tacoma.washington.edu/nursing

Director: Marjorie Dobratz
Administrator: Nan West
Adviser: Ginger Dunston Hill
Graduates function as clinical nurses, managers or administrators in health care systems, governmental agencies or community organizations.

**Nurse Educator**

The Nurse Educator curriculum option prepares nurses to teach in schools of nursing, continuing education programs, staff development, clinical education or patient education. Curriculum focuses on learning theory, teaching methods, curriculum development, and evaluation. Fieldwork experiences are individualized and focus on the nurse educator role in community colleges or universities, hospitals, ambulatory care and community settings.

Students in this curriculum option gain competencies in:

- Applying theories and methods of teaching and learning.
- Teaching diverse learners.
- Identifying learning needs.
- Developing curriculum and educational programs.
- Evaluating learning and performance in clinical and academic settings.
- Using technology in teaching and learning.

Graduates function as advanced practice nurses, educators, and leaders in clinical education, academic institutions, health care settings and community agencies.

**Independent Option**

It is possible to develop an independent study option. Students who want to individualize their program plan must write a statement identifying their specific study goals and their rationale for the independent study option. A faculty adviser works with the student to help select appropriate courses and develop the plan of study.

**Accreditation**

Affiliated with the University of Washington School of Nursing at the Seattle campus, UW Tacoma’s Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE).

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**Program Goals**

All students in the Master of Nursing program are prepared by the program to meet each of the following goals:

- Evaluate the adequacy of underlying knowledge from nursing science, related fields and professional foundations as it informs advanced practice.
- Competently assess, manage health-related issues with a defined population or care system and evaluate the effectiveness of these advanced nursing practices.
- Utilize knowledge and skills in professional practice among diverse and multicultural populations.
- Demonstrate competence in development of inquiry relevant to practice, education or administration.
- Develop and utilize leadership strategies that foster improvement of health care.

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**Essential Behaviors for Admission, Continuation and Graduation**

The following amplifies requirements found in the University of Washington Student Conduct Code. For admission, continuation and graduation in their programs, students need to abide by the following specifications for behaviors and abilities. In this document, “students” pertains to all UW Tacoma Nursing students.

**Communication**

Students must communicate effectively and sensitively with patients and their families as well as with other students, staff, faculty, professionals, agency personnel, community residents and others relevant to their areas of study. Expression of ideas and feelings must be clear and appropriate. Students must demonstrate a willingness and ability to give and receive feedback.

**Cognitive**

Students must be able to reason, analyze, integrate, synthesize and evaluate in the context of the nursing activities of their programs/areas of study.

**Behavioral/Emotional**

Students must possess the emotional health required for the full utilization of intellectual abilities, the exercise of sound judgment and the timely completion of responsibilities in their programs/areas of study. Further, students must be able to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, other professionals and agency personnel under all circumstances including highly stressful situations. Students must have the emotional stability to function effectively under stress and adapt to environments that may change rapidly without warning and/or in unpredictable ways as relevant to their programs or areas of study. Students must be able to demonstrate empathy for the situations and circumstances of others and appropriately communicate that empathy. Students must acknowledge that values, attitudes, beliefs, emotions and experiences affect their perceptions and relationships with others. Students must be able and willing to examine and change behaviors when they interfere with productive individual or team relationships. Students must demonstrate effective and harmonious relationships with the diverse academic, professional and community environments relevant to their chosen programs of study.

**Professional Conduct**

Students must possess the ability to reason morally and practice nursing in an ethical manner. They must be willing to learn and abide by professional standards of practice as well as regulations for professional licensure. Students must demonstrate the attributes of compassion, integrity, honesty, responsibility and tolerance.

**Motor and Sensory Skills**

Students need to have sufficient motor function and sensory skills to be able to execute movements and make observations required in the domain of nursing care or nursing activity in their chosen programs/areas of study.

**Reasonable Accommodation for Disabilities**

The Nursing Program is committed to ensuring that otherwise qualified students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, education and employment for students with disabilities. The Nursing Program works closely with Disability Support Services (DSS) in this process. DSS is the contact point for students with permanent or temporary sensory, physical or psychological disabilities interested in requesting reasonable accommodations due to the effects of a disability.

Students who wish to request reasonable accommodations are encouraged to contact DSS to start the process for documenting their disability and determining eligibility for services prior to the start of the program. While this process can be started at any time, reasonable accommodations may not be implemented retroactively so being timely in requesting your accommodations is very important. The University does have policies regarding the type of documentation required in order to diagnose different disabilities and a process for requesting accommodations. To learn more about the process for establishing services through this office please contact: Disability Support
Admission Requirements

Admission to the Master of Nursing program is competitive and based on acceptance by the UW Graduate School and the Nursing program at the University of Washington Tacoma. The following are required:

- A baccalaureate degree from a nationally-accredited nursing program with a minimum grade-point average of 3.0 on a 4.0 scale for the last 90 graded quarter credits.
- OR
- An associate’s degree or diploma from a nationally-accredited R.N. program and a baccalaureate degree in a field other than nursing with a minimum grade-point average of 3.0 on a 4.0 scale for the last 90 graded quarter credits.
- The applicant must either take two specific Excelsior Exams or request to petition one or both of the exams.
- Completion of a three-credit basic course in descriptive and inferential statistics with a grade of at least 2.0 on a 4.0 scale.
- Competitive scores on the Graduate Record Examination General Test.
- Three references: at least one from an academic reference and one from a clinical supervisor or person who can attest to the applicant’s competence as an R.N.
- Professional goal statement relevant to the program objectives.
- Résumé or curriculum vitae describing educational background as well as relevant work, professional and volunteer experiences.
- Current unrestricted Washington state R.N. license.
- Criminal history/background check clearance.

Agreement to adhere to the Essential Behaviors for Admission, Continuation and Graduation.

Transfer Credit

An admitted MN student may petition to transfer up to the equivalent of 6 quarter credits of graduate coursework earned in graduate status from an accredited institution. Graduate credits that have been applied toward a completed degree cannot be transferred. Written petitions for transfer credit must be submitted to the Graduate Committee within one quarter of acceptance to the MN program.

Graduate Nonmatriculated (GNM) Status

Graduate nonmatriculated (GNM) enrollment is beneficial to those who are interested in professional development or beginning work toward a graduate degree. A graduate nonmatriculated student is a postbaccalaureate student who wants to take graduate courses, but who has not been admitted by the Graduate School to a degree program. GNM status allows qualified students to earn graduate credits in an area of interest. A total of 12 credits can apply toward a graduate degree. This status is not available to international students on F-1 visas. Acceptance as a GNM student does not imply nor does it confer priority for later admission to the Graduate School for pursuit of a degree.

Admission Criteria for GNM Students

Information submitted by the applicant will be evaluated by the Nursing program based on the following criteria:

- Graduation from an approved baccalaureate program with a grade-point average of 3.0 in the last 90 quarter (60 semester) credits.
- Written goal statement referencing the plan for graduate study.
- Criminal history/background check clearance may be required depending on course requirements.
- Current unrestricted licensure as a registered nurse in the state of Washington may be required depending on course requirements.

Petitions will be considered for applicants not meeting the above criteria and should include information documenting the applicant’s capability for graduate study (such as recent graded coursework, GRE scores, résumé and letters of reference).

Graduation Requirements

The minimum requirements for graduation with the Master of Nursing degree from the University of Washington Tacoma are:

- Core courses .................. 6 credits
- Study option courses ...... 9-12 credits
- Fieldwork......................... 6 credits
- Research......................... 6 credits
- Related coursework .......... 9-12 credits
- Scholarly Inquiry ............ 6-9 credits

Total credits (min.) 45-48 credits

Course Descriptions

For the most current course information, please consult the Nursing program Web site at www.tacoma.washington.edu/nursing.

TNURS 503 Advanced Fieldwork
2-6 credits, max. 12 / Prerequisite: TNURS 510, TNURS 520, TNURS 521, TNURS 527 and at least three courses in study option or permission of instructor

Provides students with a substantive field experience in their setting of interest. Assists students in delineation of advanced practice nursing roles and application of theoretical concepts in a real-world context.

TNURS 504 Communities, Populations and Health: An Overview
3 credits

Focuses on the conceptualization, analysis and application of the concepts of community, populations and health. Discusses theories and models of current and potential community health practice. Examines sociocultural concepts for their interrelationship with and impact upon communities, populations and health.

TNURS 507 Leadership Behaviors for Evolving Health Care Organizations
3 credits

Covers changes in the health industry that require new ways of leading organizations. Evaluates leadership values and behaviors and identifies new leadership strategies integral to the change-agent role necessary in leading teams and in guiding changes as health care organizations transition from hospital-based structures to interdependent systems.

TNURS 509 Evaluation and Decision-Making in Health Care
3 credits / Prerequisites: TNURS 507, TNURS 520, TNURS 521 and TNURS 527 or permission of instructor

Examines the various strategies in health care services evaluation and identifies frameworks for improved decision-making. Emphasis is on the application of evaluation techniques in leadership/management positions.
TNURS 510  
**Society, Justice and Health**  
3 credits  
Explores how social factors and context influence health and illness, including concepts of oppression, discrimination, power and privilege. Analyzes how health and illness are socially constructed; effects of social location on health and access to care; and how inequities affect health and illness. Considers relationship between social justice and health.

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TNURS 511  
**Curriculum Development in Nursing Education**  
3 credits  
Theoretical rationale for curriculum development and study of curricular problems in nursing.

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TNURS 512  
**Evaluation of Clinical Performance in Nursing**  
3 credits / Prerequisite: graduate standing or permission of instructor  
For graduate students preparing for faculty or staff development positions in nursing. Theory and principles of evaluation. Instruments to appraise clinical nursing performance developed as part of course requirements.

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TNURS 513  
**Theories and Methods of Teaching and Learning**  
3 credits  
Addresses theories and methods of teaching and learning, tools and resources for teaching, role development, and current issues faced by those who teach in higher education and staff development. Partly Web-based.

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TNURS 514  
**Challenges and Issues in Patient Education**  
3 credits  
Provides overview of selected challenges and issues in patient education: low literacy, patient acuity, health status, early discharge, evolving health policy, cost of health care and staff proficiency. Considers the role of the advanced practice nurse in creating and managing patient education programs for individuals, groups and populations.

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TNURS 515  
**Online Teaching Strategies**  
3 credits / Prerequisites: TNURS 511 and 513 or permission of instructor  
Addresses pedagogical and design issues as well as technical skills required to successfully teach in the online environment by integrating experiential online interactions and face-to-face meetings.

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TNURS 520  
**Scholarly Inquiry for Nursing Practice**  
3 credits  
Research process as it applies to nursing. Use of the literature in building theoretical rationale. Selection of appropriate methods. Presentation of findings.

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TNURS 521  
**Scholarly Inquiry for Nursing Practice II**  
3 credits / Prerequisite: TNURS 520  
Research process as it applies to nursing. Use of the literature in building theoretical rationale. Selection of appropriate methods. Presentation of findings.

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TNURS 522  
**Theory Development for a Practice Discipline**  
3 credits  
Explores the evolutionary development of nursing theory and its contribution to the development of nursing science. Emphasizes the philosophical foundation, the hierarchical structure and the evaluative criteria used in theory development and its practice application.

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TNURS 523  
**Community Health Assessment**  
3 credits / Prerequisite: TNURS 504 or permission of instructor  
Survey of approaches and tools to measure health status and health-care problems in defined communities. Topics include uses and limitations of available data, community surveys, public health surveillance, measurement of community health indices, and research methods specific to health assessment of communities and populations.

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TNURS 527  
**Health Care Systems and Health Policy**  
3 credits  
Analyzes the organizational and financial aspects of clinical services and public health systems with an emphasis on access and resource utilization patterns among diverse populations. Explores health policy development, strategies to affect policy aimed at enhancing quality and population-system fit, and the relationship between policy and health care system change.

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TNURS 537  
**Concepts of Organization**  
3 credits  
Demonstrates how concepts of organizations and the metaphors used to describe them affect the analysis, management, and ethical dimensions of organizational environments. Students analyze their own work environments from a variety of perspectives, both to improve their understanding of work contexts and as a basis for planning managerial action.

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TNURS 538  
**Concepts of Clinical Care**  
3 credits  
Examines theoretical concepts that explain the wide range of human responses to illness. Explores the interrelationship of physiological, psychological, social, and spiritual dimensions of human responses. Addresses the assessment, measurement, management, and evaluation of commonly encountered, prototypical clinical phenomena from a research-based perspective.

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TNURS 539  
**Health Care Business Strategies: Optimizing Resources**  
3 credits  
Explores strategies to address challenges of optimizing resources utilization in a dynamic, changing health care environment that has an increasing business-oriented focus. Examines human and fiscal resource management strategies, focusing on personnel issues relevant in healthcare organization, gaining working knowledge of budgetary processes and fiscal decision-making expertise.

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TNURS 540  
**Concepts of Hospice and Palliative Care**  
3 credits  
Examines models of care and theoretical frameworks that guide and evaluate patient-family centered end-of-life care. Addresses symptoms of distress, psychosocial and spiritual aspects as well as educational, communicative and ethical components of hospice and palliative care.

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TNURS 553  
**Health Policy Development and Analysis**  
3 credits  
Examines health policy development within the context of the U.S. political system at the national, state, and local levels. Discusses legislative and budget processes, the role of interest groups, and strategies to affect public policy.

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TNURS 561  
**Community Planning, Intervention and Evaluation**  
3 credits / Prerequisites: TNURS 504, TNURS 523 or permission of instructor  
Examines community planning, intervention, and evaluation. Emphasizes the importance of negotiation, community development, and partnerships. Discusses integrated models of community planning, implementation, and evaluation for the purpose of facilitating community wide interventions for health.

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TNURS 588  
**Concepts of Health Promotion and Community Change**  
3 credits  
Provides opportunities to critically examine concepts and theories of health promotion and community change. A wide variety of disciplinary perspectives is presented and discussed within the context of diversity. Gives students the skills needed to critically analyze health promotion and community change.

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TNURS 590  
**Special Topics in Nursing Research**  
2-3 credits, max. 9  
Scholarly inquiry with in-depth, focused analysis, culminating in a written product/report for dissemination. Credit/no credit only.
TNURS 599  
**Selected Readings in Nursing Science**  
1-3 credits, max. 18

TNURS 600  
**Independent Study or Research**  
Credits vary

TNURS 700  
**Master’s Thesis**  
Credits vary  
Credit/no credit only.

**Health Electives**

**THLTH 501  
Race, Racism and Health**  
3 credits  
Explores the roles race and racism play with respect to health outcomes for U.S. populations. Focuses on the way in which racial privilege and racial oppression shape people’s lives. Considers the medical and scientific constructions of categories of race and ethnicity, how race has been used in science, and the health consequences of racism.

**THLTH 505  
Participatory Action Research**  
3 credits  
Focuses on how to conduct research with a social action component. Provides an in-depth examination of participatory-action research. Explores theoretical, methodological and practical issues, including historical influences, design and methods, and application of findings.

**THLTH 510  
Ethnographic Research Methods**  
3 credits  
Provides a background in ethnographic research methodology emphasizing beginning ethnographic and field research studies. Analyzes the theory underlying qualitative research approaches and pragmatic issues in building skills and knowledge in relation to conducting and evaluating ethnographic research.

**THLTH 525  
Violence in Intimate Partner Relationships**  
3 credits  
Examines partner violence as a cumulative interactive experience that must be framed within historical and social contexts. Emphasizes current literature on conceptualizing gendered violence, theoretical perspectives of abuse in intimate relationships.

**THLTH 530  
Health and Aging in a Diverse Society**  
3 credits  
Provides an introduction to health and other social issues of members of minority elderly populations in the U.S. Reflects a range of perspectives in the social, behavioral, and health sciences. Emphasizes the importance of situating the life experiences of today’s diverse elders in historical context.

**THLTH 590  
Independent Study**  
Credits vary  
Faculty-supervised independent study, readings and special projects for graduate students as developed through faculty-student agreement.

**Faculty**

**Marjorie Dobratz**  
*Director and Professor*  
Nursing  
R.N.; D.N.Sc., University of San Diego, 1990.

Kathleen Shannon Dorcy  
Senior Lecturer, Nursing; R.N.; M.N., University of Washington, 1991.

Denise Drevdahl  
Associate Professor, Nursing; R.N.; Ph.D., University of Washington, 1996.

Sharon Gavin Fought  
Associate Professor, Nursing; R.N.; Ph.D., University of Texas, 1983.

Eileen Hemman  
Senior Lecturer, Nursing; R.N.; Ed.D., Seattle University, 1998.

Kären Landenburger  
Associate Professor, Nursing; R.N.; Ph.D., University of Washington, 1987.

June Lowenberg  
Associate Professor, Nursing; R.N.; Ph.D., University of California San Diego, 1985.

Sondra Perdue  
Senior Lecturer, Nursing; Dr.P.H., University of California, Los Angeles, 1985.

Janet Primomo  
Associate Professor, Nursing; R.N.; Ph.D., University of Washington, 1989.

Ruth Rea  
Associate Professor, Nursing; R.N.C.; Ph.D., University of Texas at Austin, 1987.

Christine Stevens  
Assistant Professor, Nursing; R.N.; M.P.H.; Ph.D., University of Washington, 2004.

Cathy Tashiro  
Associate Professor, Nursing; R.N.; Ph.D., University of California San Francisco, 1998.
The Master of Social Work (MSW) is considered the terminal degree in the social work profession. Content and coursework in the MSW program will prepare graduates to function in professional social work positions in a wide variety of settings, including health care agencies, child and family services, public social service organizations, the criminal justice system and the public schools. The advanced curriculum provides an in-depth education, through the classroom and practicum, to prepare graduates for advanced, specialized practice. Topics include applied research, social policy and advanced content in social work practice models and methods. The intent of this graduate program is to enable learners to develop skills in the concentration area of Children, Youth and Families. This graduate program also prepares learners to collaborate with other human service professionals and with the community. Graduates from this MSW program will be prepared to address the social welfare needs of a complex society.

The Master of Social Work program is designed as a part-time evening program and consists of two program options: a three-year MSW program, which is designed for graduates of baccalaureate programs in any major, and an Advanced Standing MSW program, which is designed for eligible graduates of baccalaureate programs in social work or social welfare. Advanced Standing allows students to enter the advanced level of the MSW curriculum.

Pursuant to the achievement of the Social Work program’s mission, the MSW program has been designed as a competency-based curriculum committed to preparing graduate students for practice. As a result of their class and field education, MSW graduates should be able to:

- Understand and interpret the history of social welfare and its contemporary structures and issues
- Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice
- Understand and critically analyze current systems of social service organizations and delivery and derive implications for practice
- Articulate the role of policy in framing social work practice and the impact of major social welfare policies on those who are served by social workers, workers themselves, agencies and welfare systems
- Advocate for just, effective and humane policies and policy implementation processes
- Engender the empowerment of disadvantaged individuals, groups and communities through effective, culturally and linguistically appropriate assessment, treatment/intervention and outcomes evaluation
- Demonstrate how people and systems change and how change is facilitated from micro- to macro-systems levels
- Make well-reasoned and well-informed judgments in practice based on values, critical self-reflection and evidence-supported theory and practice research
- Understand and critically assess major social work practice frameworks, including the strengths and empowerment perspectives
- Critically evaluate research, evidence and their own practice
- Contribute to the profession’s knowledge base and practice through disciplined inquiry, including practice evaluation, participatory-action research, efficacy and effectiveness trials and the dissemination and institutionalization of evidence-based practice and policy models

**OVERVIEW**

Developed in collaboration with and under the auspices of the University of Washington School of Social Work, the Master of Social Work (M.S.W.) program prepares learners for advanced and specialized practice as providers of social services and includes a combination of field experience and classroom learning.

**Phone:** (253) 692-5820  
**Fax:** (253) 692-9825  
**Office:** WCG 203  
**Campus box:** 358425  
**Web site:** www.tacoma.washington.edu/social  
**E-mail:** tsocial@u.washington.edu

**Director:** Marceline Lazzari  
**Administrator/Adviser:** Terri Simonsen  
**Admissions Adviser:** Deana Holmes
Understand the value base of the profession and its ethical standards and principles and practice accordingly; engage in mindful and ethical use of self and continual professional development of skills and knowledge.

Accreditation

The Social Work program at the University of Washington Tacoma is accredited by the Council on Social Work Education (CSWE) as a program option of the University of Washington School of Social Work in Seattle.

Admission Requirements

The Social Work program seeks to enroll well-qualified students with diverse backgrounds. Admission to the MSW program is based on academic performance and potential, clarity and appropriateness of career objectives, understanding of social issues, knowledge of diverse populations and relevant experiences. Academic credit toward the MSW is not given for previous employment or life experience.

Students are admitted to the three-year MSW program for Autumn Quarter only, and the Advanced Standing program for Winter Quarter only. Prospective students should download the official application packet from the Social Work Web site at www.tacoma.washington.edu/social.

Selection is based on academic background and potential, match of student interests with faculty expertise, program resources or priorities, social/human service experience, appropriateness of professional goals and objectives, and experience with diverse populations. All applicants must meet basic qualifications to be considered for the MSW program. Those applicants considered among the most qualified, based on the assessment of their application materials, will be offered admission. There is an enrollment limit placed on the Social Work program, and typically there is not enough space available to accommodate all applicants who meet the basic qualifications for admission.

Applying to the program involves submitting application forms for the UW Tacoma Social Work program and the UW Graduate School, an application fee, one set of official transcripts from every college or university attended, admissions essay, three reference letters, Grade Point Average Worksheet, résumé, Social Service Experience form, the Washington State Patrol Criminal Background Check form, Authorization for Repeat Background Checks and Dissemination of Results form, and the Personal Disclosure Statement. The successful completion of an approved human biology course and a statistics course with a 2.0 (“C”) grade or higher is also required prior to beginning the MSW program. Specific time limits apply on coursework.

The Social Work program requires strong academic preparation demonstrated by a candidate’s grade-point average (GPA), liberal arts or social welfare undergraduate training, and writing skill. Applicants must have a baccalaureate degree with a minimum GPA of 3.0 on a 4.0 scale for the last 90 graded quarter credits (or 60 graded semester credits). Undergraduate preparation must include at least five credits in each of the humanities, social sciences, and natural sciences and 60 credits of liberal arts.

In addition to these general admission requirements, Advanced Standing applicants must hold a baccalaureate degree in social work or social welfare from an American program accredited by the Council on Social Work Education and have graduated within five years of entry to the MSW program. They must also have passed all social work core courses with a minimum grade of 3.0.

Current knowledge of the social work profession is assessed by the candidate's use of illustrations and examples from his or her social-service background described in the admissions essay.

Graduation Requirements

Along with the Graduate School requirements, students must receive a passing grade (2.7 or higher or Satisfactory or Credit) in the professional foundation and advanced curriculum courses taken to meet the credits required for the MSW.

If a student does not pass a required course, the course must be repeated. Another course may be substituted for a failed selective course. Students electing to take a course on a Satisfactory/Not Satisfactory (S/NS) basis must earn at least a 2.7 grade in order to receive a grade of “Satisfactory.”

The MSW program requires the successful completion of an approved human biology course taken within the 10 years prior to matriculation in the MSW program. Completion of the human biology course requirement must be verified by supplying official documentation. Please contact the program office for a list of approved human biology courses by calling (253) 692-5820 or visiting our Web site.

The MSW program also requires the successful completion of a basic statistics course (in any discipline) prior to matriculation in the MSW program. Credit will be given for the successful completion of a statistics course taken within the last five years. Statistics credit may not be applied to the MSW degree. Official documentation must be supplied.

The MSW program allows each student to determine which courses are taken to fulfill the 18 numerically-graded required credits. The following courses are graded on a credit/no credit basis and may not be used for the 18 credits: Cultural Diversity and Societal Justice, Foundation and Advanced Practicum (TSOCW 504, TSOCW 523, TSOCW 524 and TSOCW 525) and some selectives (indicated by CR/NC in the online time schedule). Some students may need to take additional courses beyond the minimum requirements to fulfill this requirement.

Students are reminded to read and carefully adhere to the University’s policies. Please refer to the “Graduate Programs” section in this catalog or refer to Graduate School Web site at www.grad.washington.edu.

Course Descriptions

For the most current course information, please consult the Social Work program Web site at www.tacoma.washington.edu/social.

TSOCW 501
Social Policy and Economic Security
3 credits
This course, presented during the first quarter of the foundation year, is designed to familiarize students with the U.S. social-welfare system and its historical, philosophical and cultural foundations within a social work context. The nature of social policy and economic security is explored in relation to income-maintenance programs, particularly social insurance and social-assistance programs, and the impact upon them of racism, classism and sexism. Attention is directed to issues of poverty, inequality, unemployment, disability and homelessness, as well as to the future of the American welfare state.

TSOCW 502/503
Human Behavior and the Social Environment I & II
3 credits each
The foundation HBSE courses focus on the person-in-environment across the life span. The sequence utilizes developmental and social-system perspectives in seeking to understand and influence human behavior. The developmental stages are discussed across diverse backgrounds. The dynamics and processes of small-group, family, organization and community systems are addressed from a social-system perspective as socializing forces and as targets of change. Implications for social work practice, especially the assessment process, are highlighted.
TSOCW 504
Cultural Diversity and Societal Justice
3 credits
This course provides students with the knowledge needed for social work practice with disadvantaged and oppressed groups overrepresented in public sector practice. The course presents information regarding the history and status of people of color, women, individuals with disabilities, gay men and lesbians, and poor and working-class people. A major theme of the course is to provide an opportunity for exploration of how prejudice, discrimination and exclusion affect the experiences of members of these groups. Another theme is the unique strengths and capacities within each group that should be recognized and utilized in effective social work practice. The course also provides students with a framework for developing a social-change orientation for working toward social justice and equality. Taken credit/no credit only.

TSOCW 505
Introduction to Social Welfare Research
3 credits
This course provides an overview of research process and methods in social work with a focus on both being able to interpret and perform practice-based research. The course is designed to introduce students to the principles and skills needed to evaluate their own practice. Emphasis is placed on critical understanding of the empirical literature; the development of useful and appropriate questions about social work practice; strategies and techniques for conducting practice research; and application of research findings to practice.

TSOCW 510
Social Work Practice I: Introduction to Social Work Practice
3 credits
This is the first of two required micro- or direct-practice courses. The first course provides foundation knowledge and skills in direct practice with individuals, couples, families and small groups. It is designed as the foundation for subsequent practice courses and the first practicum. By the end of the course, students are expected to identify social work values and ethics, discuss their implications in guiding direct practice, and demonstrate the following: an understanding of the person-in-environment perspective in assessment, intervention and evaluation; an understanding of how the social worker, with his or her residential or practice setting, cultural, settings and their interaction affect the provision of direct services; an understanding of the practice process with diverse populations at risk; an understanding of effective communication skills; and an understanding of the importance of self-evaluation and practice-evaluation strategies.

TSOCW 511
Social Work Practice II: Intermediate Direct Service Practice
3 credits
This is the second of a two-quarter course sequence providing foundation knowledge and skills in direct practice with individuals, families, and groups. This course focuses on the professional development of working knowledge of broad perspectives (ecological, strengths-based, empowerment) and specific empirically-based theoretical models of practice. Students begin developing expertise in intervention selection, planning, and evaluation of micro systems (e.g., individuals, couples, families and small groups) with primary focus on individual and families. Mastery of the application of microskills learned in Practice I is achieved through practicum assessment, goal setting and interventions using the selected theoretical models. The course focuses on empirically-based approaches to direct services intervention, emphasizing various theoretical approaches to practice. The class also addresses monitoring the impact of interventions; and appropriate evaluation strategies.

TSOCW 512
Social Work Practice III: Organizational Practice
3 credits
This course is the first of two required macro-practice courses. The first course builds on foundation knowledge of human behavior, cultural diversity, policy and direct services. Topics and assignments are linked to practicum placements. The course focuses on how management activities contribute to service effectiveness for clients, as well as the quality of work conditions for staff. Various managerial roles, functions, and skills are examined. The impact of agency structure, culture and mission on staff, clients and organizational outcomes is discussed, with emphasis on how social work managers can influence change in these critical elements. In addition, the course covers ethical dilemmas associated with management activities, diversity in the workplace and empowerment methods for organizational change. Specific attention is devoted to knowledge and skills needed for leading task groups.

TSOCW 513
Social Work Practice IV: Community Change Practice
3 credits
This is the second of the two-course sequence on macro-practice and focuses on community change strategies in social work practice. It builds on other foundation courses and topics, and assignments are linked to practicum placements. The course is designed to provide a frame of reference and the skills needed for community-based social work practice. Theories of social change are examined, with examples drawn from community organizing and policy advocacy. Students are assisted in developing an understanding of how communities affect clients; how individuals can organize to influence communities; how to use organizing strategies for community change; and how to develop tactics for problem-solving and collective action.

TSOCW 514
Social Work Practice V: Foundation Practice Skills
3 credits
This course completes the required Foundation Practice sequence. The student selects one of a number of courses associated with key contemporary themes in social work that enhance practice skills at the micro, mezzo or macro levels.

TSOCW 523
Introduction to Practicum 1 credit
Workshops for preparation for agency-based placement. Interviewing and orientations occur at agencies. Taken credit/no credit only.

TSOCW 524
The Professional Foundation Practicum 2-3 credits; max. 6 credits
This agency-based practicum emphasizes the development of knowledge, perspectives, and skills needed for practice with individuals, families, groups, organizations and communities. Opportunities are provided for students to engage in a range of practice activities under the supervision of an experienced social worker. The course awards eight credits over three quarters. Taken credit/no credit only.

TSOCW 525
Advanced Concentration Practicum 3-5 credits; max. 18 credits
The advanced practicum is an integral part of the Children, Youth and Families concentration curriculum. The practicum is determined by the practicum coordinator in collaboration with the student and is based on an in-depth interview with each student. The advanced practicum may not begin until all foundation requirements are completed. The course awards 18 credits over four quarters. Taken credit/no credit only.

TSOCW 531
Child and Family Policy and Services 3 credits
This course explores policy issues in selected areas of child, youth and family services and provides a framework for policy analysis, emphasizing the role of values and evidence in policy formulation. Exercises highlight the critical interplay of policy, practice and research.

TSOCW 532
Children, Youth and Families Practice I 3 credits
This practice course emphasizes family-centered assessment and intervention within an ecological framework. Specific attention is given to family and community violence, substance abuse, and mental health. Practice frameworks focus on intensive case management, family systems, family preservation practice and social supports. Students are expected to keep the same instructor for TSOCW 532/533 sequence.
TSOCW 533
Children, Youth and Families Practice II
3 credits
This course builds on CYF Practice I. The focus is on the application of values, knowledge and skills emphasized within the practice frameworks of intensive case management, intensive family-preservation services, and social supports. Classroom sessions make extensive use of case materials. **Students are expected to keep the same instructor for TSOCW 532/533 sequence.**

TSOCW 535
Advanced Social Work Research for Children, Youth and Families Practice
3 credits
This course promotes the practical application of research concepts and skills to social work practice in community and agency CYF settings: conducting a needs assessment, monitoring individual/group/family outcomes, and evaluating program effectiveness.

TSOCW 536
Children, Youth and Family Methods (Selective)
3 credits
To complete the CYF Concentration students must choose at least two approved Selectives. Selective courses may cover topics such as Adult Interpersonal Violence; Chemical Dependency - Drug Effects, Assessment and Treatment Referral Issues; Child Welfare and Permanency Planning; Gerontological Social Work: Health and Mental Health in Older Adults; Group Interventions with Children, Youth and Families; Multicultural Theory and Practice; School Social Work; Social, Emotional, Behavioral Interventions with Children, Adolescents and Adults; and Supervision and Leadership.

TSOCW 580
Aging and American Society
3 credits / Prerequisite: Permission of instructor
Covers physical and psychological processes of aging. Includes social aspects of aging related to family roles, cultural, social support and use of health and social services. Reviews home and community-based services and how those services may need to change in the 21st century. **TSOCW 580 is not part of the required MSW curriculum. Open to both undergraduate and graduate students.**

TSOCW 598
Advanced Standing Integrative Seminar
5 credits
Integrates the domains of social work practice, research, policy, cultural diversity and human behavior and the social environment.

TSOCW 599
Readings in Social Work
1-5 credits, max. 10
Student-originated, individually contracted projects on topics of interest in social welfare/social work not covered by other Social Work program offerings. **TSOCW 599 is not part of the required MSW curriculum. Credit/no credit only.**

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Index

academic calendar 7
academic policies 17
academic probation 18
academic standards 18
academic warning 18
Access program for older adults 15
Accounting 27
administration, officers of 6
admissions
freshman 20
graduate 113
transfer 22
categories 23

admission requirements
Arts, Master of 138
Business Administration
bachelor of arts 28
master of 117
Computer Engineering and Systems 38
Computing and Software Systems
bachelor of science 41
master of science 122
Education, Master of 125
Environmental Science 65
graduate 113
Interdisciplinary Arts and Sciences 52
Nursing, Bachelor of Science 90
Nursing, Master of 139
Social Welfare 95
Social Work 148
Teacher Certification 126
transfer 22
Urban Studies 102
ADN-BSN-MN study option 92
American Studies 54
application
change of quarter 22
fees 10
Financial aid 8
freshman 20
graduate 113
transfer 22
application deadlines
freshman 20
graduate 114
transfer 23
Applied Computing minor 107
Arts, Media and Culture 55
Asian Studies 107
attendance 17
auditors 15, 25
baccalaureate honors 18
bachelor's degree programs
Business Administration 27
Computer Engineering and Systems 37
Computing and Software Systems 41
Environmental Science 65
Interdisciplinary Arts and Sciences 51
Nursing (BSN) 89
Social Welfare 95
Urban Studies 101
Board of Regents 7
Business Administration
Bachelor of Arts in 27
Master of (MBA) 117
calendar, academic 7
campus map 2
catalog for graduation 26
certificate programs
Geographic Information Systems (GIS) 112
Nonprofit Studies 112
Restoration Ecology 112
Chancellor's medal 18
change of grade 17
change-of-registration fee 11
class standing 25
class attendance 17
commencement 26, 116
Communication 56
Communities, Populations and Health 141
Computer Engineering and Systems 37
computer use policy 19
Computing and Software Systems
bachelor of science degree 41
master of science degree 121
minor in 107
conduct code, student 18
consortium agreements 9
core curriculum 21
core subjects requirement 20
course descriptions
Arts, Master of 138
Business Administration
bachelor of arts 31
master of 115
Computing and Software Systems
bachelor of science/arts 41
master of science 118
Education, Master of 132
Environmental Science 66
Global Honors 50
Interdisciplinary Arts and Sciences 67
Nursing, Bachelor of Science 92
Nursing, Master of 143
Social Welfare 98
Social Work 148
Urban Studies 104
credit/no credit grade 16
Dean's List 18
degrees offered 6
degrees with two majors 26
diploma distribution 26, 116
directory information, release of 19
dropping a course 13
dual admission 43
Education
Educational Administrator 131
Master of 125
minor in 108
Professional Certificate 129
Secondary Science 128
Teacher Certification 126
education records, student 19
Educational Administrator 131
English composition requirement 24
Environmental Science 65
Environmental Studies
concentration in 57
minor in 108
equal opportunity 4, 19
Ethnic, Gender and Labor Studies 58
faculty
Education 136
honors 18
Institute of Technology 39, 48, 123
Interdisciplinary Arts and Sciences 86, 140
Milgard School of Business 36, 120
Nursing 84, 137
Social Work 99, 149
Urban Studies 105
fees 10
final-year residency requirement 26
Finance 28
financial aid
applications 8
eligibility 8
FAFSA 8
renewal 8
resources 9
financial obligations 12
foreign language requirement 24
freshman
admission 20
advising 21
core courses 21
core curriculum 21
full-time status 15
General Business 28
General Education Center 21
General Studies 59
Geographic Information Systems (GIS), certificate in 112
Global Honors 49
Global Studies 59
grade appeal procedure 17
grade, change of 17
grade reports 17
grade-point average (GPA) 17
grade-point average, transfer 25
grading procedures 17
grading system 16
graduate admission procedure 113
graduation requirements
for registration 13

152 University of Washington Tacoma | 2006-2007 Catalog
bachelor's degree 26
Business Administration 30
Business Administration, Master of 118
catalog for 26
Computing and Software Systems 44
Education, Master of 126
Environmental Science 66
Interdisciplinary Arts and Sciences 54
master's degree 115
Nursing, Bachelor of Science 91
Nursing, Master of 143
Social Welfare 98
Social Work, Master of 148
Urban Studies 103
waiver of 26

hardship withdrawal 14, 16
Health and Society 109
Hispanic Studies 109
Honors, Global 49
honors, graduation 18
Human Rights, minor in 110
incomplete grade 16
individually-designed concentration 60
Institute of Technology 37, 41, 121
interdisciplinary areas 52
Interdisciplinary Arts and Sciences 51
Interdisciplinary Studies, Master of Arts 137
International Business 28
international students 23

KeyBank Professional Development Center 6

late add period 15
late course drop period 15
late payment of tuition 10
late registration fee 11
Leadership in Health Care 141
letter grades 16
low scholarship 18

Management 28
map of campus 2
Marketing 28
master's degree 26
applying for 116
Arts 137
Business Administration 117
Computing and Software Systems 121
Education 125
Interdisciplinary Studies 137
Nursing 141
Social Work 147
matriculated students 23
Milgard School of Business 27, 117
military personnel 14, 24
minors 26
Applied Computing 107
Asian Studies 107
Computing and Software Systems 107
Education 108
Environmental Studies 108
Health and Society 109
Hispanic Studies 109
Human Rights 109
Museum Studies 110
Nonprofit Management 110
Public History 110

Urban Studies 111
mission 5
Museum Studies 110
nonmatriculated students 23
Nonprofit Management certificate in 112
minor in 110
notification of admission decision 23, 114
Nurse Educator 142
Nursing
  Bachelor of Science (BSN) 89
  Master of (MN) 141
officers of administration 6
on-leave status, graduate student 115
part-time status 15
Political Economy 63
Politics and Values 63
postbaccalaureate students 23
pre-major admission 23
prerequisites
  Business Administration 29
  Computer Engineering and Systems 38
  Computing and Software Systems 42
  Environmental Science 66
  Interdisciplinary Arts and Sciences 52
  Nursing (BSN) 91
  Social Welfare 96
  Urban Studies 102
Principal Certification (see Educational Administrator)
priority application dates
  for freshman admission 20
  for graduate admission 114
  for transfer admission 23
Psychology 64
Professional Certificate 129
Professional Development Center 6
quarter-off policy 13
re-registration fee 11
readmission, graduate student 115
registering for classes 14
registering at other UW campuses 13
registration
  eligibility 13
  fees 10
  guide 14
  how to 14
  periods 15
  policies 13
reinstatement 18
repeating courses 17
residence classification requirements 15
residency requirement, final-year 26
Restoration Ecology certificate 112
returning former students 23
satisfactory/not satisfactory grade 16
satisfactory progress 18
scholarships 9
scholastic standards required for
  baccalaureate degree 25
second baccalaureate degree 26
Self and Society 64

semester credit, converting to quarter 25
sexual harassment complaint procedure 19
Social Welfare, Bachelor of Arts 95
Social Work, Master of (MSW) 147
staff, complete list 151
student conduct code 18
student directory information, release of 19
student education records 19
student rights and responsibilities 18
study abroad 53
summer-only visiting students 23
summer quarter 15

Teacher Certification 126
technology fee 11
Technology, Institute of 37, 41, 121
transcripts 17
transfer
  admission requirements 22
  application process 22
  honors 18
transfer credit
  applicability of 25
  graduate 115
  restrictions on 24
  undergraduate 24
  transfer GPA 25
tuition
  exemption 12
  forfeiture 10
  payment 10
  rates 11
  refund 10
  request to waive 10
two majors (or two degrees) 26

university policies 16
unrestricted drop period 15
Urban Studies
  bachelor of arts 101
  minor in 111

visiting graduate students 114

waiver of graduation requirements 26
withdrawal policies 14, 16
writing requirement 24

Index 153