

# Contents

A Message from the Chancellor .....	3
General Information .....	5
Academic Calendar .....	7
Student Services .....	9
Office of Enrollment Services and Student Affairs .....	9
Additional Services for Students .....	11
Financial Aid Resources .....	12
Tuition and Fees .....	15
Registration .....	19
Academic and University Policies .....	23
<b>Undergraduate and Post-Baccalaureate Programs</b>	
Admission and Graduation Requirements .....	29
Bachelor of Arts in Business Administration .....	37
Bachelor of Science in Computing and Software Systems .....	51
Bachelor of Science in Environmental Science (IAS) .....	59
Bachelor of Arts in Interdisciplinary Arts and Sciences (IAS) .....	65
Bachelor of Science in Nursing (BSN) .....	99
Teacher Certification (K-8).....	107
Bachelor of Arts in Urban Studies .....	111
<b>Graduate Programs</b>	
Admission and Graduation Requirements .....	117
Master of Arts emphasizing foundations of public action (IAS) .....	123
Master of Business Administration .....	127
Master of Education .....	133
Master of Nursing .....	143
Master of Social Work (MSW).....	149
Faculty and Staff .....	154
Index .....	158

## **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 UWT'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 gives information on courses offered, class hours, and classroom locations and has the latest calendar dates, fees and details on registration.

All announcements and policies in this catalog are subject to change without notice and do not constitute an agreement between the University of Washington, Tacoma and the student.

## A MESSAGE FROM THE CHANCELLOR

---

At the University of Washington, Tacoma, rigorous academic programs prepare students to meet challenges and live richer lives. Whether on campus or out in the Puget Sound region, UWT's impressive faculty brings its expertise to students through quality teaching and to the community through service and partnership.

Here at our urban campus, architects have transformed historic buildings into modern academic structures, fueling Tacoma's downtown renaissance. UWT's neighborhood is one where commerce, history and higher education intersect.

At UWT, students have opportunities to learn everything from architectural history to marine ecology, from how to manage and motivate work teams to the best ways of serving the health needs of populations, from computer programming to urban planning, from managing student behavior in an elementary classroom to bringing the love of literature into the life of a young child. All of this and more is open to those who join our campus community of inquiring, motivated students.

The University of Washington, Tacoma community believes that the fullest educational experience can be best attained in a diverse campus community. Because faculty, students and staff value the full range of human diversity, we work to recruit and retain members of the campus community who can contribute to its diversity. UWT seeks to be the kind of place where everyone who works or studies here finds the experience to be personally affirming and satisfying.

Partnerships abound between the campus and its surrounding community. Students have opportunities to interact with South Sound arts organizations, business and industry, or educational enterprises as appropriate for their academic or career interests.

Since the University of Washington, Tacoma opened its doors in 1990, it has granted more than 3,000 degrees and recommended students for nearly 300 teaching certificates. UWT alumni in ever-greater numbers are serving the South Sound area in an array of positions that are contributing to the region's economic health and civic vitality, as well as to the well-being of Northwest families.

Although UWT is young, it has already garnered national recognition for achievements, architecture and events. It has attracted National Science Foundation funding and claims a \$2.5 million endowment, wholly supported by generous local donors. Of this endowment, \$1.5 million funds full scholarships for top community college transfer students. Such support from the community we serve speaks volumes about the life-changing value of what UWT offers to those who study here.

UWT is proud to be a University of Washington campus and to offer its students the benefits of an association with the UW, including access to the library resources of a major research university and the prestige of the UW's long tradition of excellence. We are even prouder to be establishing our own traditions of excellence and record of high achievement.



*Vicky Carwein*  
Dr. Vicky Carwein  
Chancellor  
University of Washington, Tacoma



UNIVERSITY BOOK STORE

U W

# General Information

*The University of Washington, Tacoma serves the South Puget Sound region by offering innovative upper-division, certification, and graduate-level programs of the highest academic quality. UWT takes an interdisciplinary approach to higher education and schedules its programs in ways that accommodate the needs of students who have substantial commitments to work and family. These programs produce highly knowledgeable and capable graduates who are skilled in critical thinking and oral and written communication, who are able to work effectively with diverse populations, and who go on to make impressive contributions in their careers and in their communities.*

As an institution of higher learning and one of three campuses of the University of Washington, one of the nation's great research universities, UWT also has a responsibility to discover and preserve knowledge. Its faculty members, though selected in large measure for their excellence as teachers, also contribute to the economic, intellectual, aesthetic, and environmental quality of life in the South Puget Sound region through their research findings, scientific, civic and creative enterprises.

Students enjoy an accessible faculty dedicated to fostering the success of students and to providing experiential learning through internships, practica, clinical experiences, and fieldwork. Faculty and staff at UWT have established strong partnerships with local schools, health care agencies, nonprofit organizations, and businesses, as well as with the region's community colleges and other post-secondary institutions.

## **ABOUT THE CAMPUS**

---

The UWT campus is located on a 46-acre site in the historic downtown warehouse district of old Tacoma, directly across from the U.S. Courthouse (in the former Union Station) and the Washington State History Museum. The site is bordered to the north and south by South 17th and 21st streets and to the east and west by Pacific Avenue and Tacoma Avenue. The campus includes academic buildings, a library, and a class lab building, most located in historic warehouse structures on Pacific Avenue. The library has new construction, with a large reading room in the historic Snoqualmie Falls Power Company Transformer House. A new science building and a new building housing a large auditorium and the Instructional Center will open Winter Quarter 2002. In the next phase of campus construction, classrooms and faculty offices will be created in historic warehouses along Pacific Avenue.

## **ACCREDITATION**

---

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

## **OVERVIEW**

*Phone*  
253-692-4000  
1-800-736-7750  
253-692-4413 (TTY)

*Mailing address*  
1900 Commerce Street  
Tacoma, WA 98402-3100

*Web site*  
[www.tacoma.washington.edu](http://www.tacoma.washington.edu)

*Chancellor*  
**Vicky L. Carwein**

*Vice Chancellor*  
**Jack Nelson**

*Associate Dean for Planning and Assessment*  
**Sharon Gavin Fought**

*Director of Finance & Administration*  
**Sandy Boyle**

*Director of Development and Campus Advancement*  
**John Idstrom**

*Librarian*  
**Charles Lord**

*Director of Information Technology*  
**Patrick Pow**

*Special Assistant to the Chancellor*  
**Stephen Smith**

## ACADEMIC PROGRAMS

---

The University of Washington, Tacoma offers undergraduate, post-baccalaureate and graduate programs in a variety of academic areas.

- B.A. in Business Administration
- B.S. in Computing and Software Systems
- B.S. in Environmental Science (IAS)
- B.A. in Interdisciplinary Arts and Sciences (IAS)
- B.S. in Nursing (BSN)
- B.A. in Urban Studies
- Educational Administrator Certification
- Teacher Certification (K-8)
- Master of Arts (IAS)
- Master of Business Administration (MBA)
- Master of Education
- Master of Nursing
- Master of Social Work (MSW)

## ACADEMIC PROGRAMS IN DEVELOPMENT

---

### Bachelor of Arts in Social Welfare

Plans to offer a Bachelor of Arts in Social Welfare (BASW) are underway. Pending funding and approval from the Higher Education Coordinating (HEC) Board, the UW Tacoma BASW will admit its first cohort of students for Autumn Quarter 2002. Questions about the BASW should be directed to the Social Work program office at 253-692-5820.

### UWT Technology Institute

The University of Washington, Tacoma has been chosen as the site for the state of Washington's new Technology Institute. Designed as a statewide resource, the mission of the institute is to increase the number of Washington residents earning bachelor's and master's degrees as well as undergraduate and graduate certificates in high-technology fields. The institute will provide Washington's high-tech industry with a steady source of highly qualified employees, help attract more high-tech firms to the state, and allow more residents and regions of Washington to share in the prosperity associated with a high-tech economy. The institute's programs will specifically target segments of the population that are underrepresented in high-tech industries, including women and persons of color.

Initially, the institute will be centered around the baccalaureate program in Computing and Software Systems. Details about this program are included in this catalog (see page 51). As the institute grows, the number and variety of high-tech related degrees offered by UWT will also expand. We anticipate that the first such new degree will be a professional master of science in computer science degree. This degree will be attractive

to students with a bachelor's degree in a field other than computer science.

Undergraduate programs of the institute will be offered in partnership with the community and technical college system, which will offer the first two years of the UWT Technology Institute degree. Initially, the institute will focus its efforts on developing educational partnerships with 12 community and technical college districts in the Puget Sound region including: Bates Technical College, Bellevue Community College, Centralia College, Clover Park Technical College, Grays Harbor College, Green River Community College, Highline Community College, Tacoma Community College, Olympic Community College, the Pierce College District and the Seattle Community College District.

The institute expects to offer additional technology-related degrees beginning in 2003 and will gradually diversify offerings into the future. For more information about Technology Institute programs, contact the Computing and Software Systems program at 253-692-5860.

## UNIVERSITY OF WASHINGTON BOARD OF REGENTS

---

Constance L. Proctor, *President*

Ark G. Chin, *Vice President*

Jeffrey H. Brotman

Mari J. Clack

Daniel J. Evans

William H. Gates

Gerald Grinstein

Amit Ranade

Michele (Shelly) Yapp

Cindy Zehnder

Jennefer Penfold, *Secretary*

V'ella Warren, *Treasurer*

## OFFICERS OF UW ADMINISTRATION

---

Richard L. McCormick

*President, University of Washington*

Lee L. Huntsman

*Provost and Vice President for Academic Affairs*

Weldon E. Ihrig

*Executive Vice President*

Nancy Barceló

*Vice President for Minority Affairs*

Jack Faris

*Vice President for University Relations*

Ronald A. Johnson

*Vice President for Computing and Communications*

Constance H. Kravas

*Vice President for Development and Alumni Relations*

Ernest R. Morris

*Vice President for Student Affairs*

Paul G. Ramsey

*Vice President for Medical Affairs*

## ACADEMIC CALENDAR

### SUMMER QUARTER 2001

Full-term and Term A instruction begin .....	June 18
Independence Day holiday.....	July 4
Term A ends.....	July 18
Term B begins .....	July 19
Quarter ends .....	Aug. 17

### AUTUMN QUARTER 2001

Instruction begins .....	Oct. 1
Veterans Day holiday .....	Nov. 12
Thanksgiving holidays.....	Nov. 22 - 23
Last day of instruction .....	Dec. 12
Final examinations.....	Dec. 13 - 20

### WINTER QUARTER 2002

Instruction begins .....	Jan. 7
Martin Luther King Jr. Day holiday.....	Jan. 14
Presidents Day holiday .....	Feb. 18
Last day of instruction .....	March 15
Final examinations.....	March 18 - 22

### SPRING QUARTER 2002

Instruction begins .....	April 1
Memorial Day holiday.....	May 27
Last day of instruction .....	June 7
Final examinations.....	June 10 - 14
Commencement.....	June 14

### SUMMER QUARTER 2002

Instruction begins .....	June 24
Independence Day holiday.....	July 4
Term A ends.....	July 24
Term B begins .....	July 25
Quarter ends .....	Aug. 23

Dates in this calendar are subject to change without notice. A detailed calendar with the latest information on registration is printed in each issue of the quarterly Registration Guide.





# Student Services

## OFFICE OF ENROLLMENT SERVICES AND STUDENT AFFAIRS

The Office of Enrollment Services and Student Affairs (OESSA), as a member of the University of Washington, Tacoma educational community, is committed to helping facilitate and support student development. The unit consists of six components: the Office of Admissions and Advising; the Office of the Registrar; the Student Counseling Center and Disability Support Services; the Office of Student Life; the Center for Career Services; and the Office of Financial Aid and Veterans Affairs.

Each component provides a broad range of services designed to further the educational and personal development of students. The programs and services are designed to support student learning, provide opportunities for individual development and enhance the collegiate experience.

### Office of Admissions and Advising

#### *Admissions*

The Admissions staff is responsible for processing undergraduate admissions materials, evaluating transfer credit, and making decisions regarding admission to the University. The staff also provides general information about academic programs. For more information, please call 253-692-4400.

#### *Advising*

Admissions advisers help students successfully navigate their academic careers and complete their educational goals while providing fundamental support for the process of transferring to the University of Washington, Tacoma. Advisers are available to meet with prospective students, to review their prior educational experience, and to determine whether additional coursework is needed to satisfy admission requirements.

Admissions advisers also help direct students to appropriate campus resources; provide general financial aid information and assistance with financial aid procedures and timelines; and assist students with questions about registration, student accounts, admission policies and procedures. To make an appointment with an admissions adviser, please call the OESSA receptionist at 253-692-4400 or 1-800-736-7750.

*Note:* Once you have met with an admissions adviser, academic and graduation advising is provided by the specific academic program that the student is pursuing. Contact the program office for information or to make an appointment to see a program adviser.

### Office of the Registrar

The Office of the Registrar is responsible for publication of the University's catalog and registration guide, scheduling classrooms, production of transcripts and maintaining the permanent records of undergraduate students at UW Tacoma. Staff provide front- counter reception for OESSA and the campus, providing information and assistance regarding admissions and registrations processes, making appointments for admission advisers and overseeing the campus' special testing services.

The Registrar is also responsible for evaluating various residency requirements, reviewing petitions and overseeing Family Educational Rights and Privacy Act (FERPA) compliance for the campus.

## OVERVIEW

*Phone*  
253-692-4400

*Fax*  
253-692-4414

*Located in*  
GWP 102

*Campus mailbox*  
358400

*Web site*  
[www.tacoma.washington.edu/oessa](http://www.tacoma.washington.edu/oessa)

*Executive Director*  
**Dan D. García**

*Manager for Career Services*  
**Judy Colburn**

*Manager of Outreach, Advising & Admissions*  
**Wanda Curtis**

*Advisers*  
**Jill Haugen**  
**Robin Sikula**

*Registrar*  
**Roberta Miller Murray**

*Financial Services Coordinator*  
**Tony Myers**

*Lead Counselor*  
**Carol Wood**

*Disability Services/Counseling*  
**Lisa Tice**

*Manager for Inquiries and Admissions*  
**Susan Torgerson**

*Student Life Coordinator*  
**Shellie Jo White**

## Center for Career Services

With help from the Center for Career Services, students can clarify their career preferences, explore career options, target and organize a job search, or investigate employment and graduate school opportunities. The Center for Career Services provides comprehensive services and information resources that enable students and alumni to make career decisions and find suitable employment by enhancing their job-search skills. Services include career advising, self-assessments, internship planning, training and information on job and networking strategies, resume development, interviewing tips and salary negotiation. Information resources include job and internship listings, employer information, career library and career handouts. Call 253-692-4421 for an appointment or stop by the Career Center in BHS 105. For additional information, visit the Center's Web site at [www.tacoma.washington.edu/career](http://www.tacoma.washington.edu/career)

## Student Counseling Center and Disability Support Services

### Student Counseling Center

The Student Counseling Center is a resource that offers free, confidential counseling to currently enrolled students. Professional counselors are available to assist students. Students may receive counseling for academic difficulties, personal concerns, and career options.

Academic difficulties may stem from test or math anxiety, procrastination, or time management. Personal counseling available at UWT may address such areas as stress management, anxiety, depression, relationship difficulties, and social skills training. Personal counseling can also help students balance the competing demands of school, family and work.

When appropriate or necessary, referral assistance with locating local resources is available. To schedule an appointment, call 253-692-4400 or 253-692-4413 (TTY). For additional information, visit the Center's Web site at [www.tacoma.washington.edu/oessa/counseling](http://www.tacoma.washington.edu/oessa/counseling)

### Disability Support Services

The University of Washington, Tacoma is committed to a continuous process of enhancing the already good accessibility of its physical facilities and instructional programs to students with disabilities. Facilities and programs are fully compliant with the Americans with Disabilities Act. Disability Support Services (DSS) functions as the focal point for coordination of services to students with disabilities. In compliance with Washington state laws, Section 504 of The Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, UWT seeks to assist students with disabilities to achieve full development of their academic potential. Any enrolled student who has a temporary or permanent physical, emotional or psychological disability that substantially limits one or more than one major life activity (including walking, seeing, hearing, speaking, breathing, learning or working) is eligible for DSS services.

After the student has submitted appropriate

documentation of the disability to the DSS counselor, the University provides accommodations that are supported by the documentation. Types of assistance offered by DSS include, but are not limited to: alternative print format (audiotaping, enlarged print, Braille); alternative testing services (additional time, scribes, use of computers); assistive-listening devices (FM Systems); adaptive technology computer stations; note taking; sign-language interpreters; real-time captioning; library/lab aids; special-needs furniture; and disability parking. We ask that students requesting services contact the DSS Coordinator at least six weeks prior to the first day of the quarter (or as soon as possible thereafter). To learn about UWT's documentation policies, please contact the DSS counselor at 253-692-4493 (voice); 253-692-4413 (TTY); [ltice@u.washington.edu](mailto:ltice@u.washington.edu) (e-mail), or visit our DSS Web site at [www.tacoma.washington.edu/oessa/dss](http://www.tacoma.washington.edu/oessa/dss)

## Office of Financial Aid and Veterans Affairs

### Financial Aid

Financial Aid is located in the Office of Enrollment Services and Student Affairs. Nearly 80 percent of the students who attend UWT receive some type of financial aid. Undergraduate students are required to register for and complete 12 credits per quarter and graduate students are required to register for and complete 10 credits per quarter. See the Financial Aid Resources section of this catalog on page 12 for more information.

### Veterans Affairs

Academic programs at the University of Washington, Tacoma, are approved by the Veterans Regional Office for enrollment of those eligible to receive educational benefits under Title 38 and Title 10 USC. Information on educational benefits and special exemption programs for veterans and their dependents is available in the Office of Enrollment Services and Student Affairs. Please see the veterans coordinator in the Office of Enrollment Services and Student Affairs and visit the Web site at [www.tacoma.washington.edu/oessa/veterans.html](http://www.tacoma.washington.edu/oessa/veterans.html)

Veterans and members of the armed forces who apply for admission to any campus of the University are subject to the same minimum requirements as are regular students and are expected to enroll in accordance with University requirements. The University complies with the standards of progress as required by the Department of Veterans Affairs and the State Approving Agency. A copy of those standards, as approved, is available for review in the Office of Enrollment Services and Student Affairs.

## Office of Student Life

The Office of Student Life provides leadership and assistance in a variety of areas affecting the quality of student life at the University of Washington, Tacoma. The office works with student clubs and organizations, honor societies, inter-league sports, student publications, the Student Events and Programming Committee and ASUWT student government to encourage initiatives in those areas and to enhance the support of active student involvement in campus activities and leadership development opportunities. The Student Life coordinator

serves as the primary administrative liaison with the ASUWT and the Services and Activities Fee Committee.

Two student publications enhance student life at UWT. The student newspaper, *The Ledger*, serves as the student voice on campus. UWT's arts publication, *Tahoma West*, is a literary magazine that serves as a showcase for prose, poetry, essays and photography by UWT students. The magazine is managed, designed and financially supported by students.

For more information on how to become involved in any of the student organizations or publications at UWT, contact the Office of Student Life at 253-692-4429.

## **ADDITIONAL SERVICES FOR STUDENTS**

### **Computer Lab**

Students have access to a drop-in computer lab equipped with IBM-compatible and Apple Macintosh computers. Each is loaded with popular software applications, including Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Netscape Navigator, and Internet Explorer. Multimedia workstations and high-speed color and black-and-white printers are also available. The lab is staffed by knowledgeable computer professionals who can answer questions and provide assistance. Students have access to e-mail and the University of Washington information network. For students with disabilities, the computer lab is equipped with an Access Station, including screen-enhancement hardware and a speech synthesizer that reads keystrokes aloud as they are typed.

### **Teaching and Learning Center**

Comprised of the Writing Center, the Math Lab, and the Communication Studio, the Teaching and Learning Center supports the interdisciplinary focus of UWT through consultations on course assignments, advanced reading, note taking and study skills, and other areas of instructional or professional support. All three facets of the Teaching and Learning Center offer individual, group, and online consultations for students, faculty, staff, alumni and community members from all academic backgrounds. Consultations are voluntary and confidential.

#### ***The Writing Center***

Writers visit the Center to learn how to approach an assignment, assess a paper's audience and purpose, organize ideas, review a draft for logic and grammar, or overcome writer's block. Consultants assist writers with exam preparation, grant basics, intellectual journals, case studies, research, literature reviews, publication and documentation.

#### ***The Math Lab***

Clients come with questions about calculus, statistics, Excel applications, solving equations, math modeling, test preparation (GRE, GMAT), basic math review, computer related skills and research methods. The Math Lab specializes in reducing math anxiety and helping clients improve their quantitative reasoning and logic skills. Resources such as computers, handouts, and additional texts are available for use.

### ***The Communication Studio***

The Studio provides coaching and feedback for individuals and groups. Some areas of focus include: preparing for interviews; presenting to a specific audience; blending rhetorical styles; building instructional technology skills for use in public speaking; reducing anxiety; and improving abilities to moderate, field questions, facilitate and close.

### **Library Services**

The UW Tacoma Library offers its students, faculty, and staff a variety of services and resources to support their academic endeavors. As part of the University of Washington Libraries, the UW Tacoma Library provides access through a daily courier service for UWT students, faculty and staff to more than six million volume collections on the Seattle and Bothell campuses. In addition, the Library provides access and book delivery through Cascade, a mega-library catalog of the six public higher education institutions in Washington state. The Library offers a wide variety of electronic resources, including the library catalog, electronic journals and databases, full-text information resources, multimedia and electronic reserves. For those with computing connectivity, access is available from home. An adaptive technology workstation for students is also available. The UW Tacoma Library provides information services for members of the campus community, and resources and expertise to support research in all areas of the curriculum. Librarians facilitate access and help users develop strategies and evaluative skills needed to succeed academically. Each quarter, the Reference Department offers general library orientations and a variety of specialized library sessions to support library users as they become proficient navigators of the information world.

### **Media Services**

Media Services supports the campus community with resources and assistance for classroom activities, projects, research papers and special events. Resources include: media collection, equipment for classroom and off-campus use and the Multimedia Lab. The Multimedia Lab is a staffed computer lab where students, staff and faculty can create projects or presentations utilizing digital imaging, audio, video and the Web.

### **Ombudsman**

The Office of the Ombudsman is a place to which all members of the University community can turn for information, education and consultation. The mission of the Ombudsman is to provide the highest quality, client-focused services for preventing, managing and resolving conflict among students, staff and faculty of the UW. The Office of the Ombudsman is available to students, faculty and staff on Tuesdays from 1 - 7 p.m. at UWT by appointment only. Ombudsman service is also available on the Seattle campus by appointment. Call 253-692-4476 or 206-543-6028 or 206-616-6163 (TTY) for an appointment.

The University Ombudsman is appointed by the

President of the University of Washington in consultation with student, staff and faculty representatives. The Ombudsman assists in the protection of the rights and interests of individual members of the student body, the faculty and the staff against arbitrary or capricious action or lack of appropriate action by University agencies, the student body, the faculty and the staff.

### Student Insurance

The Student Accident and Sickness Insurance Plan is made available each year for registered students of the Tacoma campus and their eligible dependents. Students must be enrolled for six or more credits to be eligible for the plan. Information brochures and enrollment forms are available in the Office of Enrollment Services and Student Affairs.

### E-MAIL AND THE INTERNET

The University of Washington, Tacoma provides all students with free access to e-mail, Internet services and the World Wide Web. You can correspond with friends, instructors and advisers from your personal computer or from one of the computer labs or kiosks on campus. You can use the Web as a resource for up-to-the-minute schedule information, campus news and events, program information and personal account and transcript information.

Many professors use e-mail and the Web to publish information on their courses, correspond with students, answer questions and assign projects.

### UW NetID

Your UW NetID serves as your e-mail address and as a user name for access to MyUW. **Because the University increasingly relies on e-mail to communicate important information and reminders, it is vital that you get a UW NetID as soon as you are enrolled and that you check your UW e-mail on a regular basis.** UW Internet Connectivity Kits (UWICK) are available for purchase in the University Bookstore and include all of the software you will need to set up your home computer for UW Internet access.

To find out more about setting up your UW NetID, visit the "Current Students" section of the UWT Web site at [www.tacoma.washington.edu](http://www.tacoma.washington.edu).

### MyUW

MyUW is a customized Web portal site for use by students, staff and faculty of the University of Washington. Students can register for classes, check their grades, find their student loan status, and get online assistance all through <http://myuw.washington.edu>. A UW NetID is required to access MyUW.

### Blackboard

Blackboard is an online course management tool used by faculty to facilitate class discussions and assignments through the Web. It provides an online teaching and learning environment that brings together content

management, communication, collaboration, and assessment tools. For more information on Blackboard and how to use it, visit [www.tacoma.washington.edu/blackboard](http://www.tacoma.washington.edu/blackboard).

### STUDENT ORGANIZATIONS

A variety of student organizations exist on campus, most are associated with a particular academic program. The Office of Student Life (see page 10) coordinates and offers assistance to student organizations and anyone wishing to form a student organization.

### Associated Students of the University of Washington, Tacoma (ASUWT)

The Associated Students of the University of Washington, Tacoma (ASUWT) is a voluntary, nonprofit association of students designated by the University of Washington Board of Regents to represent student interests on campus and carry out a variety of student activities. Membership is open all UWT students. ASUWT officers are elected for one-year terms; elections are held in Spring Quarter.

### FINANCIAL AID RESOURCES

All financial aid for UW Tacoma students is administered on behalf of the Office of Student Financial Aid and Veterans Affairs. The Financial Aid Services coordinator and staff on the UWT campus serve students by administering federal, state and institutional financial aid programs to help students 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 5 to 10 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:** Awards are based on financial need, academic achievement, or some combination of the two.

### 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 (as many adult students are) or financially dependent on his or her parents and, if so, what they should be able to contribute. It also takes into account past earnings and benefits, a percentage of net assets and all other sources of support.

There is no income cutoff 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 OSFA 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 degree program (distance learning, correspondence and most nonmatriculated students are not eligible for financial aid) and meet minimum enrollment requirements;
- 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: for undergraduates, 12 credits per quarter are needed to qualify for most forms of aid, but a few forms of aid require six credits. For graduate students, 10 credits per quarter are required for most forms of aid; in a few cases five credits per quarter. Consult the financial aid coordinator for detailed information.)
- Provide financial information (including parents' information, where required).
- By law, some students who have drug-related convictions under any federal or state law may be ineligible for federal student aid.

### Program Eligibility Chart

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.

### Applications and Deadlines

The Free Application for Federal Student Aid (FAFSA) is the basic application for most types of financial aid. The application is available from the UWT Office of Enrollment Services and Student Affairs for the

	UNDERGRADUATE Washington Resident	UNDERGRADUATE Nonresident	GRADUATE Washington Resident	GRADUATE Nonresident
Federal Pell Grant	■	■		
Federal Supplemental Grant	■	■		
State Need Grant/SSIG	■			
University Tuition Exemption	■		■	
University Grant	■		■	
Academic Scholarship	■		■	
Federal Perkins Student Loan	■	■	■	■
Federal Direct Stafford Loan	■	■	■	■
Federal Direct Plus Loan	■	■		
Federal & State Work Study	■	■	■	■

upcoming year (defined as Summer through Spring quarters) beginning in mid-December or early January. Applications can also be obtained at the Office of Student Financial Aid on the Seattle campus. Students must submit a separate financial aid application or complete a Renewal Application before each academic year. A student who wishes to apply for financial aid to support study during Summer Quarter must submit a separate application. To obtain such an application, contact the UWT Office of Enrollment Services and Student Affairs.

### ***Renewal Application***

For students currently receiving financial aid, the federal processor mails renewal applications for the upcoming academic year directly to the student. The renewal must be received at the federal processor by Feb. 28. Students can make corrections or updates of their financial information using the renewal application. If students have not received their Renewal FAFSA by Jan. 15, completion of a new FAFSA form, print or online, is advised.

### ***FAFSA on the Web***

FAFSA on the Web is an Internet application developed by the U.S. Department of Education that students may use to complete an electronic FAFSA. Students may complete and submit their FAFSA information directly to the federal processor via personal computer. After transmitting an application over the Internet, students print and promptly mail their signed signature page to the federal processor. To access FAFSA on the Web, go to [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

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 deadline, 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.

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 Student Financial Aid as well as Student Affairs of any change in address.

### **Consortium Agreements**

UW Tacoma students will occasionally need to enroll at a community college in order to complete admission deficiencies. The credits at the community college can be counted towards 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 at both institutions. Agreements must be submitted to the Office of Enrollment Services and Student Affairs 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 Student Affairs and at Web sites listed later in this section.

UWT offers several full and partial scholarships available to fund study only at UWT. For information on scholarship opportunities, contact the Office of Campus Advancement at 253-692-5641.

### **World Wide Web Resources for Financial Aid**

- The University of Washington Student Guide at [www.washington.edu/students/osfa](http://www.washington.edu/students/osfa)
- The U.S. Department of Education Money Matters at [www.ed.gov](http://www.ed.gov); click on Student Financial Assistance for federal aid information
- The Financial Aid Information Page at [www.finaid.org](http://www.finaid.org) for general news and aid sources as well as for the fastWEB scholarship search
- Free Application for Federal Student Aid (FAFSA) on the Web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

# Tuition and Fees

The cost of a student's education at the University varies with individual circumstances. The amount charged for tuition and fees is set by the state and is indexed to the cost of instruction. Because inflation increases costs, tuition rates generally increase each year. Please consult the quarterly Registration Guide for accurate tuition rates. The tuition schedule for one quarter of the 2001-2002 academic year is listed below. Because University costs are supported by state taxes, 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 section for information regarding residency classification. Tuition charges are based on the student's classification (undergraduate or graduate) rather than on course level. Rates are subject to change without notice.

## Quarterly Tuition Rates for 2001-2002

### Undergraduate

(includes nonmatriculated and fifth-year students)

	*RESIDENT	*NON-RESIDENT	TECHNOLOGY FEE
10 – 18 credits	\$ 1,329	\$ 4,421	\$ 40
<i>Additional fee per credit for more than 18 credits</i>	\$ 120	\$ 429	n/a
9 credits	\$ 1,196	\$ 3,979	\$ 36
8 credits	1,063	3,537	32
7 credits	930	3,095	28
6 credits	797	2,653	24
5 credits	664	2,211	20
4 credits	531	1,769	16
3 credits	398	1,327	12
2 credits (min.)	265	885	8

### Graduate

	RESIDENT	NON-RESIDENT	TECHNOLOGY FEE
7 – 18 credits	\$ 1,978	\$ 4,923	\$ 40
<i>Additional fee per credit for more than 18 credits</i>	\$ 264	\$ 685	n/a
6 credits	\$ 1,695	\$ 4,220	\$ 34
5 credits	1,413	3,517	28
4 credits	1,131	2,813	22
3 credits	848	2,110	16
2 credits (min.)	566	1,407	10

\*Rates include the technology fee.



**Tuition rates for 2001-2002 were not released until after publication of the Catalog. The new rates are shown here.**

## Estimated Non-Tuition Expenses

The following figures are prepared and updated each year by the Office of Student Financial Aid at UW Seattle. They reflect modest, but adequate, probable costs for students attending the University during a nine-month academic year (three quarters). They should be used only as a guide in determining the year's expenses. The expenses reflect a nontraditional budget as defined by the Office of Student Financial Aid. Nontraditional applies to all graduate students, undergraduates who have children, and married undergraduates whose spouses are not students.

For the 2001-2002 school year, other expenses for three quarters as a **resident, nontraditional undergraduate student** were estimated as follows:

Books .....	\$ 798
Room and Board .....	9,111
Personal Expenses .....	2,187
Transportation .....	798
<hr/>	
Total .....	\$12,894

For the 2001-2002 school year, other expenses for three quarters as a **resident, nontraditional graduate student** were estimated as follows:

Books .....	\$ 924
Room and Board .....	9,111
Personal Expenses .....	2,187
Transportation .....	798
<hr/>	
Total .....	\$13,020

## TUITION AND FEE PAYMENT

Students incur an obligation to pay tuition and fees in United States dollars when they register. A tuition statement is mailed to each student's address on file in the Registrar's Office during the first week of the quarter. 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 (1) a charge of \$10 to \$30 for late payment, if payment is received within the one-week late payment period; (2) cancellation of registration, if payment is not made by the end of the fourth week. One-half of tuition is assessed when registration is canceled for nonpayment of tuition and fees.

### 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. As there is currently no cashier on the Tacoma campus, payment by check or money order must be mailed directly to the UW Student Accounts Office, Box 355870 Seattle, WA 98195. Credit card payments are not accepted. 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 in the Office of Enrollment Services and Student Affairs 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. In order to qualify for the installment plan all payments must be made on time.

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.

### Cancellation of Tuition

Registered students must pay full tuition and fees. Tuition may be canceled or reduced if a student makes an official withdrawal or drops a course during the period specified by the University as published in the quarterly Registration Guide. Refunds are given when a cancellation or reduction results in an overpayment. There is no cancellation or reduction in tuition for courses dropped after the 30th calendar day of the quarter. See Complete Withdrawal on page 20.

### 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 located in the Office of Enrollment Services and Student Affairs (see below).

### 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 petition using the 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.

### 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 .....	\$ 35
Graduate (paper application).....	\$ 50
Graduate (online application).....	\$ 45
Graduate Nonmatriculated .....	\$ 45
Undergraduate Returning Students .....	\$ 35

### Late Payment of Tuition

If balance exceeds \$250.....	\$ 30
If balance is \$30-\$250 .....	\$ 10
If balance is less than \$30.....	\$ 0

### Registrar's Office Service Fees

Late Registration	
1st through 10th day of class.....	\$ 25
after 10th day of class.....	\$ 75
Change of Registration Fee.....	\$ 20
Re-registration Fee.....	\$ 75
Duplicate diploma with paper cover.....	\$ 10
Replacement of Student ID Card.....	\$ 5
Transcript Fee (Official) .....	\$ 4

### Parking

*Operated through Diamond Parking Service. Rates are subject to change without prior notice.*

Jefferson Avenue and 21st Street .....	\$86.72
	per quarter
Court D and 19th Street .....	\$65.04
	per quarter

### 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 tenth day of the quarter. If circumstances warrant, waiver of the service charge may be petitioned to the UWT Registrar in the Office of Student Affairs using the Request to Waive Tuition Forfeiture or Registration Fees form (see above).

### Re-registration Fee

A student who must re-register as a result of cancellation for nonpayment of tuition must also pay a \$75 fee. If circumstances warrant a waiver or refund of the registration or the re-registration service charge may be petitioned to the UWT Registrar in the Office of Enrollment Services and Student Affairs 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 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 will be included on the quarterly tuition billing.

### Transcript Fee

Official transcripts are available from the UWT Office of the Registrar located in the Office of Enrollment Services and Student Affairs. Transcripts may be ordered using a request form (available in the Office of Enrollment Services and Student Affairs) or by written request from the student. The request must include name, Social Security number, 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 requests require the signature of the student, e-mail requests will not be accepted. Payment of \$4 per transcript is required at the time of the request by check or money order. Allow three to five working days for processing. 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 access their unofficial transcripts online at [myuw.washington.edu](http://myuw.washington.edu).

## FINANCIAL OBLIGATIONS

---

The comptroller is authorized to place a hold (administrative) 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.

In cases of serious financial delinquency, the comptroller, with the consent of the registrar, may order that a student's registration be canceled and that privileges of attendance be withdrawn.

Tuition and fees 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 or cancellation also may occur when a student has not complied with other University rules, procedures or 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 State 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. Tuition-exempt students may register beginning the third day of the quarter (UW staff and faculty) or the fourth day of the quarter (all others). Any credits in excess of six are subject to the same "space available" registration dates.

The deadline for submitting appropriate Tuition Exemption paperwork is generally fifteen working days prior to the first day of the quarter. The exact date is published in the quarterly Registration Guide. Paperwork may be submitted beginning the third week of the quarter prior to the quarter of enrollment. 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.

### **Eligible students are:**

- 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 the quarter
- A non-University of Washington permanent classified or contract State of Washington employee employed half-time or more
- A permanent classified or exempt paraprofessional employees 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 state institutions of higher education other than the University of Washington
- A Member of the Washington State Army or Air National Guard

More information and the quarterly required tuition-exemption form are available in the Office of Enrollment Services and Student Affairs. Forms may be submitted no earlier than one month before the first day of the quarter, and no later than the date indicated in the quarterly Registration Guide.

# Registration

## Registration Eligibility

Continuing University of Washington, Tacoma students who remain in good scholastic standing are guaranteed the opportunity to register each quarter at the same University campus 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, post-baccalaureate or graduate) and at the same campus. After a student has earned a baccalaureate degree, he or she must apply for readmission as a post-baccalaureate, nonmatriculated or graduate student.

Newly admitted students and students readmitted to the same or a new classification (undergraduate, post-baccalaureate or graduate) or admitted to a different University campus are eligible to register during a specified time period. See “Registration Periods” on page 21.

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 and Student Affairs.

## 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 (see page 21) 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 in the Graduate Admissions section.

## Graduating Senior Priority

Graduating seniors or post-baccalaureate students with a degree application on file in the Graduation Office may register on the first day of Period I (see page 21) for their final two quarters. Students who postpone their graduation may save their priority quarters by not registering before their regular senior or post-baccalaureate priority day. When students have used their Graduating Senior Priority for two quarters, their registration priority reverts to the regular senior or post-baccalaureate schedule.



## Registering at Other UW Campuses

Undergraduate students may register for courses on a space-available basis at other University of Washington campuses if they are in matriculated junior standing or higher and have at least 25 UW-earned credits on their transcripts. Students enrolled at UWT may register for courses offered by the Seattle or Bothell campus during Registration Period III. Freshmen, sophomores and nonmatriculated students are ineligible for cross-campus enrollment. It is the responsibility of the student to ensure that these courses will count toward his or her baccalaureate degree. Undergraduates are limited to earning 35 credits through cross-campus enrollment after admission to a campus, and graduate students are limited to 12. Undergraduate students must complete a minimum of 45 credits at their home campus.

## 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 STAR or MyUW or submit a drop card in the UWT 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 UWT 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 UWT Registrar in the Office of Enrollment Services and Student Affairs. **Supporting documentation as detailed on the petition form must accompany the petition.** The 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 completely 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 UWT 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 UWT 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.
- Students whose registrations are canceled for nonpayment of fees will continue to owe the University one half of their tuition and fees.

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 Armed Forces or called to active military duty may withdraw through the end of the quarter and receive a full refund. Students who wish to complete the course rather than withdraw may do so providing the faculty member agrees. In either case, students must submit a copy of their military orders with their request. For more information contact the UWT Registrar.

## Registration Guide

Each quarter, the UWT Office of the Registrar publishes a 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/oessa](http://www.tacoma.washington.edu/oessa).

## REGISTERING FOR CLASSES

The University of Washington, Tacoma offers students two ways to register: either by phone using STAR or on the Web using MyUW.

Before you register make sure you:

- Review the instructions in the Registration Guide and note the Registration Periods and the STAR Worksheet.
- Talk with your program adviser before selecting your courses. Academic advising is highly recommended.
- Obtain entry codes from the appropriate program office for any courses requiring entry codes.
- Have all your registration materials handy. You will need to know your Private Access Code (PAC) and the schedule line number (SLN) for each course section. (SLNs change every quarter.) Prepare an alternate course list, in case some courses are full.
- Take care of all University financial obligations. The system will not permit you to register if there is a hold on your registration.

Once you have initially registered, you can call STAR or log in to MyUW as often as you want to check the status of sections, have your confirmed schedule listed, add or drop courses, or check your account balance.

## Using STAR

The University of Washington's telephone registration system is referred to as STAR (Student Telephone-Assisted Registration). Students may call STAR from any touch-tone phone to register. Use only a touch-tone telephone to make entries on STAR. Dedicated STAR phones are located outside the Office of Enrollment Services and Student Affairs for all students to use.

### **Private Access Code (PAC)**

The first time you call STAR, you will be asked to enter your initial Private Access Code (for undergraduate students, this is provided in the admissions offer letter; for graduate students, this is provided in their registration materials). STAR will then prompt you to select a new Private Access Code of 4 to 6 digits that you can easily remember. STAR will not accept zero as the first number in your PAC, nor will it accept consecutive or repetitive numbers. You will use your new PAC for all future calls to STAR. If you wish to change your PAC, you may do so at any time by pressing "9." If you forget your PAC, you will need to contact the Office of Enrollment Services and Student Affairs to reset your PAC.

## Using MyUW

Web registration has been added to the Student Personal Services section on MyUW. You can access MyUW directly at [myuw.washington.edu](http://myuw.washington.edu) or through the UWT home page at [www.tacoma.washington.edu](http://www.tacoma.washington.edu) under "Current Students." You will need your UW NetID and password and your STAR Private Access Code (PAC).

Some functions are available on MyUW that are not possible on STAR. For example, students who would like to drop one section of a course and add a different one, can do that in a single transaction on MyUW. The first section will not be dropped unless you can successfully add the second section. STAR requires students to drop the first section before adding the second section of the same course.

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

One of the many new functions in MyUW is the ability to display your quarterly class schedule in a calendar format. From Personal Services in MyUW, select Visual Schedule from the list of services.

## Other System Features

### **Course availability**

Beginning Period I, you may call STAR at any time to check course availability. You may also check course availability via the online time schedule at [myuw.washington.edu](http://myuw.washington.edu).

### **Student account and loan status inquiries**

You can call STAR or log on to MyUW to:

- Find your 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

## Grades

STAR and MyUW can list all officially recorded grades for the most recently completed quarter. A list of all courses taken and grades (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

	Full-Time	Half-Time	Less than Half-Time
Undergraduate	12 cr.	6-11 cr.	1-5 cr.
Graduate	10 cr.	5-9 cr.	1-4 cr.

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 UWT 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 based on documentary evidence submitted. Any student seeking clarification regarding residency classification should contact the UWT 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 UWT Office of the Registrar.

## Access Program for Older Adults

UWT 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. As auditors, students do not receive credit, participate in discussions, complete laboratory work or take examinations.

## Auditors

Students who intend to audit a course must first register for the class through STAR or MyUW and then go in person to the UWT 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 faculty member and is generally only allowed 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 that of the regular academic year. A complete list of Summer Quarter courses and the quarterly deadlines is published in the Summer Quarter Registration Guide.

# Academic and University Policies

## ACADEMIC POLICIES

UWT 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 follows:

Letter Grade	Undergraduate Grade Point Equiv.	Graduate Grade Point Equiv.	
A	3.9 - 4.0	3.9 - 4.0	
A-	3.5 - 3.8	3.5 - 3.8	
B+	3.2 - 3.4	3.1 - 3.4	
B	2.9 - 3.1	2.9 - 3.0	
B-	2.5 - 2.8	2.5 - 2.8	
C+	2.2 - 2.4	2.1 - 2.4	
C	1.9 - 2.1	1.7 - 2.0	<i>Grades below 1.7 in graduate programs are recorded as 0.0 by the Registrar.</i>
C-	1.5 - 1.8	—	
D+	1.2 - 1.4	—	
D	0.9 - 1.1	—	
D-	0.7 - 0.8	—	<i>Lowest passing grade (undergraduate)</i>
E	0.0	0.0 - 1.6	<i>Failure or Unofficial Withdrawal. No credit earned.</i>

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 or above for graduate classes. The grade S may not be assigned directly by the instructor, but is a grade conversion by the Office of the Registrar. Courses so graded can be used only as free electives and cannot be used to satisfy a University, college or department course requirement. S is not computed in GPA calculations.

**NS: Not-satisfactory** grade for courses taken on a satisfactory/not-satisfactory basis. A grade less than 2.0 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.

An Incomplete grade not made up by the end of the next quarter is converted to the 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 UWT 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 an undergraduate is allowed a hardship withdrawal from a course after the 14th calendar day of the quarter (see Hardship Withdrawal Policy on page 35). It is not computed in GPA calculations.

**N:** Indicates that the student is making satisfactory progress and a final grade will be given at the end of the quarter the work is completed. Used only for hyphenated courses (courses not completed in one quarter) and courses numbered 600, 601, 700, 750 or 800.

### Grade-Point Average (GPA)

The cumulative GPA is based solely on courses taken in residence at all campuses of the University of Washington; this includes some, but not all, courses taken through UW Extension. The UW transcript reflects grades for UW Extension coursework that is not residence credit, as well as the 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:

Course	Credits	Grade	Grade Points
TIAS 498	3	x 0.0	= 0.0
TSMIN 300	5	x 2.9	= 14.5
TCSIUS 445	5	x 3.2	= <u>16.0</u>
			30.5

Total credits earned toward graduation: 10

Total graded credits attempted: 13

Grade-point average =  $30.5 \div 13 = 2.35$

The total graded credits attempted, not the credits earned toward graduation, are used in computing the GPA.

#### Example 2:

Course	Credits	Grade	Grade Points
TBUS 300	5	x 2.3	= 11.5
TBUS 310	5	x 2.9	= 14.5
TBUS 320	5	x I	= <u>0.0</u>
			26.0

Total credits earned toward graduation: 10

Total graded credits attempted: 15

Grade-point average =  $26.0 \div 10 = 2.60$

The student attempted 15 credits, but only 10 are graded, because 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 veteran's coordinator in the Office of Enrollment Services and Student Affairs 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. It is the student's responsibility to drop the course through STAR or MyUW. Students who are registered for a course section but do not attend will be assigned a failing grade by the instructor. Students may not attend a course in which they have not been officially registered after the first two weeks of the quarter.

An instructor may allow a student to attend his or her class only if the student's name appears on the official class list from the Office of the Registrar. Other faculty



members may attend informally with the approval of the instructor.

## **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, but in no case after a lapse of two years. Grades used to meet graduation requirements cannot be changed after the degree has been granted. Time spent in military service is not counted as part of the two-year limitation. 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. If the student is not satisfied with the instructor's explanation, the student may submit a written appeal to the director of the student's academic program with a copy of the appeal also to 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 declines 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 UWT Vice Chancellor 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 a program file.

## **Grade Reports**

The University of Washington does not mail grade reports to students after the quarter is completed. Students who need a hard copy of the grade report may request that one be mailed. The request can be made through STAR at the end of the grade report message. Students may also access their grades online using MyUW.

## **SCHOLARSHIP**

---

### **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.

## **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 UWT Admissions, Academic Standards and Graduation Committee. A student readmitted after being dropped under these rules reenters on academic probation. 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 Enrollment Services and Student Affairs.

### ***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 sophomore, junior and senior classes who have high scholastic records for their freshman, sophomore or junior years, respectively. 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 UWT 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 ten 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.

### **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 UWT.

#### **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 UWT. 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 which 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 Enrollment Services and Student Affairs.

Individual academic and professional programs may have standards and expectations beyond those explained in the Code of Conduct. Please contact your 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 "Knowing the Rules" on the Computing & Information Technologies Web site at [www.washington.edu/computing](http://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 Avenue NE, Seattle, Washington 98195, 206-543-1830 (V/TTY).

### **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 UWT Office of the Registrar. No information will be released on students who have restricted release of directory information, including degrees awarded and dates of attendance. Because no information is released, students who choose to withhold directory information are required to conduct all University business in person and their names will not be listed in the Commencement program. To change authorization and allow release, students must present, in person, a request in writing to the UWT Office of the Registrar substantiated by photo identification.

Complete details regarding FERPA and students' rights concerning educational records are listed in the quarterly Registration Guide published by the UWT 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 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, University staff may contact their human resources representative about sexual harassment concerns.

### **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.

#### **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 500 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. 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 your 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 UWT Office of Student Affairs 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 must reapply for admission by completing a Returning Student Application form, available from the program office.

### **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 obtain from the UWT program office an application for re-admission to the Graduate School and then file the application by the published closing dates. If the student is re-admitted, registration will occur during the usual registration period. 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.

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.



# Undergraduate and Post-Baccalaureate

## UNDERGRADUATE ADMISSION REQUIREMENTS

The University of Washington, Tacoma offers upper-division courses. Students eligible for admission will have completed their first two years of college prior to the quarter for which they are seeking admission. Because each academic program at UWT has different admission requirements, please be certain to check the individual program listing for details regarding specific admission requirements and program prerequisites.

For general admission information and to request an application packet please call 1-800-736-7750 or visit our Web site at [www.tacoma.washington.edu](http://www.tacoma.washington.edu).

### Application Process

1. Carefully complete the undergraduate application, sign and date it. Mail the application along with a check or money order (U.S. dollars only) payable to the University of Washington in the amount of \$35 to:

University of Washington  
P.O. Box 3981  
Seattle, WA 98124-3981

*Do not send cash.* The application fee is nonrefundable and must be submitted each time you apply.

2. Send two official transcripts from each college attended and a high school transcript if you studied a foreign language or intermediate algebra in high school to:

University of Washington, Tacoma  
Attn: Transcripts  
Campus Box 358400  
1900 Commerce Street  
Tacoma, WA 98402-3100

3. Submit any additional application materials (such as goal statements and letters of recommendation) that are specifically required by the program to which you are applying. Send these materials to the appropriate academic program office or to the Office of Enrollment Services and Student Affairs, as specified in the particular program's application procedures. (For details check the individual program sections of this catalog.)

Once transcripts and 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. UWT does not issue or certify copies of transcripts from other institutions.

### Destination UWT

## OVERVIEW

### Academic Programs

- 37 **Business Administration**
- 51 **Computing and Software Systems**
- 59 **Environmental Science (IAS)**
- 65 **Interdisciplinary Arts and Sciences**
- 99 **Nursing (BSN)**
- 107 **Teacher Certification (K-8)**
- 111 **Urban Studies**

CONTINUED ►

The University of Washington, Tacoma offers a special admissions program to undergraduate students called Destination UWT. Destination UWT provides assistance on your educational journey. Membership in this program provides the following benefits:

- Members receive special consideration for scholarships at UW Tacoma. Advisers can also help maximize available financial aid benefits.
- Qualified applicants can secure early acceptance to UWT programs in advance of the standard admission date. Requirements are different for each program.
- Participants receive invitations to special events and lectures at UWT while enrolled at community college.
- Advisers at the community college and UWT will meet with students regularly and help navigate the most direct path to the student's goals.
- Participants receive a discount on purchases at the University Book Store. (*Discount does not apply to textbooks, computers or software.*)

For more information about admittance through the Destination UWT program, call 253-692-4400.

### 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

### Priority Dates for Applications

Early application is strongly advised. In order to be assured consideration, the completed application, along with any other required documents, should be submitted by the priority date listed. Although not all UWT programs admit students into their majors every quarter, alternative admission categories may be available for eligible students. Please contact the individual program offices for details.

All programs except Teacher Certification, space allowing, will continue to accept applications after the priority deadlines. Admission will be offered to qualified students as long as there is space available in the program. Please contact the individual program offices for details.

### 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 above.) Admissions 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 destroyed unless the applicant has notified the University of Washington, Tacoma of a continued interest in attending UWT.

### Admission Categories

Staff in the Office of Enrollment Services and Student Affairs 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 admitted to a specific academic program as matriculated students.

### Post-baccalaureate Students

Post-baccalaureate is a matriculated status at the University of Washington, Tacoma. Post-baccalaureate students are those who have completed one or more bachelor's degrees and are either enrolled in the Teacher Certification

program or working toward another bachelor's degree. 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 in that status, a grade is earned and full credit is awarded and recorded on a UW transcript. The

## PRIORITY APPLICATION DATES FOR UNDERGRADUATES

	Autumn 2001	Winter 2002	Spring 2002	Summer 2002
Business Administration	April 15	*	*	*
Computing & Software Systems	June 15	Oct. 15	Feb. 1	May 1
Environmental Science	Sept. 15	Dec. 15	March 15	—
Interdisciplinary Arts & Sciences	Sept. 15	Dec. 15	March 15	—
Nursing	*	*	*	Jan. 15
Teacher Certification	—	—	—	March 8
Urban Studies	June 15	Nov. 15	Feb. 15	May 15

*For priority application deadlines beyond the 2001-02 academic year, contact the specific academic program. Deadlines may change for subsequent years, and programs that admit more than once a year may not continue to do so in subsequent years.*

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

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 and Student Affairs for the petition and its guidelines.

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; the last 45 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 end of the first week of the quarter. Change-of-status applications received after the first week will be processed the following quarter.

**Returning Former Students**

A returning former UWT 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 \$35 application fee by the application priority 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 UWT courses in a quarter other than the quarter in which their desired program regularly admits (e.g. Business or Nursing) may request approval from that program to enroll as a pre-major student on a space-available basis. “Pre-major” is a matriculated status.

**International Students**

Admission of international students on F1 visas to UWT is limited and available for Autumn Quarter only. International students must adhere to the application deadlines specified above. 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 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 the International Students Admissions Information packet from the Office of Enrollment Services and Student Affairs.

**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 is conditioned by the extent to which space is available. 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.

**Appeal of Admission Decisions**

An applicant who wishes to appeal the original admission decision and be considered under special admission

**GENERAL UNIVERSITY REQUIREMENTS**

Foreign Language.....	10 credits
<i>Two years of one language in high school or 10 credits at the college level</i>	
Visual, Literary and Performing Arts (Humanities).....	15 credits
Individuals and Societies (Social Science).....	15 credits
The Natural World (Natural Science).....	15 credits
Mathematics.....	5 credits
<i>Three years of high school math through intermediate (second-year) algebra or a course in intermediate algebra in college</i>	
Quantitative/Symbolic Reasoning.....	5 credits
<i>Courses dealing with quantitative/symbolic reasoning above the level of intermediate algebra, i.e. logic, statistics, pre-calculus, Math 107, micro- and macro-economics</i>	
English Composition (minimum) .....	5 credits
<i>Additional 10 credits in writing-intensive coursework are required</i>	
Electives.....	varies
<b>TOTAL (minimum) .....</b>	<b>90 credits</b>

procedures may do so by contacting the Office of Enrollment Services and Student Affairs.

**General University Requirements**

Undergraduate academic programs at UWT are designed to lead to completion of baccalaureate studies. Entering students are expected to have completed their first two years (90 quarter credits) of college study before entry. The University of Washington, Tacoma requires a minimum transfer GPA of 2.0 for admission, **however, many academic programs have higher minimum requirements.** UWT has certain other general requirements (called General University Requirements, or GURs) that are incorporated into the specific admission requirements for undergraduate programs (see table on page 33).

Ninety transferable credits may be accumulated from a variety of accredited colleges or universities and possibly satisfy admission requirements. Because each UWT program has a specific set of prerequisites, it is best to meet with an admissions adviser early to plan a course of study.

## Undergraduate Transfer Credit

To students pursuing a first bachelor's degree, UWT 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 on page 34) appropriate to the student's degree program. For courses taken at a Washington state community college, UWT follows the list of transferable courses published in the UW Transfer Guide.

### Notable Restrictions on Transfer Credit

#### *Community College Credit*

A maximum of 90 credits from community college coursework may be applied toward the credits required for the bachelor's degree. All of the credits transferred from two-year colleges may be used toward graduation requirements, with the proviso that a student must accumulate at least 90 upper-division credits at UWT (in the case of Nursing, some of these credits may be met through the Regents Exam; see program section) or at another baccalaureate institution (see senior residency requirement, under Requirements for the Baccalaureate Degree). All transferable courses earned outside UWT are available to be applied toward specific degree requirements, but 90 additional upper-division credits must be earned.

#### *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, such credits may not be applied toward the 45 credits required for 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 three (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 DAN TES may not exceed 30 credits 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 three (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.

### 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 and Student Affairs has the authority to make decisions approving transfer credit to the University and application of transfer credits to fulfill general education and proficiency 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 (60) 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 UWT GPA for UWT courses that have been repeated.)
- All transferable academic credit from two-year colleges is included in the calculation, even if it exceeds 90 credits.

The following are **not** included in the transfer GPA:

- Courses considered by UWT 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"
- PE activity credits in excess of three quarter credits

### Completion of Admissions Deficiencies and Requirements

#### General University and Quantitative/Symbolic Reasoning (QSR) Courses

Coursework to fulfill the general university and quantitative/symbolic reasoning requirements 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 UWT. Some students enroll concurrently at UWT 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.

#### English Composition

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 10 additional credits

of writing-intensive coursework prior to entering UWT. In some cases, completion of an advanced writing course at UWT may be used to fulfill the English composition requirement.

### ***Foreign Language***

The UW Tacoma admission policy specifies that 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.

## **GRADUATION REQUIREMENTS FOR THE BACCALAUREATE DEGREE**

---

### **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’s absolute deadline for filing an application is Friday of the third week of the quarter in which the student intends to graduate. **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.

### **Requirements for 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 particular

programs at UWT are explained in the sections devoted to the academic programs.

### **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 Residence Requirement**

To be recommended for a first or subsequent baccalaureate degree, a student must complete the final 45 credits as a matriculated student in residence at UWT. To seek an exception to this requirement, students should contact their program adviser, who will submit the request to the UWT 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**

In general, a student graduates under the requirements of the current catalog. However, a student may fulfill graduation requirements of the catalog in effect at the time he or she entered the school or college from which he or she is to graduate, provided that (1) not more than ten years have elapsed since the student’s entry, and (2) the school, college or campus and program agree that the student may graduate under the earlier requirements.

If the student graduates more than 10 years after enrolling in the school, college, or campus, the current catalog must be used for graduation purposes. Exceptions to this rule cannot be made without official University and Tacoma campus approval.

### **Waiver of Graduation Requirements**

A request for waiver of Tacoma campus or University graduation requirements must be sought through petition to the UWT Admissions, 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.

## **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 the current June and August).

### ***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 student.

# Business Administration



*The mission of Business Administration is to offer high-quality undergraduate and graduate education for citizens of the state of Washington, especially in the South Puget Sound region. We seek to integrate innovative teaching, relevant scholarship and proactive service into our business and academic communities. While our primary emphasis is on providing education, we also are committed to advancing and disseminating business knowledge and theory and to cultivating collaborative relationships with the community.*

The Business Administration program is designed to prepare students for entry into professional positions in business and government. It is accredited by AACSB - The International Association for Management Education in association with the University of Washington School of Business Administration. The curriculum, which leads to a Bachelor of Arts in Business Administration, emphasizes critical competencies needed to prepare 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 concentration, 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.

## OVERVIEW

### Concentrations

**Accounting**  
**Financial Services**  
**General Business**  
**Information Systems**  
**International Business**  
**Management**  
**Marketing**  
**Organizational Leadership**

### Phone

253-692-5630

### Fax

253-692-4523

### Program office

DOU 401

### Campus mailbox

358420

### Web site

[www.tacoma.washington.edu/business](http://www.tacoma.washington.edu/business)

### Director

**Patricia M. Fandt, Ph.D.**

### Administrator, Adviser

**Sandra Carson**

### Advisers

**Melody James**

**Fiona Johnson**

## 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

Business Administration at the University of Washington, Tacoma is accredited by AACSB - The International Association for Management Education in association with the University of Washington Seattle and Bothell campuses.

## ADMISSION REQUIREMENTS

### Educational Qualifications<sup>1</sup>

- A cumulative GPA (grade-point average) of at least a 2.5 in all college coursework
- A cumulative GPA of at least a 2.5 in all accounting, business, math and economics coursework
- Prerequisites (see chart below)  
Business prerequisites may not be taken C/NC. The minimum acceptable grade in a business prerequisite is 1.7.

### Cover Letter

A brief cover letter requesting admission to Business Administration and clearly stating the applicant's name, address, phone number, e-mail address, desired quarter of admission, intended concentration, full- or part-time status, and preference for day or evening classes is required.

### Personal Statement

A written personal statement is required from all applicants and is used by the Business Administration Admissions Committee to assess candidates. Applicants should carefully consider the admission criteria and suggestions outlined in the *Program Overview* and *Application Packet* when writing their statement, or call the Business Administration office for additional information.

## Professional Recommendations

A minimum of one professional recommendation is required from all applicants. Please refer to the recommendation forms in the *Application Packet*.

## Assessment

All applicants to UW Tacoma Business Administration are required to complete the *Undergraduate Business Admission Test-Tacoma (UBAT-T)*. There are two parts to the test: a Written Communication Skills test and a Computer Applications Competency test. These two tests provide the Admissions Committee with quantitative measures in addition to grade point averages (GPAs) upon which to base admissions decisions. The assessment is completed only once and scores from UWS or UWB can be transferred to Tacoma. **The Excel portion of the assessment must be completed at UW Tacoma.**

## Computer Skills

Competency in spreadsheet (Excel) and word processing in a Windows environment is expected and required in most UWT Business courses. Students must demonstrate competency in Excel during the UBAT-T. Basic competency is required for admission.

## BUSINESS ADMINISTRATION PREREQUISITES

<b>Visual, Literary and Performing Arts (Humanities)</b>	10 credits College-level foreign language credits may apply to this requirement.
<b>Foreign Language</b>	Two years in high school or 10 credits of one language at the college level
<b>Individuals and Societies (Social Science)</b>	20 credits Must include <b>Micro</b> and <b>Macro Economics</b> and one course in either Psychology, Sociology or Anthropology.
<b>The Natural World (Natural Science)</b>	15 credits Must include <b>pre-calculus</b> and <b>calculus</b> .
<b>Accounting</b>	9-15 credits Must include <b>Introduction to Financial Accounting</b> , <b>Financial Accounting</b> and <b>Managerial Accounting</b> . (Accounting majors are required to have earned at least a B or 3.0 grade in each of the accounting prerequisite courses for admission to the concentration.)
<b>Statistics</b>	5 credits
<b>Law</b>	5 credits
<b>English Composition</b>	10 credits
<b>Electives</b>	varies
<b>TOTAL</b>	<b>90 credits</b>

<sup>1</sup>Prerequisites for admission to the International Business and Information Systems concentrations differ from the above list. Contact the Business Administration office for specific prerequisite requirements.

## ADMISSION

Business Administration admits students Autumn Quarter only.

### Selection Criteria

Admission to Business Administration is competitive, and candidates are evaluated on the following criteria:

- Cover letter, personal statement, and recommendations
- Completion of all prerequisite courses
- Previous academic performance (GPA)
- Results of the UBAT-T
- Competency in spreadsheet (Excel) applications
- Likelihood of success in the degree program
- Likelihood that the candidate will make the commitment necessary to complete the degree
- Demonstration of the relationship between academic opportunities and the candidate's professional career goals

Admission decisions are made by the Business Administration Admissions Committee.

## 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.
- Satisfy all of the prerequisite requirements for entrance into Business Administration.
- Satisfy all of the general University requirements for graduation.
- Complete all of the required and elective courses in the Business major.

### Accounting

25 credits of core courses to include TACCT 330 Accounting Information Systems

28 credits from the Accounting concentration including:

TACCT 301	Intermediate Accounting I
TACCT 302	Intermediate Accounting II
TACCT 303	Intermediate Accounting III
TACCT 411	Auditing Standards and Principles
TACCT 451	Individual Income Taxation

10 credits of capstone courses

10 credits of Business electives\*

17 credits of general electives

### Financial Services

25 credits of core courses

30 credits from the Financial Services concentration including:

TBGEN 425	Finance and Investment
TBGEN 426	Financial Markets
TACCT 421	Tax Effects of Business Decisions
TBGEN 412	Ethical Issues in Business –or– TBGEN 418 Legal Issues for Business
TBGEN 429	Financial Services Seminar
TBGEN 430	Financial Services Seminar

10 credits of capstone courses

10 credits of Business electives\*

15 credits of general electives

### Information Systems

25 credits of core courses

30 credits from the Information Systems concentration including:

TIS 324	Systems Analysis
TIS 325	Systems Design and Database
TIS 435	Telecommunications
TIS 441	Decision Support and Expert Systems
TIS 450	eCommerce
TIS 465	Strategic Management of Information Technology

10 credits of capstone courses

10 credits of Business electives\*

15 credits of general electives

### Management

25 credits of core courses

30 credits selected from the Management concentration

10 credits of capstone courses

10 credits of Business electives\*

15 credits of general electives

### Marketing

25 credits of core courses

30 credits selected from the Marketing concentration including:

TMKTG 450	Consumer Marketing
TMKTG 460	Research Methods

10 credits of capstone courses

10 credits of Business electives\*

15 credits of general electives

### Organizational Leadership

\*Business electives – any course selected from the Business Administration curriculum (provided all listed prerequisites for the course are met). TBGEN 311 and TBUS 301 may not be used as electives.

25 credits of core courses

30 credits selected from the Organizational Leadership concentration including:

- TMGMT 452 Dynamics of Leadership
- TMGMT 455 Managing and Motivating Work Teams
- TMGMT 471 Titans, Technology and Transitions
- TBGEN 412 Ethical Issues in Business
- TMGMT 475 Creating, Leading and Implementing Change
- TMGMT 466 Leadership in Action Practicum

10 credits of capstone courses

10 credits of Business electives\*

15 credits of general electives

#### **General Business concentration**

25 credits of core courses

30 credits, 15 credits from two concentrations – or– 10 credits from three concentrations

10 credits of capstone courses

10 credits of Business electives\*

15 credits of general electives

#### **International Business concentration**

25 credits of core courses

20 credits from the IB concentration including:

- TBGEN 480 International Business
- TMGMT 480 International Management
- TMKTG 480 International Marketing

10 credits of capstone courses

10 credits of Business electives\*

25 credits of general electives

- Complete 180 quarter credits, 90 of which must be upper-division (300–400 level) coursework.
- Complete five of the seven required Business core and capstone courses, to include TBUS 300, TBUS 400, and TBUS 470, in residence at UWT.
- Complete five of the six concentration courses *in residence* at the University of Washington, Tacoma.
- Maintain a minimum cumulative 2.0 grade-point average in all classes.
- Complete the final 45 credits *in residence* at the University of Washington, Tacoma.
- Apply for graduation with a Business Administration adviser by the application deadline posted by Business for the expected date of graduation.

#### **PROGRAM STANDARDS**

---

The following standards apply to all students in Business Administration. 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 UWT 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 the course.
- Courses in the Business core and concentration may not be taken by correspondence (distance learning).
- Courses in the Business core and concentration 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 UWT. Credit will not be awarded twice for the same course. There is no time limit on prerequisite coursework.
- Upper-division courses used for transfer credit are held to the 1.7 (C-) grade standard required for all courses by Business Administration.
- All full-time students must complete the required five core courses during their first year at UW Tacoma. Part-time students are required to complete the Business core before beginning more advanced concentration courses. To develop a Degree Plan, students are required to meet with a Business Administration adviser during their first quarter at UWT.
- Students must complete two writing courses prior to graduation from Business Administration. Please consult a Business adviser when enrolling in courses to satisfy this requirement.

Students changing to a Business major 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 major who is dismissed from the University for low scholarship is removed from the Business Administration major. A letter of dismissal is sent to the student.

Students removed from Business Administration must re-apply for admission. The Business Administration Admissions Committee evaluates the student's file, statement requesting re-admission and any extenuating circumstances, and then recommends action.

#### **CONCENTRATIONS**

---

There are eight concentrations in the Business



Administration Program: Accounting, Financial Services, General Business, Information Systems, International Business, Management, Marketing, and Organizational Leadership.

### **Accounting**

The Accounting concentration is designed to complement the broader-based Business 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. UWT Business Administration 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.

### **Financial Services**

The financial services sector, which includes financial planning, investment, brokerage, banking, insurance, real estate and related industries, is a high-growth industry in the Pacific Northwest. Students in the Financial Services concentration acquire a solid background in financial planning principles and practices. In addition, they 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 environment.

The Financial Services concentration is a practical, hands-on preparation for a career in the financial services sector including financial planning, investment, brokerage, banking, insurance, real estate and related industries. Emphasis is placed on preparing students to manage finances in an efficient, profitable manner to accomplish financial goals.

### **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 concentration 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, financial services, information systems, international business and organizational leadership. Students completing the General Business concentration 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 concentration, as it allows them to customize the curriculum while exposing them to all critical aspects of business.

### **Information Systems**

The Information Systems concentration is designed to prepare students for careers in which understanding information technology and the effects of that technology upon the organization are required. Significant improvements in information technology are occurring at an ever-increasing pace. The speed, size, cost and capabilities of computers, telecommunications and office automation applications provide a wealth of highly attractive opportunities for using this technology to solve business problems, acquire a competitive advantage, improve internal operating efficiencies, enhance customer service and establish external links with other organizations. Students concentrating their studies in IS are prepared for careers as systems analysts or information resource managers. Systems analysts study business, scientific or engineering data-processing problems and design new solutions using information technology. Information resource managers work with database-management systems, coordinating changes to, testing and implementation of computer databases.

### **International Business**

The International Business concentration provides a focused course of study from the perspective of the global environment. Courses in the concentration 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. The concentration 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.

### **Management**

The Management concentration 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 concentration emphasize how the tools and theories of management can help accomplish organizational goals. In addition, this concentration also fosters the development of skills that can be used to affect individual and organizational efficiency and effectiveness through the study of leadership, team and individual behavior, and human resources. The concentration 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 concentration 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 concentration examine consumer behavior, channels of distribution, marketing research, pricing, advertising, product development, promotion, industrial marketing and sales administration. The concentration 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.

### **Organizational Leadership**

The Organizational Leadership concentration provides a focused study of leadership along with the development of technical, interpersonal and conceptual skills. It is designed with a keen appreciation of the leader's critical and evolving role in the change process and dynamic environment of the 21st century organization. Courses in the concentration prepare students to develop an ability to inspire and articulate a clear vision; to develop well-defined strategies to attain organizational goals, visions and missions; to develop a keen awareness of themselves as leaders; and to become innovative, productive members of the workforce and community.

## **CURRICULUM**

---

The Business Administration curriculum consists of:

- 25 credits of required core courses
- 30 credits within the Financial Services, Management, Marketing, Information Systems, General Business or Organizational Leadership concentrations, 28 credits in the Accounting concentration, or 20 credits in the International Business concentration
- 10 credits of capstone courses
- 10 credits of Business electives
- 15-25 credits of general electives

Students are required to complete most of the Business Core before progressing to more advanced concentration courses. The five core courses must be completed during the student's first year at UW Tacoma.

TBUS 300 Managing in Organizations and TBUS 320 Introduction to Marketing Management are the prerequisite courses for the major and all concentration courses. These must be taken during the student's first quarter in Business Administration.

TBUS 400 Business Competencies Practicum and TBUS 470 Business Policy & Strategic Management are advanced and capstone courses and may be taken only at the end of a student's course of study.

### **General Electives**

Fifteen to 25 credits of general electives are required to complete the Business major. When selecting an elective, 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 or liberal arts. General electives may be filled by upper-division transfer credits from other institutions that grant baccalaureate degrees.

## **COURSE DESCRIPTIONS**

---

For the most current course information, please consult the Business Administration Web site at [www.tacoma.washington.edu/business](http://www.tacoma.washington.edu/business).

## Core Courses

### **TBUS 300 Managing in Organizations (5)**

A broad introduction to management and the challenges managers face. Offers a theoretical foundation for critical thinking about managerial practices and provides students with opportunities to apply theories to organizational situations. Emphasizes teamwork, communication, strategic thinking, integrated business knowledge and professionalism. *Prerequisite for most Business courses.*

### **TBUS 310 Effective Managerial Communications (5)**

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 workplace. Emphasizes communication and professionalism.

### **TBUS 320 Introduction to Marketing Management (5)**

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. *Prerequisite for most Business courses.*

### **TBUS 330 Introduction to Information Technology (5)**

Introduces students to techniques that managers use to locate, organize 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. Students will be challenged to develop management solutions to small-business information system problems. Begins to develop competencies in communication, teamwork, integrated business knowledge and strategic thinking. *Prerequisite: TBUS 300*

### **TBUS 350 Business Finance (5)**

Focuses on understanding the sources, uses, costs 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.*

## Capstone Courses

### **TBUS 400 Business Competencies Practicum (5)**

Focuses on the demonstration of the student's integration of knowledge and competencies learned in Business Administration. A personal development plan will be created in a portfolio format that identifies the individual's abilities, knowledge and values, and that outlines a plan for further personal and career growth. Emphasizes and integrates all competencies and skills introduced in earlier courses. *Business majors or permission of instructor.*

### **TBUS 470 Business Policy & Strategic Management (5)**

Introduces policy making and the role of strategy in the general management of a business organization. Students will learn the fundamentals of strategy formulation and implementation and how to apply them in complex situations. As the capstone course, it emphasizes and integrates all competencies and skills introduced in earlier courses. *Business majors only. Prerequisites: All business core courses and five of the six required concentration courses*

## Elective Courses

### **TBUS 301 Quantitative Analysis for Business (5)**

Quantitative Analysis for Business teaches basic statistical and quantitative skills and terminology in a non-threatening, application-oriented way. It is particularly suitable for a student feeling unsure about his/her preparation for more advanced coursework. *Prerequisite: Pre-calculus*

### **TBUS 467 Internship Preparatory Seminar (1-3)**

Provides a foundation for identifying the resources and viability of preparing an internship application. Includes resume development and exploration of career objectives. *Business majors only. Permission of faculty is required. This course is the prerequisite for TBUS 468.*

### **TBUS 468 Internship (1-5)**

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. Prerequisite: TBUS 467*

### **TBUS 469 Undergraduate Research (1-5)**

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 Concentration

**TACCT 301 Intermediate Accounting I (5)**

Concepts and principles of financial accounting. Analysis of controversies and problems related to the measurement of enterprise income and asset and liability valuation. *Prerequisites: Completion of Business Administration accounting prerequisites*

**TACCT 302 Intermediate Accounting II (5)**

Continuation of 301. *Prerequisite: TACCT 301*

**TACCT 303 Intermediate Accounting III (5)**

Continuation of 302. There is additional emphasis on special topics in income determination. *Prerequisite: TACCT 302*

**TACCT 311 Cost Accounting (3)**

Introduction to the theory of cost accounting; product costing methods; allocating indirect costs; cost planning; cost control; decision making with cost data. *Prerequisite: TACCT 302*

**TACCT 330 Introduction to Accounting Information Systems (5)**

Concepts of accounting information systems in organizations. Processes of analyzing and designing accounting information systems, with emphasis on those using computer facilities. Internal controls and auditing considerations. *Prerequisite: TACCT 302*

**TACCT 404 Advanced Financial Accounting (3)**

Study of business combinations, consolidated financial statements, partnerships and analysis of financial reporting requirements for corporations. Emphasizes strategic thinking and integrated business knowledge. *Prerequisite: TACCT 303*

**TACCT 411 Auditing Standards and Principles (5)**

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. *Prerequisite: TACCT 303*

**TACCT 421 Tax Effects of Business Decisions (3)**

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 451 Individual Income Taxation (5)**

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. *Prerequisite: TACCT 303*

**TACCT 468 Cooperative Field Experience (1-5)**

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 employer contract with faculty permission is required. Prerequisite: TACCT 302*

**TACCT 490 Special Topics in Accounting (3)**

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.

**General Business Courses****TBGEN 311 Writer's Workshop: Skills for Success (3)**

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 312 Captivate Your Audience: Presentation Skills for Success (3-5)**

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.

**TBGEN 314 Interpersonal Skills (5)**

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.

**TBGEN 316 Persuasive Communication (5)**

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.

**TBGEN 412 Ethical Issues in Business (5)**

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. *Prerequisites: TBUS 300 and TBUS 320 or permission of instructor.*

**TBGEN 418 Legal Issues for Business (3-5)**

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.

**TBGEN 425 Finance & Investment (5)**

Introduces students to all facets of finance and investment including personal financial planning, budgeting and investment. Emphasis is placed on preparing students to develop strategies and manage finances and investments in an efficient, profitable manner to accomplish financial goals. Emphasizes strategic thinking and integrated business knowledge. *Business majors only or permission of instructor. Prerequisites: TBUS 300, TBUS 320 and TBUS 350*

**TBGEN 426 Financial Markets (5)**

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. *Prerequisite: TBGEN 425*

**TBGEN 431 Managerial Reality (5)**

Takes a realistic look at managers' lives. Captures the challenges and absurdities faced by managers while coordinating human effort in organizations. Portrays the richness, complexity and excitement of management as individuals strive to balance organizational and personal agendas. *Business majors or permission of instructor. Prerequisites: TBUS 300 and TBUS 310*

**TBGEN 433 Managing Organizational Diversity (5)**

Focuses on key trends facing organizational leaders including global competition, changing workforce demographics, new partnerships with stakeholders, more flexible organizations and the shift toward service and information-based jobs. Diversity is explored both as a management issue and as a tool for enhancing organizational effectiveness and competitive advantage. Emphasizes communication and strategic thinking. *Prerequisite: TBUS 300*

**TBGEN 465 Research in Contemporary Organizational Issues (5)**

Introduces students to academic research and provides an opportunity for intensive study of an organizational issue. Emphasis is placed on understanding the research process and applying these concepts in a research paper. Students may choose a topic from any organizational field. Emphasizes communication, strategic thinking and integrated business knowledge.

**TBGEN 474 Small Business Development (5)**

Explores the challenges of starting and managing a small business. Students gain hands-on experience by developing a business plan that considers such issues as strategy, finance and operations. Emphasizes strategic thinking, integrated business knowledge and communication. *Business majors or permission of instructor. Prerequisites: TBUS 300, TBUS 320, TBUS 350*

**TBGEN 480 International Business (5)**

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. Prerequisites: TBUS 300, TBUS 320*

**TBGEN 490 Special Topics (1-5)**

Advanced course offerings designed to respond to faculty and student interests and needs. Topics will vary.

**Information Systems concentration**

**TIS 324 Systems Analysis (5)**

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. *Prerequisites: TBUS 300 and TBUS 330*

**TIS 325 Systems Design & Database (5)**

Second course in two-part series on systems development. Focuses on construction and maintenance of organizational information systems. Topics include advanced conceptual modeling, database models, normalization, physical design, security issues, program and process design tools, client/server architecture, systems implementation, maintenance issues, design strategies. *Prerequisites: TBUS 300, TBUS 330 and TIS 324*

**TIS 435 Telecommunications (5)**

Provides students with the language and concepts of telecommunication technology and industry needed to be competitive as knowledge workers, managers and leaders in a business environment. Focuses on developing a foundation of technical knowledge and its application to solving business problems and managing telecommunications as a resource. *Prerequisite: TBUS 330*

**TIS 441 Decision Support & Expert Systems (5)**

Provides a general overview of Decision Support and

Expert System technologies, trends, and user experiences and creations of small models of these systems. *Prerequisite: TBUS 330*

#### **TIS 450 eCommerce (5)**

Examines how internet technologies transform the conduct of business both within and between organizations. Introduces the technical architecture and business principles that underlie the eCommerce phenomenon. Explores the implications of the evolving technologies for managerial decision making, organizational strategies, industry structures and public policy. *Prerequisites: TBUS 300, TBUS 320*

#### **TIS 465 Strategic Management of Information Technology (5)**

Explores relationships between Information Technology (IT), business strategy and productivity (at individual, group and organizational levels). Provides a managerial-level understanding of how IT can create value in organizations. Examines how IT influences, and is influenced by, organizational strategies and structures. *Prerequisites: Four TIS courses, including TIS 324 and TIS 325*

### **Management Concentration**

#### **TMGMT 348 Leading the Nonprofit Organization in the 21st Century (5)**

Examines all aspects of management of the nonprofit including board development and governance, strategic planning, lobbying, marketing, government contracting, volunteer resources, fund raising, outcome measures, fund raising and grant writing, and accounting.

#### **TMGMT 430 Managing the Work Force (5)**

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. Prerequisites: TBUS 300, TBUS 320*

#### **TMGMT 432 Strategic Human Resource Management (5)**

Introduces the strategic role human resource management plays in creating competitive advantages for firms. Students evaluate human resource management policies and practices in the context of the firm's business activities and corporate strategy, new organizational structures and employment relationships, technological innovations, and an increasingly competitive global marketplace. *Prerequisites: TBUS 300, TBUS 320*

#### **TMGMT 440 Production & Operations Management (5)**

Provides an understanding of how a firm transforms resources into products and services. Production and

Operations Management focuses on the decisions that must be made concerning the transformation process and the importance of choosing decision alternatives that support a firm's overall business strategy. Mathematical and computer models are used to explore the operation of both service and manufacturing processes. Emphasizes strategic thinking. *Business majors or permission of instructor. Prerequisites: TBUS 300, TBUS 320*

#### **TMGMT 445 Service Management (5)**

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 strategic thinking. *Business majors or permission of instructor. Prerequisites: TBUS 300, TBUS 320*

#### **TMGMT 452 Dynamics of Leadership (5)**

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. Prerequisites: TBUS 300, TBUS 320*

#### **TMGMT 455 Managing and Motivating Work Teams (5)**

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. Prerequisites: TBUS 300, TBUS 320*

#### **TMGMT 456 Power & Politics in Organizations (5)**

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. Prerequisites: TBUS 300, TBUS 320*

#### **TMGMT 457 Negotiation and Conflict Management (5)**

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.

#### **TMGMT 460 Research Methods (5)**

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. Prerequisites: TBUS 300, TBUS 320*

#### **TMGMT 466 Leadership in Action Practicum (2)**

Designed for Organizational Leadership concentration students completing their studies. Extends, integrates and evaluates professional leadership development and Business Administration learning competencies. Assesses specific leadership competencies and integrates current leadership research. Provides understanding of exemplary leadership, future applications and career direction. *Prerequisites: All Organizational Leadership concentration courses*

#### **TMGMT 471 Titans, Technology and Transitions (5)**

Focuses on how leaders implement change within organizations challenged by the rapid pace of technological innovations. The goals are to explore how effective leaders act as catalysts for change, enhancing individual and team performance and discovering opportunities for technological synergies throughout the organization. Emphasizes teamwork, communication and strategic thinking. *Business majors or permission of instructor. Prerequisites: TBUS 300, TBUS 310*

#### **TMGMT 475 Creating, Leading, and Implementing Change (3)**

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. Prerequisites: TBUS 300, TBUS 310*

#### **TMGMT 480 International Management (5)**

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. *Prerequisites: TBUS 320, TBGEN 480*

#### **TMGMT 490 Special Topics (5)**

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. Prerequisites: TBUS 300, TBUS 320*

## **Marketing Concentration**

#### **TMKTG 348 Nonprofit Marketing (5)**

Examines the unique marketing mix, competitive posture and positioning for effectively marketing the nonprofit organization. Applies key business competencies of teamwork, communication, strategic thinking and integrated business knowledge to develop a marketing plan for a nonprofit firm. *Prerequisites: TBUS 300, TBUS 320*

#### **TMKTG 355 Professional Sales (5)**

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. *Prerequisite: TBUS 320*

#### **TMKTG 425 Advertising (5)**

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. Prerequisites: TBUS 300, TBUS 320*

#### **TMKTG 430 New Product and Innovation Management: Creativity, Entrepreneurship and Beyond (5)**

Focuses on planning, developing and launching new products and innovations. Emphasis is placed on organizational creativity and entrepreneurship that spur new-product innovation, development and management. Students learn perspectives of new-product management—product design, packaging, branding and services. Emphasizes communication and strategic thinking. *Prerequisites: TBUS 300, TBUS 320*

#### **TMKTG 440 Business Marketing (5)**

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. Prerequisites: TBUS 300, TBUS 320*

#### **TMKTG 445 Service Marketing (5)**

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. *Prerequisite: TBUS 320*

### **TMKTG 450 Consumer Marketing (5)**

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. Prerequisites: TBUS 300, TBUS 320*

### **TMKTG 460 Research Methods (5)**

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. Prerequisites: TBUS 300, TBUS 320*

### **TMKTG 471 eCommerce (5)**

Examines how internet technologies transform the conduct of business both within and between organizations. Introduces the technical architecture and business principles that underlie the eCommerce phenomenon. Explores the implications of the evolving technologies for managerial decision making, organizational strategies, industry structures and public policy. *Prerequisites: TBUS 300, TBUS 320*

### **TMKTG 475 Marketing Strategy (5)**

Provides a comprehensive framework for the development of competitive marketing strategies that achieve organizational 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. *Prerequisite: TBUS 320*

### **TMKTG 480 International Marketing (5)**

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. *Prerequisites: TBUS 300, TBUS 320 and TBGEN 480 or instructor's permission.*

### **TMKTG 490 Special Topics (5)**

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. Prerequisites: TBUS 300, TBUS 320*

---

## **FACULTY**

### **Richard O. Abderhalden**

Senior Lecturer, Business Administration; Business Strategy and Marketing; Ph.D., University of North Carolina at Chapel Hill, 1994.

### **Zoe M. Barsness**

Assistant Professor, Business Administration; Management; Ph.D., Northwestern University, 1996.

### **Vanessa Chio**

Assistant Professor, Business Administration; Management; Ph.D., University of Massachusetts, 1999.

### **Patricia M. Fandt**

Director and Professor, Business Administration; Management, Organizational Behavior, Organizational Leadership; Ph.D., Texas A&M University, 1986.

### **Mark K. Fiegner**

Assistant Professor, Business Administration; Strategic Management, Management, Information Technology; Ph.D., University of Pennsylvania, 1990.

### **Subin Im**

Assistant Professor, Business Administration; Marketing; Ph.D., University of North Carolina at Chapel Hill, 1999.

### **Janet L. Mobus**

Assistant Professor, Business Administration; Accounting; CPA; Ph.D., University of North Texas, 1997.

### **Stern Neill**

Assistant Professor, Business Administration; Marketing; Ph.D., Louisiana State University, 2000.

### **G. Kent Nelson**

Senior Lecturer, Business Administration; Organizational Management and Strategic Communication, Communications; Ph.D., University of Washington, 1994.

### **Dorothy J. Parker**

Assistant Professor, Business Administration; Accounting; CPA; Ph.D., University of Arkansas, 1992.

### **Jill M. Purdy**

Associate Professor, Business Administration; Organizational Behavior, Organization Theory, Management; Ph.D., Pennsylvania State University, 1994.

### **Richard W. Stackman**

Assistant Professor, Business Administration; Organizational Behavior, Management; Ph.D., University of British Columbia, 1995.

### **Tracy A. Thompson**

Associate Professor, Business Administration; Organizational Behavior, Strategic Management, Management; Ph.D., Northwestern University, 1994.





# Computing and Software Systems



*The program focuses on preparing students to enter the broad field of computer software design, development and maintenance. It develops the theoretical base and culture to promote life-long evolution within the rapidly-changing field, while preparing students to quickly become effective competitors, innovators, and entrepreneurs in the field. The program also provides opportunities for the practicing professional to keep abreast of emerging theory and application. The program actively seeks partnerships with local leading professionals and companies to advance the field through collaborative ventures, forums, research and internships.*

#### MISSION

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

The Computing and Software Systems program is one of the newer programs at the University of Washington, Tacoma. Courses began during the fall of 1999. Over the next several years the full breadth and depth of the program will emerge. Descriptions of the core courses for the program are included in this catalog. Specific details about the concentrations, the Computing and Software Systems electives and further development of the program are available from the program office. The program is being designed to accommodate students with previous degrees and students with work experience in the computing field.

The curriculum, which leads to a 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 life-long learning in the field. It also prepares students for graduate as well as continuing education. Industrial partnerships provide opportunities for a wide spectrum of experiences complementing on-campus research and practical experience.

The curriculum has been built on the following principles:

- Computer software professionals must be capable of effectively employing the appropriate computing language to optimally meet the needs of a specific application. They must be prepared to learn and proficiently use new languages as they become available, as well as to maintain and re-engineer existing applications in their original languages.
- The field of computer software continues

## OVERVIEW

Minors

**Computing and Software Systems**

Phone

253-692-5860

Fax

253-692-4424

Program office

WCG 223

Campus mailbox

358426

Web site

[www.tacoma.washington.edu/css](http://www.tacoma.washington.edu/css)

Director

**Larry Crum, Ph.D.**

Program Administrator

**Ana Alvernaz**

Adviser

**Valerie Robertson**

to evolve rapidly. This can be expected to continue through the career span of today's students. Students must therefore possess the foundations, tools and life-long learning skills to keep current in the field. Mathematical maturity and an understanding of the underlying theories of computing, computers, information and communications provide a critical foundation.

- Important software applications tend to be large and complex. It takes teams to produce them. Software must be error-free, robust, efficient and modifiable. The quality of its user interfaces and the interfaces to other applications is critical to its effectiveness. The adherence to accepted standards and procedures for software development is essential to the development process.
- Software development involves a community of participants. Effective management of the participants and the processes is critical to its success and ultimate value. All participants need to understand the expected principles and norms to be utilized in making the process effective and efficient.
- Practitioners of software design need to be able to join colleagues and competitors immediately in exploiting the latest concepts and technologies. Preparation for professional-level contributions in the field must include an introduction and relevant experience with these emerging concepts and technologies.
- Software professionals must have excellent communication skills. Software development and main-tenance requires that all participants—from concept-ualizers to specification writers, designers, modelers, coders, testers, manual writers, and customer supporters—be precise and clear in communicating ideas, concepts, designs and processes for a software project to succeed and meet its potential.
- Software professionals must take responsibility for their products and applications. They must practice the highest standards of ethics, and must design their software to meet the most stringent social norms and societal expectations. The working lives of users, the value of the products and the future of the industry itself depend upon practitioners being proactive in exercising their best judgment, effort and constraint.

## ADMISSION REQUIREMENTS

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

### Educational Qualifications

- A cumulative GPA (grade-point average) of at least a 2.5 in all college coursework
- A cumulative GPA of at least a 2.75 in all mathematics, physics and computing courses
- Prerequisites (see chart below). Some prerequisites may be completed after admission to the program and while in residence at UWT. Students with previous baccalaureate degrees or extensive work experience may be able to certify knowledge and ability in a prerequisite area. This can be accomplished by petition through the program office.

### Cover Letter

A brief cover letter requesting admission to the Computing and Software Systems Program and clearly stating the applicant's name, address, phone number, e-mail address, the applicant's goals that are intended to be met by the program, the desired quarter of admission, full- or part-time status, and preference of day or evening classes is required. This will be used to help assess the

COMPUTING & SOFTWARE SYSTEMS PREREQUISITES	
<b>Visual, Literary and Performing Arts (Humanities)</b>	15 credits College-level foreign language credits may apply to this requirement. 5 credits of Technical Writing or Advanced Composition are required.
<b>Foreign Language</b>	Two years in high school or 10 credits of one language at the college level
<b>Individuals and Societies (Social Science)</b>	15 credits
<b>The Natural World (Natural Science)</b>	15 credits Must consist of 5 credits of calculus for science majors, ..... 5 credits of statistics (math-based) and 5 credits of physics (calculus-based)
<b>Computing</b>	10 credits Computer literacy (including competency in word processing, spreadsheets and use of the Internet) plus 5 credits of introduction to computer programming and 5 credits of object-oriented computer programming
<b>English Composition</b>	5 credits
<b>Electives</b>	varies
<b>TOTAL</b>	<b>90 credits</b>

admission candidate's qualifications and fit with the program.

### **Recommendation**

A minimum of one professional recommendation is required from all applicants. It is preferred that this be from a previous professor. However, it may come from a professional in the computing field who is familiar with the candidate's computing skills. A form is available from the department to help ensure that all information is provided.

Admission to Computing and Software Systems program is competitive. Candidates are evaluated on the following criteria:

- Completion of all prerequisite courses;
- Previous academic performance;
- Goal statement and recommendations;
- Likelihood of success in the degree program.

### **GRADUATION REQUIREMENTS**

To qualify for graduation with a Bachelor of Science 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 general University requirements for graduation.
- Satisfy all of the prerequisite requirements for entrance into the Computing and Software Systems program.
- Complete the 45 credit hours of core courses in the Computing and Software Systems major.
- Complete 20 credit hours of upper-division (300-400 level) electives.
- Complete 25 credit hours in an accepted concentration of Computing and Software Systems.
- Complete 180 credit hours, 90 of which must be upper-division (300-400 level) coursework.
- Complete 30 hours of computing courses in residence at the University of Washington, Tacoma.
- Complete 75 percent of the concentration 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 2.0 in all Computing and Software Systems classes.
- Apply for graduation with a Computing and Software Systems adviser by the application deadline posted by Computing and Software Systems for the expected

date of graduation.

### **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 UWT by achieving a minimum grade of 1.7 (2.0 in the core and concentration). If a grade below that 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 1.7 is received in an elective course, the course will not count toward graduation, but the student is not required to repeat the course.
- Courses in the Computing and Software Systems core and concentration may not be taken by correspondence (distance learning).
- Courses in the Computing and Software Systems core and concentration may not be taken S/NS (satisfactory/not satisfactory) or C/NC (credit/no credit).
- 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 UWT. 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 other majors 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 & 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.

## **CURRICULUM**

---

The Computing and Software Systems curriculum consists of:

- 45 credit hours of core Computing and Software Systems courses
- 25 credit hours of an approved Computing and Software Systems concentration
- 20 credit hours of approved electives

### **Core courses**

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

*Technical Writing for Computing Professionals*  
*Discrete Structures*  
*Mathematical Principles of Computing I*  
*Mathematical Principles of Computing II*  
*Computer Architecture*  
*Computer Operating Systems*  
*Managing Technical Teams*  
*Software Development and Quality Assurance Techniques*  
*Computers, Ethics and Society*

### **Concentrations**

Concentrations consist of 25 credit hours of courses that produce a recognized or innovative preparation for a particular sub-discipline in Computing and Software Systems. The courses that constitute a student's concentration must be pre-approved by a faculty adviser.

### **Electives**

The electives consist of a focused, approved 20 credit hours. The electives are expected to include interdisciplinary computing or cooperative education.

### **Prerequisites**

Prerequisites must be completed with a grade of 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.

## **MINOR IN COMPUTING AND SOFTWARE SYSTEMS**

---

A minor in Computing and Software Systems is available for students in other UWT programs. The minor consists of 30 credits and is designed for students interested in applying computer programming to their chosen primary profession. The course of study provides non-CSS majors with the necessary programming and software management skills to work within a software development environment. The CSS minor offers students the

opportunity to learn a variety of programming languages and advanced software applications.

The minor consists of:

- TCSS 321: Discrete Structures
- TCSS 342: Mathematical Principles of Computing I
- TCSS 343: Mathematical Principles of Computing II
- TCSS 360: Software Development and Quality Assurance Techniques
- Two additional CSS 400-level courses

Prerequisites for the minor include:

- Matriculated status within the University of Washington
- Calculus
- Probability/Statistics
- TCSS 341: Fundamentals and Theory of Object-Oriented Programming (or approved two-quarter programming sequence with emphasis in structured and object-oriented paradigms)
- Upper-division writing-intensive course, preferably technical writing

## **COMPUTING LABS**

---

The Computing and Software Systems Program has dedicated laboratories of specialized equipment to support the program. These laboratories are available during scheduled laboratory times. The laboratories are also open for extensive additional hours to provide students with sufficient access and flexibility to complete required assignments. Access to facilities is also available through Internet connections.

## **COURSE DESCRIPTIONS**

---

For the most current course information, please consult the Computing and Software Systems Web site at [www.tacoma.washington.edu/css](http://www.tacoma.washington.edu/css).

### **TCSS 300 Fluency in Information Technology (5)**

Introduces the skills, concepts and capabilities necessary to effectively use information technology. Includes logical reasoning, managing complexity through the operation of computers and networks, and contemporary applications such as data organization, data communication, word processing and spreadsheets. Course has laboratory component. *Credit does not satisfy CSS degree requirements.*

### **TCSS 301 Technical Writing for Computing Professionals (5)**

Develops professional technical writing skills. Examples include: methods for writing effective system specifications, user documentation and requests for proposals (RFPs). Examines RFP analysis techniques, writing plans, proposals, marketing documentation and customer communications. *Prerequisite: Two college-level writing-intensive courses*

**TCSS 302 Writing for Computing Professionals (5)**

Enhances skills in grammatical and organizational aspects of technical writing and in developing expository prose in a clear and effective fashion. Writing content is drawn from the computing discipline, including the description of strategies, algorithms, mathematical structures, and help manuals. *Credit does not satisfy CSS degree requirements. Prerequisites: Two college-level writing courses*

**TCSS 320 Mathematics Foundations for Programming (5)**

Algorithmic approach to continuous and discrete mathematics, proof writing and templates. Presented from mathematician's perspective, but specifically focused to computer science/engineering application. Emphasis on enhancing skills and perspective in fundamental concepts from counting to basic cryptography to graph theory, and developing proof-writing skills. *Credit does not satisfy CSS degree requirements. Prerequisite: College-level calculus*

**TCSS 321 Discrete Structures (5)**

Definitions and tools for reasoning about discrete mathematical objects useful for computer professionals. Set theory, propositions & predicates, sequences, enumeration, algorithms, number theory, matrices, induction, recursion, correctness, counting, permutations & combinations, probability, relations, graphs, trees, and Boolean algebra with applications in computing. *Prerequisites: Structured programming and college-level calculus*

**TCSS 340 An Introduction to Object-Oriented Computer Programming (5)**

Fundamental concepts and techniques for analysis, design, and implementation of computer programs. Includes programming of graphical user interfaces and event-driven programming. *Credit does not satisfy CSS degree requirements. Prerequisite: College-level pre-calculus*

**TCSS 341 Fundamentals and Theory of Object-Oriented Computer Programming (5)**

Fundamental concepts and techniques for analysis, design and implementation of computer programs. Includes programming of graphical user interfaces and event-driven programming. *Credit does not satisfy CSS degree requirements. Prerequisites: TCSS 340 or one college-level Java programming course, precalculus and one physical science course*

**TCSS 342 Mathematical Principles of Computing I (5)**

Integrating mathematical principles with detailed instruction in computer programming. Explores mathematical reasoning and discrete structures through object-oriented programming. Includes discrete mathematics and data structures. *Prerequisite: Structured and Object-Oriented Programming*

**TCSS 343 Mathematical Principles of Computing II (5)**

Develops competencies associated with problem-solving, algorithms and computational models. Includes design patterns and algorithm analysis and design. *Prerequisites: TCSS 301, TCSS 321 and TCSS 342*

**TCSS 350 Managing Technical Teams (5)**

Study and experience employment of effective groups to contribute to the success of computing projects. Learn and experience group dynamics, collaborative relationships, goal setting, conflict management, and feedback. *Prerequisites: TCSS 301, object-oriented programming*

**TCSS 360 Software Development and Quality Assurance Techniques (5)**

Examines the software-development life cycle. Writing and managing code in a team environment. Includes software metrics, statistical process-control techniques, testing, and formal analysis and verification. *Prerequisite: TCSS 343 and TCSS 350*

**TCSS 372 Computer Architecture (5)**

Examines the fundamental concepts of hardware architecture. Includes processor and instruction-set design, memory hierarchy, bus structures, process management, memory management, and assembly language. *Prerequisite: college-level physics, TCSS 321, and TCSS 342*

**TCSS 422 Computer Operating Systems (5)**

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. *Prerequisite: TCSS 343*

**TCSS 425 Computers, Ethics, and Society (5)**

Major social issues involving functioning as effective computer professional, diverse professional/technical literature, representation of controversies, understanding ethical frameworks/value systems underlying views. Refining point of views, determining professional impacts on co-workers, employers, clients, system users, and society. Written, verbal, electronic communications skills necessary to function in socially diverse workplace. *Prerequisites: TCSS 343, TCSS 350 and co-requisite of TCSS 360*

**TCSS 430 Networking and Distributed Systems (5)**

Topics include LANs, MANs and WANs; OSI protocol stack; 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. *Prerequisites: TCSS 422*

### **TCSS 435 Artificial Intelligence & Knowledge**

#### **Acquisition (5)**

Introduction to the use of artificial intelligence theories, techniques, and tools. Foundational 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. *Prerequisite: TCSS 360*

### **TCSS 440 Formal Models in Computer Science (5)**

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. *Prerequisite: TCSS 422*

### **TCSS 445 Database Systems Design**

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. *Prerequisite: TCSS 343*

### **TCSS 450 Graphical Display of Information (5)**

Developing software user interfaces based upon 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/building user interfaces, emphasis on rapid applications development. Project includes development and evaluation of a user interface. *Prerequisite: TCSS 360*

### **TCSS 455 Development of Enterprise Applications (5)**

Investigates distributed programming techniques and tools for use with the Internet. Includes GUI programming, I/O streams, sockets, multithreading, client/sever interactions, secure transactions, remote method invocation, thin clients, firewalls, and specific topics like Java Beans, Jar Files, JDBC, and CORBA. *Prerequisites: TCSS 360*

### **TCSS 460 Client/Server Programming for Internet Applications (5)**

Examines the languages and techniques for internet/client sever application programming. Includes languages like CGI, Perl, XML, JavaScript, and DHTML, and topics like scripts, queries, forms, data access, redirection, firewalls, proxies, hypermedia, cookies, and gateways. *Prerequisite: TCSS 422*

### **TCSS 465 Embedded Real-Time System**

### **Programming (5)**

An examination of particular 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. *Prerequisite: TCSS 422*

### **TCSS 470 Process Reengineering (5)**

Techniques for modification of processes to meet new requirements without performance risk. Includes CASE (computer-aided software engineering) methodologies, refactoring, iterative development, cost/benefit analysis, cases, and organizational analysis techniques. *Prerequisite: TCSS 343*

### **TCSS 475 Entrepreneurship in Computing & Software Systems (5)**

A study of the process of developing a product or service in the field of Computing & Software Systems, preparing a plan for commercialization, and implementing that plan. The course will include lectures by professionals who have experience and success in beginning businesses. *Prerequisites: TCSS 301, TCSS 422 or permission of the instructor*

### **TCSS 480 Comparative Languages**

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. *Prerequisite: TCSS 343*

### **TCSS 490 Special Topics (5)**

Examines current topics and issues associated with computing and software systems. *Course may be repeated for a maximum of 15 credits.*

### **TCSS 497 Cooperative Education - Internship (1-10, max. 10)**

Completion of project as delineated in a contract among student, faculty adviser and community sponsor. *Prerequisite: TCSS 301, TCSS 422 or permission of instructor*

### **TCSS 498 Directed Readings (1-5, max. 10)**

Readings as specified in a contract with faculty member.

### **TCSS 499 Undergraduate Research (1-5, max. 10)**

Design and implementation of a research study as specified in a contract with a faculty member.

## **FACULTY**

---



**Isabelle Bichindaritz**

Lecturer, Computing and Software Systems; Computer Science; Ph.D., University Rene Descartes (Paris), 1994

**Sam Chung**

Assistant Professor, Computing and Software Systems; Computer Science; Ph.D., University of South Florida, 1995

**William Conlen**

Lecturer, Computing and Software Systems; Physics; B.S., University of San Francisco, 1964

**Larry A. Crum**

Director and Professor, Computing and Software Systems; Ph.D., Marquette University, 1971

**Rogene Eichler West**

Assistant Professor, Computing and Software Systems; Computational Neuroscience; Ph.D., University of Minnesota, 1996

**Andrew Fry**

Lecturer, Computing and Software Systems; Psychology; B.A., University of Washington, 1984

**Don McLane**

Senior Lecturer, Computing and Software Systems; Electrical Engineering; M.S., Notre Dame University, 1987

**George Mobus**

Associate Professor, Computing and Software Systems; Computer Science; Ph.D., University of North Texas, 1994

**Moshe Rosenfeld**

Professor, Computing and Software Systems; Computer Theory; Ph.D., Hebrew University of Jerusalem, 1967

**Christine Salazar**

Senior Lecturer, Computing and Software Systems; Computer Science; Ph.D., University of California, 2000

**Craig Sanders**

Lecturer, Computing and Software Systems; English; M.A., University of Idaho, 1962

**Josh Tenenberg**

Associate Professor, Computing and Software Systems; Computer Science; Ph.D., University of Rochester, 1988

# Environmental Science



*The University of Washington, Tacoma offers four options for studying environmental science:*

- *Bachelor of Science in Environmental Science*
- *Bachelor of Arts concentration in Environmental Studies in the Interdisciplinary Arts and Sciences program (see page 72)*
- *Minor in Environmental Studies for students in any major or concentration at UWT (see page 80)*
- *Certificate in Restoration Ecology (see page 80)*

The Bachelor of Science in Environmental Science degree 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 basic science disciplines. Classroom coursework in 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 is enhanced by required lab and field courses. The focus of the degree program is on global, conceptual issues with practical, local applications. Required “bookend” courses introduce students to scientific research and its applications, including a senior capstone experience consisting of an independent or group research project or an internship in the community. Graduates in Environmental Science may enter graduate programs in science, education, law or policy. Students may pursue careers in environmental organizations, governmental agencies, science teaching or consulting, or the private sector.

#### **PREREQUISITES**

- UWT general admission requirements
- 15 credits of college biology (majors course with lab)
- 15 credits of college chemistry (majors course with lab)
- 5 credits of college geology (with lab)
- 5 credits of college physics (mechanics, with lab)
- 5 credits of college calculus overview course (may be taken at UWT)
- 5 credits of statistics (may be taken at UWT)
- Computer literacy \*

Effective Autumn Quarter of 2001, a minimum grade of 2.0 is required for each of these prerequisite courses. See an admissions or IAS adviser, or the IAS Web site for specific courses at area community colleges that fulfill these prerequisites.

#### **GRADUATION REQUIREMENTS**

Students must complete 90 upper-division

## OVERVIEW

Phone  
253-692-4450

Fax  
253-692-5718

Program office  
WCG 424

Campus mailbox  
358436

Web site  
[www.tacoma.washington.edu/ias](http://www.tacoma.washington.edu/ias)

IAS Director  
**William Richardson, Ph.D.**

IAS Program Administrator  
**Julie Buffington**

Advisers  
**Linda Kachinsky**  
**Loretta Lukaczer**

credits.

- TESC 310 Environmental Research Seminar is required for all entering Environmental Science students.

- Seven environmental science courses, to include:

TESC 333 Environmental Chemistry (P/L)  
TESC 340 Ecology and its Applications (B/L)

and five additional courses including at least one biological science (B), and one physical science (P) course selected from the following list. At least two of the five courses must be lab (L) courses and one must be a field (F) course. Consult an adviser for other courses that may fulfill these requirements.

TESC 311 Maps and GIS (P)  
TESC 319 Water Quality Concepts and Watershed Studies (P)  
TESC 329 Geomorphology and Soils (P)  
TESC 332 Issues in Biological Conservation (B)  
TESC 336 Plants and People: The Science of Agriculture (B)  
TESC 337 Environmental Geology (P/L)  
TESC 339 Energy and the Environment (P)  
TESC 341 Oceanography (P/L)  
TESC 343 The Atmosphere and Air Pollution (P/L)  
TESC 345 Pollution and Public Policy (P)  
TESC 347 Maritime History and Science of the Pacific Northwest (P)  
TESC 349 Research at SEA (P/B/F)  
TESC 362 Introduction to Restoration Ecology (B/L)  
TESC 402 History and Ecology of Biological Invasions (B)  
TESC 422 Evolution (B)  
TESC 431 Water Resources and Pollution (P/F)  
TESC 433 Pollutant Fate and Transport in the Environment (P/L)  
TESC 442 Marine Ecology (B/F)  
TESC 452 Plants, Insects, and their Interactions (B/F)  
TESC 460, 461 & 462 Restoration Ecology Capstone courses  
*Off-campus field study may be accepted subject to prior approval.*

- 5 credits – one environmental law or regulations course or equivalent:

TCSIUS 438 Environmental Law

- 5 credits – one environmental ethics/philosophy course:

TIBCG 456 Environmental Ethics

- 5 credits – one social science course with an environmental focus:

TEST 331 Environmental History: Water  
TEST 332 A Natural History of Garbage  
TIBCUS 464 Native American Culture Areas  
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  
TCSIUS 348 Leading the Nonprofit Organization in the 21st Century  
TCSIUS 451 Essentials of Grant Writing and Fund Raising  
TCSIUS 443 Ethnicity and the Urban Landscape  
TCSIUS 445 History of Tacoma  
TIBCG 440 Medieval Technology and Urban Life  
TSMIN 326 Modern Brazil

TSMIN 418 Interpreting Enigmatic India  
TSMUS 325 Economics as a Way of Thinking  
TSMUS 421 Economics and the Environment  
THLTH 472 Human Health and the Environment  
TURB 301 The Urban Condition

*Consult an adviser for other courses that may fulfill this requirement.*

- 5 credits – one humanities course with an environmental focus:

TIBCG 353 The End of the Modern World (1600-2000)  
TIBCG 361 Ethics in Society  
TIBCG 363 Philosophy Perspectives on the Environment  
TIBCG 455 Medicine and Morality: Issues in Biomedical Ethics  
TIBCIN 367 East Asian Religions: Zen and Taoism  
TCSIIN 335 Religion in the Modern World  
TCXG 372 Writing Effectively  
TCXG 374 Argument in Research and Writing  
TCXUS 477 Nature in American Literature  
TCXUS 479 Contemporary Native American Women's Literature  
TCXIN 384 Society, Self & Worldview in Arts of the Pacific

*Consult an adviser for other courses that may fulfill this requirement.*

- Capstone Experience – internship, undergraduate research, etc.

- Additional credits of upper-division electives to total 90 upper-division credits.

## COURSE DESCRIPTIONS

### TESC 300 Introduction to Environmental Science (5)

This course emphasizes the tools, skills and academic disciplines necessary for an understanding of environmental problems. It can stand alone as an overview to prepare informed environmental citizens, or serve as an introduction to more advanced courses in the physical and biological sciences at UWT. Topics covered may include earth systems, population and community ecology, evolution, conservation biology, water and air quality, and natural resource management, as well as select case studies relevant to the Pacific Northwest.

### TESC 310 Environmental Research Seminar (3)

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.

### TESC 311 Maps and GIS (5)

Introduction to map interpretation and basic spatial

*\*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.*

analysis through the use of geographic information systems (GIS). Develops, through hands-on experience, a fundamental understanding of GIS and its applications in a variety of fields such as environmental science, urban planning, nursing, social work, and business. *Approved Urban Studies Core Elective*

### **TESC 319 Water Quality Concepts and Watershed Studies (5)**

Investigates components needed to conduct a scientifically credible study within the focus of a case study watershed. Explores design concepts for environmental studies, goals and approaches to sample collection, and aspects of report writing. Includes field sampling.

### **TESC 329 Geomorphology and Soils (5)**

Covers chemical and physical processes that shape the earth's surface under the control of climate, vertical land movement, and human activity. Emphasized are the chemical and physical soil-forming processes, and the erosional-depositional processes of water, wind, and glaciers. Required field trips. *Previous science courses recommended.*

### **TESC 332 Issues in Biological Conservation (5)**

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 nascent discipline 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.

### **TESC 333 Environmental Chemistry (6)**

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. *Prerequisite: Chemistry course or permission of instructor*

### **TESC 336 Plants and People: the Science of Agriculture (5)**

What has science done for agriculture? In this course, we will explore the benefits and costs that have been incurred as science and technology have contributed to meeting the rising demands placed upon global food production. Topics will include the origins of agriculture, plant ecology, integrated pest management, and environmental risk assessment. Furthermore, we will examine the brave new world of genetically-engineered crops: will " Frankenfoods" save us? Lectures will be enhanced by writing exercises as well as computer simulations concerning agroecology as well as exposure to local organic farming philosophies.

### **TESC 337 Environmental Geology (6)**

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, and 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. *Prerequisite: TESC 300 or equivalent or an introductory geology course or permission of instructor*

### **TESC 339 Energy and the Environment (5)**

This course provides an overview of various renewable and non-renewable 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.

### **TESC 340 Ecology and its Applications (6)**

Ecology is the scientific study of the distribution and abundance of organisms. It considers how they interact with each other and with their environments and the applications of this basic science to current environmental problems. This class focuses on key processes and interactions (e.g. population growth and regulation, competition, predation, symbiosis and the structure of biological communities) needed to understand basic ecology and its applications. Discussions of ecological theory and data from a variety of habitats will be augmented by a required lab section to include field trips, computer simulations, student presentations and primary-literature analysis. *Prerequisite: TESC 300 or equivalent or an introductory biology course or permission of instructor*

### **TESC 341 Oceanography (6)**

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 they reside. Required lab section includes hands-on activities, computer simulations, discussion, student presentations and field trips. *Prerequisite: TESC 300 or equivalent*

### **TESC 343 The Atmosphere and Air Pollution (6)**

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. *Prerequisite: TESC 300 or equivalent or an introductory meteorology course or permission of instructor*

### **TESC 345 Pollution and Public Policy (5)**

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.

**TESC 347 Maritime History and Science in the Pacific Northwest (5)**

Examines the Pacific Northwest maritime cultural heritage and investigates the scientific principles that impact ocean resources. Explores topics including the NW indigenous sea-going peoples, early American and European explorers, current maritime trade and policy, and all aspects of oceanography.

**TESC 349 Research at SEA (10)**

Explores current issues in oceanography of the Pacific Northwest. Students plan, design, and implement scientific 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. *Prerequisite: TESC 347*

**TESC 362 Introduction to Restoration Ecology (6)**

Introduces ecological restoration of damaged ecosystems. Covers philosophical base of restoration as well as the social, biological and political forces that impact the success of any restoration project. Includes lectures, readings, case studies and field trips. *Prerequisite: TESC 300 or equivalent*

**TESC 402 History and Ecology of Biological Invasions (5)**

Explores the population dynamics and ecological impacts of nonindigenous 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. *Recommended: Prior coursework in the biological sciences*

**TESC 422 Evolution (5/6)**

This course considers the implications of Dobzhansky's statement that "Nothing in biology makes sense except in the light of evolution." We will explore the idea and mechanisms of evolutionary change, primarily by evaluating the biological and geological evidence that makes organic evolution a unifying theme in the natural world. By reading historical and contemporary texts, we will also discuss evolutionary issues in medicine, agriculture, biodiversity conservation and human affairs. Required lab section includes hands-on activities and discussion of evolutionary topics (lab not offered in all years). *Prerequisite: TESC 300 or equivalent or an introductory biology course or permission of instructor*

**TESC 431 Water Resources and Pollution (7)**

An investigation of 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. Field course limited to 12 students. *Prerequisite: TESC 300 or equivalent and permission of instructor*

**TESC 433 Pollutant Fate and Transport in the Environment (6)**

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. *Prerequisite: TESC 300 or equivalent*

**TESC 442 Marine Ecology (7)**

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 field trips to Friday Harbor, Washington's Outer Coast, and various sites in 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. Limited to 12 students. *Prerequisites: Ecology, introductory biology and permission of instructor*

**TESC 452 Plants, Insects, and their Interactions (7)**

A field-intensive course emphasizing 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. *Prerequisite: Ecology or permission of instructor*

---

**FACULTY**

**John Banks**

Assistant Professor, Interdisciplinary Arts and Sciences; Applied Ecology, Agroecology, Mathematical Biology, Plant-Animal Interactions; Ph.D., University of Washington, 1997.

**James Gawel**

Assistant Professor, Interdisciplinary Arts and Sciences; Environmental and Aquatic Chemistry, Civil and Environmental Engineering; Ph.D., Massachusetts Institute of Technology, 1996.

**Cheryl Greengrove**

Assistant Professor, Interdisciplinary Arts and Sciences; Geoscience, Oceans, Atmospheres; Ph.D., Columbia University, 1986.

**David Secord**

Assistant Professor, Interdisciplinary Arts and Sciences; Marine Ecology, Evolution, Conservation Biology & Marine Invertebrates; Ph.D., University of Washington, 1995.



# Interdisciplinary Arts and Sciences





*We envision the Program of Interdisciplinary Arts and Sciences at the University of Washington, Tacoma as an evolving, culturally relevant course of study grounded in a respect for diversity and a responsiveness to the needs and desires of the communities around us. It is our intention to 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, their ability to deal with problems of injustice and equality, as well as their dedication to positive change.*

The Interdisciplinary Arts and Sciences program offers three degrees:

- Bachelor of Arts in Interdisciplinary Arts and Sciences with concentrations in:  
*American Studies • Arts, Media and Culture • Environmental Studies • Ethnic, Gender and Labor Studies • General Studies • Global Studies • Individually-Designed Concentration • Mass Communication • Political Economy • Politics and Values • Psychology • Self and Society*
- Bachelor of Science in Environmental Science (*see page 59*)
- Master of Arts with an emphasis on the foundations of public action (*see page 123*)

#### **ABOUT THE PROGRAM**

The Interdisciplinary Arts and Sciences curriculum is a program of advanced study in the humanities, social sciences and natural sciences leading to a Bachelor of Arts in Interdisciplinary Arts and 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 of social life: Culture and Ideas (Fine Arts and Humanities), Society and the Individual (Social Sciences) and The Natural World (Natural Sciences).

## OVERVIEW

### *Concentrations*

**American Studies**  
**Arts, Media and Culture**  
**Environmental Studies**  
**Ethnic, Gender and Labor Studies**  
**Individually-designed concentration**  
**General Studies**  
**Global Studies**  
**Mass Communication**  
**Political Economy**  
**Politics and Values**  
**Psychology**  
**Self and Society**

### *Minors*

**Nonprofit Management**  
**Environmental Studies**  
**Human Rights**

### *Certificates*

**Curriculum in Nonprofit Studies**  
**Restoration Ecology**

### *Phone*

253-692-4450

### *Fax*

253-692-5718

### *Program office*

WCG 424

### *Campus mailbox*

358436

### *Web site*

[www.tacoma.washington.edu/ias](http://www.tacoma.washington.edu/ias)

### *Director*

**William Richardson, Ph.D.**

### *Program Administrator*

**Julie Buffington**

### *Advisers*

**Linda Kachinsky**

**Loretta Lukaczer**

### *Recruiter/Admissions Adviser*

**John Nelson**

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; and
- Build experience in the analysis of environmental issues and their scientific basis.

### ADMISSION REQUIREMENTS

All students who have completed UWT's General University Requirements with a cumulative GPA of 2.0 and 90 credits will be considered for admission to all concentrations except Environmental Studies, which requires additional prerequisites. General University Requirements for the Interdisciplinary Arts and Sciences Program at UWT are shown in the table at right.

Entering students are expected to have completed 90 quarter credits before entry. Substitutions may vary for certain requirements.

When adequate space is available in the program, students who have not completed all of the admissions requirements may be admitted. However, all the requirements listed must be completed prior to graduation, normally within the first year of enrollment at UW Tacoma. Since not all these requirements can be completed through coursework at the Tacoma campus, students may need to enroll at a community college in order to make up some deficiencies.

When the Interdisciplinary Arts and Sciences Program 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

### Advising

Students are strongly encouraged to meet with a program adviser early in their careers at UWT. IAS advisers can:

- Help students to select a concentration and determine a plan of study
- Provide guidance on different courses and professors
- Offer advice about resources available to help students succeed academically
- Assist students in focusing on career and educational goals

INTERDISCIPLINARY ARTS AND SCIENCES PREREQUISITES	
<b>Visual, Literary and Performing Arts (Humanities)</b>	15 credits
<b>Foreign Language</b>	Two years in high school or 10 credits of one language at the college level
<b>Individuals and Societies (Social Science)</b>	15 credits
<b>The Natural World (Natural Science)</b>	15 credits
<b>Mathematics</b>	Three years of high school math through intermediate algebra or a five-credit course in college-level intermediate algebra, usually not transferable
<b>Quantitative/ Symbolic Reasoning*</b>	5 credits Logic, Math 107, statistics, precalculus, micro- or macro-economics, or others
<b>Writing</b>	15 credits Must consist of five credits of English Composition and two additional writing-intensive courses
<b>Electives</b>	varies
<b>TOTAL</b>	<b>90 credits</b>

- 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.

## GRADUATION REQUIREMENTS

To be eligible for graduation with the Bachelor of Arts in Interdisciplinary Arts and Sciences, each student enrolled in the program must complete the following program requirements in addition to the general requirements of the University listed above:

- Complete a minimum of 90 credits (a maximum of 15 credits may be Satisfactory/Not Satisfactory; see adviser for details) at the upper-division level as follows:
  - 45-65 credits of Interdisciplinary Arts and Sciences coursework. Please see the listing for each concentration for specific graduation requirements.
  - 25-45 credits of upper-division electives.
- Compile a confidential portfolio of work completed during the course of the student's residence at UWT and submit it for review during the first 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.

*Note:* All admission deficiencies must be satisfied by the time a student files a graduation application.

## 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 Interdisciplinary Arts and Sciences degree requirements. (A maximum of 10 credits of internships may count toward the Interdisciplinary Arts and Sciences degree.)

## INTERDISCIPLINARY AREAS

Courses are distributed among three interdisciplinary areas within the Interdisciplinary Arts and Sciences curriculum:

### ■ Culture and Ideas (Fine Arts and Humanities)

*Ideas, Beliefs and Cultural Patterns (TIBC):* 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

**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.

*Note:* Natural Science courses (*Environmental Science, Environmental Studies and Quantitative Skills*) are excluded from this classification scheme.

## IAS Course Prefix Structure

**TCSIG** Communities and Social Institutions courses with a general focus

**TCSIIN** Communities and Social Institutions courses with an international focus

**TCSIUS** Communities and Social Institutions courses with a United States focus

**TCXG** Cultural Expressions courses with a general focus

**TCXIN** Cultural Expressions courses with an international focus

**TCXUS** Cultural Expressions courses with a United States focus

**TESC** Environmental Science courses

**TEST** Environmental Studies courses

**TIBCG** Ideas, Beliefs and Cultural Patterns courses with a general focus

**TIBCIN** Ideas, Beliefs and Cultural Patterns courses with an international focus

**TIBCUS** Ideas, Beliefs and Cultural Patterns courses with a United States focus

**TQS** Quantitative Skills courses

**TSMG** States and Markets courses with a general focus

**TSMIN** States and Markets courses with an international focus

**TSMUS** States and Markets courses with a United States focus

## 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 – an opportunity to 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

Students must complete 90 upper-division credits.

- 5 credits: TSMUS 300 Making of America core course. Must complete during first 45 UWT credits.
- 5 credits: American Retrospective capstone course (to be offered during the 2002-03 academic year). Seniors only; prerequisite: TSMUS 300.
  - Includes Portfolio completion
  - Can include optional, concurrent Senior Thesis (TIAS 497)
- 35 credits of United States (US) course offerings\*
- Minimum one Society and Individual (TCSIUS and TSMUS courses) and one Culture and Ideas (TCXUS and TIBCUS courses) course
- 5-10 credits of Language or International course(s)
  - Option One: One Foreign Language course beyond FL 102\*\*
  - Option Two: TSMIN 300 (International Interactions) plus one additional IN course
- 5 credits: One Natural World course (TESC prefix) if not fulfilled in the above distribution.
- 30-35 credits of upper-division electives

\*TCSIUS 448 (*Group Dynamics and Counseling*), TCSIUS 451 (*Essentials of Grant Writing and Fund Raising*), and TIBCUS 368 (*Adult Development*) **cannot apply here**; TCSIG 430 (*Introduction to Public History*), 444 (*The Pacific Northwest*), 436 (*North American Regions*), TCXG 377 (*Art of the Americas*), TCXIN 373 (*Asian American History and Literature*), TESC 345 (*Pollution and Public Policy*), TESC 434 (*The Atmosphere and Air Pollution*) and TESC 347 (*Maritime History and Science in the Pacific Northwest*) **can apply here**. Students should recheck this list each quarter and talk to their adviser because the concentration will occasionally revise applicable courses.

\*\*UWT Foreign Language: TCXG 301 *Intensive Spanish: Reading Skills*, TCXG 302 *Intensive Spanish: Conversational Skills*, TCXG 303 *Intensive Spanish: Practical Writing Skills*, or Foreign Language 103, or three years of foreign language in high school.

### Arts, Media and Culture

This concentration focuses on how the broadly defined

fields of art and media operate within culture, and also how they transform it. Students study formal, aesthetic, and socio-cultural ways of understanding literature, visual art, film, music, and/or other media, and may choose to 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. Students can pursue careers in public relations, museum work, public history, the arts, and publishing among other fields.

### **Concentration Graduation Requirements**

Students must complete 90 upper-division credits.

- **One historical context course (List A):**
  - TSMIN 300 International Interactions
  - TSMUS 300 Making of America
- **One cultural context course (List B):**
  - TIBCG 353 The End of the Modern World
  - TIBCG 361 Ethics and Society
  - TIBCIN 354 History of the Concept of Culture
  - TIBCIN 355 The Mind of Modernity
  - TIBCIN 358 History of Philosophy: Medieval and Modern
  - TIBCIN 360 History of Philosophy: Modern and Contemporary
  - TIBCIN 357 The Greek Mind and Imagination
  - TIBCIN 450 Contemporary Theories of Culture
  - TIBCIN 466 Modernity and Its Critics
- **One core/interpretive course (List C):**
  - TCXG 372 Writing Effectively
  - TCXG 470 The Material World: Art and Artifacts
  - TCXG 471 Culture and Meaning in the Visual Arts
  - TCXIN 372 Film Studies
  - TIBCIN 350 Ancient Literature of Western Civilization
  - TIBCIN 351 Modern Literature of Western Civilization
  - TIBCIN 353 Medieval and Renaissance Literature of Western Civilization
  - TIBCUS 430 Introduction to Public History
- **One practice/studio course (List D):**
  - TCXG 368 The Human Figure in Contemporary Art
  - TCXG 373 Introduction to Writing Poetry
  - TCXG 381 Introduction to Creative Writing: Fiction
  - TCXG 382 2-D Design & Contemporary Approaches in Art
  - TCXG 384 3-D Art & Contemporary Approaches to Sculpture
  - TCXG 386 Contemporary Art & Studio Drawing
  - TCXG 482 Editing a Literary Arts Magazine
  - TCXG 484 Writing Creative Nonfiction
  - TCXG 486 Feature Writing for Print Media
  - TCXG 487 Writing for Public Relations
- **35 Credits (at least one 5-credit course from each of the following lists, E-G):**
  - Visual Arts (List E):**
    - TCXG 368 The Human Figure in Contemporary Art
    - TCXG 377 Art of the Americas
    - TCXG 379 Modern Architecture
    - TCXG 382 2-D Design & Contemporary Approaches in Art
    - TCXG 383 South Sound Contemporary Art: Creativity and the Art of Seeing
    - TCXG 384 3-D Art & Contemporary Approaches to Sculpture
    - TCXG 386 Contemporary Art & Studio Drawing
    - TCXG 389 Art from the Impressionists to the Surrealists
    - TCXG 470 The Material World: Art and Artifacts
    - TCXG 471 Culture and Meaning in the Visual Arts
    - 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
- TCXUS 376 American Architecture
- TCXUS 383 Early American Music, Art, Literature, Education and Theater
- TIBCUS 430 Introduction to Public History

### **Film/Media (List F):**

- TCSIUS 444 Gender, Ethnicity, Class and the Media
- TCSIUS 454 Communications Law
- TCSIG 348 Film and Human Values
- TCXG 483 Film Directors (topics may vary)
- TCXIN 372 Film Studies
- TCXIN 376 Hispanic Film
- TCXIN 481 Film Theory and Criticism
- TCXIN 484 French Cinema
- TCXUS 485 Media Genres
- TIBCUS 457 Ethical Issues in Mass Communications
- TIBCUS 458 Children and Television
- TSMIN 430 Global Networks, Local Identities

### **Literature (List G):**

- TCXG 301 Intensive Spanish: Reading Skills
- TCXG 302 Intensive Spanish: Conversational Skills
- TCXG 303 Intensive Spanish: Practical Writing Skills
- TCXG 370 Understanding Literature
- TCXG 372 Writing Effectively
- TCXG 373 Introduction to Writing Poetry
- TCXG 381 Introduction to Creative Writing: Fiction
- TCXG 387 Varieties of Literary Criticism
- TCXG 482 Editing a Literary Arts Magazine
- TCXG 484 Writing Creative Nonfiction
- TCXG 488 Modern Novel
- TCXIN 377 Mexican Literature in Translation: A Nation's Search for Identity
- TCXUS 374 American Literary Movements, Genres & Historical Periods
- TCXUS 377 American Poetry
- TCXUS 378 Studies in Selected American Writers
- TCXUS 382 Cross-Cultural Studies in Contemporary Women's Literature
- TCXUS 383 Early American Music, Art, Literature, Education and Theater
- TCXUS 384 African American Women's Literature
- TCXUS 385 African American Literature from Slavery to the Present
- TCXUS 476 American Women's Literature: 19th & 20th Century Texts
- TCXUS 477 Nature in American Literature
- TCXUS 478 Literature of the Harlem Renaissance
- TCXUS 479 Contemporary Native American Women's Literature
- TIBCIN 350 Ancient Literature of Western Civilization
- TIBCIN 351 Modern Literature of Western Civilization
- TIBCIN 353 Medieval and Renaissance Literature of Western Civilization
- TIBCIN 453 Ancient Greek Tragedy
- TIBCIN 455 Medieval Quests

- 5 credits of Natural World courses (TESC prefix)

- 30 credits of upper-division electives

*Additional courses may apply; see an adviser for details.*

### **Environmental Studies**

This concentration is for students who seek a strong

background in environmental science, but whose focus is the Interdisciplinary Arts and Sciences context in which to evaluate environmental issues. 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 might attend graduate school or law school. They may pursue careers in teaching, consulting, public policy, and similar areas with environmental organizations, government agencies, or in the private sector.

### Prerequisites

- UWT general admission requirements
- 10 credits of college biology (majors course with lab)
- 10 credits of college chemistry (majors course with lab)
- 5 credits of earth science (geology, oceanography or meteorology)
- 5 credits of statistics (may be taken at UWT)
- Computer literacy\*

Effective Autumn Quarter of 2001, a minimum grade of 2.0 is required for each of these prerequisite courses. See an admissions or IAS adviser, or the IAS Web site for specific courses at area community colleges that fulfill these prerequisites.

### Concentration Graduation Requirements

Students must complete 90 upper-division credits.

- TESC 310 Environmental Research Seminar is strongly recommended for entering students
- Five environmental science courses with a minimum of one course in each of the following categories: Biological Science (B) and Physical Science (P). Of these five courses at least one must be a lab (L) course and one must be a field (F) course. Consult an IAS adviser or the IAS Web site for other courses that may fulfill these requirements.

TESC 311	Maps and GIS (P)
TESC 319	Water Quality Concepts & Watershed Studies (P)
TESC 329	Geomorphology and Soils (P)
TESC 332	Issues in Biological Conservation (B)
TESC 333	Environmental Chemistry (P/L)
TESC 336	Plants & People: The Science of Agriculture (B)
TESC 337	Environmental Geology (P/L)
TESC 339	Energy and the Environment (P)
TESC 340	Ecology and Its Applications (B/L)
TESC 341	Oceanography (P/L)
TESC 343	The Atmosphere and Air Pollution (P)
TESC 345	Pollution and Public Policy (P)
TESC 347	Maritime History and Science of the Pacific

	Northwest (P)
TESC 349	Research at SEA (P/B/F)
TESC 362	Introduction to Restoration Ecology (B/L)
TESC 402	History and Ecology of Biological Invasions (B)
TESC 422	Evolution (B)
TESC 431	Water Resources and Pollution (P/F)
TESC 433	Pollutant Fate and Transport in the Environment (P/L)
TESC 442	Marine Ecology (B/F)
TESC 452	Plants, Insects, and their Interactions (B/F)
TESC 460	Restoration Ecology Capstone Course I
TESC 461	Restoration Ecology Capstone Course II
TESC 462	Restoration Ecology Capstone Course III

*Off-campus field study will be accepted subject to prior approval*

- 5 credits – one environmental law course or equivalent:
  - TCSIUS 438 Environmental Law
- 5 credits – one environmental ethics course:
  - TIBCG 456 Environmental Ethics
- 5 credits – one social science course with an environmental focus:
  - TEST 331 Environmental History: Water
  - TEST 332 A Natural History of Garbage
  - TIBCUS 464 Native American Cultural Areas
  - 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
  - TCSIUS 348 Leading the Nonprofit Organization in the 21st Century
  - TCSIUS 451 Essentials of Grant Writing and Fund Raising
  - TCSIUS 443 Ethnicity and the Urban Landscape
  - TCSIUS 445 History of Tacoma
  - TIBCG 440 Medieval Technology and Urban Life
  - TSMIN 326 Modern Brazil
  - TSMIN 418 Interpreting Enigmatic India
  - TSMUS 325 Economics as a Way of Thinking
  - TSMUS 421 Economics and the Environment
  - THLTH 472 Human Health and the Environment
  - TURB 301 The Urban Condition

*Consult an adviser for other courses that may fulfill this requirement.*
- 5 credits – one humanities course with an environmental focus:
  - TIBCG 353 The End of the Modern World (1600-2000)
  - TIBCG 361 Ethics in Society
  - TIBCG 363 Philosophy Perspectives on the Environment
  - TIBCG 455 Medicine & Morality: Issues in Biomedical Ethics
  - TIBCIN 367 East Asian Religions: Zen and Taoism
  - TCSIIN 335 Religion in the Modern World
  - TCXG 372 Writing Effectively
  - TCXG 374 Argument in Research and Writing
  - TCXUS 477 Nature in American Literature
  - TCXUS 479 Contemporary Native American Women's Literature
  - TCXIN 384 Society, Self & Worldview in Arts of the Pacific

*Consult an adviser for other courses that may fulfill this requirement.*
- Two additional courses in humanities, social science or natural science with an environmental focus.

**See an adviser for additional courses in all of these categories.**

\*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.

- Additional credits of upper-division electives to total 90 upper-division credits.

### 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

Students must complete 90 upper-division credits.

- 5 credits – one course that emphasizes the intersection of ethnicity, gender, and labor in the U.S. or globally from List A:
  - TIBCIN 450 Contemporary Theories of Culture
  - TCSIIN 436 Rural Societies and Development
  - TSMUS 300 The Making of America
- 5 credits – one course that has labor, work, or social class as a central focus from List B:
  - TCSIUS 345 Women and Work in the United States
  - TCSIUS 444 Gender, Ethnicity, Class and the Media
  - TCSIUS 450 Black Labor
  - TSMG 420 Women in the Global Economy
  - TSMIN 314 Twentieth Century Revolutions
  - TSMUS 322 American Labor Since the Civil War
- 5 credits – one course that has gender as a central focus from List C:
  - TCSIG 339 Psychology of Women
  - TCSIG 439 Human Sexuality
  - TCSIG 441 Psychology of Black Women
  - TCSIIN 434 Women's Voices: Third World Testimonials
  - TCSIUS 345 Women and Work in the U.S.
  - TCSIUS 443 Ethnicity and the Urban Environment
  - TCSIUS 444 Gender, Ethnicity, Class and the Media
  - TSMG 420 Women in the Global Economy
  - 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: Nineteenth and Twentieth Century Texts
  - TCXUS 479 Contemporary Native American Women's Literature
- 5 credits – one course that has race and ethnicity as a central focus from List D:
  - TIBCIN 354 History of the Concept of Culture
  - TIBCUS 464 Native American Cultural Areas
  - TIBCUS 466 Life and Thought: Martin Luther King Jr., Malcolm X and Angela Davis
  - TCSIG 441 Psychology of Black Women
  - TCSIUS 441 Black Freedom Movement in Perspective
  - TCSIUS 444 Gender, Ethnicity, Class and the Media
  - TCSIUS 452 Minorities and the Law

TCXUS 338	Hispanics in the United States
TCXUS 384	African-American Women's Literature
TCXUS 385	African American Literature from Slavery to the Present
TCXUS 478	Literature of the Harlem Renaissance
TCXUS 479	Contemporary Native American Women's Literature

- 30 credits from List E. At least 15 credits must be General (prefixes ending with G) or International (prefixes ending with IN). (Three courses in Spanish are now available at UWT and are recommended for Ethnic, Gender and Labor Studies students.):

TCXG 301	Intensive Spanish: Reading Skills
TCXG 302	Intensive Spanish: Conversational Skills
TCXG 303	Intensive Spanish: Practical Writing Skills
TIBCG 452	Antisemitism and the Holocaust
TIBCIN 354	History of the Concept of Culture
TIBCIN 366	Islam
TIBCIN 466	Modernity and Its Critics
TIBCIN 355	The Mind of Modernity
TIBCUS 451	Cultural Studies
TIBCUS 457	Ethical Issues in Mass Communications
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
TCSIG 438	Family Violence
TCSIG 439	Human Sexuality
TCSIIN 342	Third World Cities
TCSIIN 435	Popular Movements in Latin America
TCSIIN 436	Rural Societies and Development
TCSIUS 345	Women and Work in the United States
TCSIUS 437	Doing Community History
TCSIUS 441	Black Freedom Movement in Perspective
TCSIUS 443	Ethnicity and the Urban Landscape
TCSIUS 444	Gender, Ethnicity, Class and the Media
TCSIUS 447	AIDS and American Society
TCXUS 338	Hispanics in the United States
TIBCG 440	Medieval Technology and Urban Life
TSMG 420	Women in the Global Economy
TSMIN 314	Twentieth Century Revolutions
TSMIN 415	Modern Japan
TSMIN 416	Modern Korea
TSMIN 418	Interpreting Enigmatic India
TSMIN 424	Imperial China
TSMUS 322	American Labor Since the Civil War
TCXIN 382	Society, Self & Worldview in Arts of China
TCXIN 384	Society, Self & Worldview in Arts of Japan
TNURS 497	Women's Lives, Women's Health
TURB 301	The Urban Condition
TURB 310	Urban Society and Culture

- 10 credits – 5 credits (one course) from each of the interdisciplinary areas below:

- Culture and Ideas courses (TCX and TIBC prefixes) if not fulfilled in the above distribution.
- Natural World courses (TESC prefix)

- 30 credits of upper-division electives

*Additional courses may apply; see an adviser for details.*

### 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 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 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**

Students must complete a total of 90 upper-division credits. The General Studies concentration consists of 60 credits.

- 10 credits — two core courses (5 credits each)  
TSMUS 300: The Making of America  
TSMIN 300: International Interactions
- 20 credits of United States (US) or General (G) course offerings
- 20 credits of International (IN) or General (G) course offerings
- 10 credits of Natural World Courses. These may be courses with the TEST prefix, the TESC prefix, or the TQS prefix. In addition, a select list of other possible options is available. The list includes the following courses:  
TIBCG 437 Technology in the Modern World  
TCSIIN 438 Urbanization and the Environment  
TCSIIN 440 Medieval Technology  
TCSIUS 438 Environmental Law  
TCXUS 477 Nature and the Environment in American Literature  
TIBCG 456 Environmental Ethics  
TSMUS 421 Economics and the Environment

Note: For a complete list, consult the General Studies academic adviser in the IAS Program.

- Of the courses listed above, at least 10 credits must be taken from each of the following interdisciplinary areas:
  - Culture and Ideas courses (TCX and TIBC prefixes)
  - Society and the Individual courses (TSM and TCSI prefixes)
- 30 credits of upper-division electives

### **Global Studies**

Students in the Global Studies concentration study a variety of subjects and themes in an international context, including cultural, artistic, political and economic

patterns among and within other nations. Advanced language study is an integral component of global studies. 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 related world areas or disciplines.

### **Concentration Graduation Requirements**

Students must complete a total of 90 upper-division credits.

- 5 credits: TSMIN 300 International Interactions
- 10 credits or equivalent to demonstrate foreign language competency
  - 10 credits of upper-division foreign language including any two of three UWT Spanish courses (TCXG 301 Intensive Spanish: Reading Skills, TCXG 302 Intensive Spanish: Conversational Skills, TCXG 303 Intensive Spanish: Practical Writing Skills) beginning Autumn Quarter 2001.
  - OR
  - 2 years of lower-division foreign language in a Western-European language
  - OR
  - 1 year of an Asian, Slavic, or non-Western language

*Note: non-native English speakers are exempt from this requirement; students may demonstrate competency through testing if desired.*
- 40 credits of International (IN) courses
 

*Note: Students may choose tracks in Asia and the Pacific, the Hispanic World, or European studies by taking 30 of the above 40 credits in courses that emphasize one of these three geographical/cultural categories. Students may also choose a general global studies track.*
- Students must complete 5 credits in each of the three interdisciplinary areas if not fulfilled in the above distribution:
  - Culture and Ideas courses (TCX and TIBC prefixes)
  - Society and the Individual courses (TSM and TCSI prefixes)
  - Natural World courses (TESC prefix)
- 30-40 credits of upper-division electives

### **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 UWT. 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**

Students must complete a total of 90 upper-division credits. The Individually-Designed Concentration consists of 55 credits. At least five credits of Senior Thesis must be included.

Of the 90 credits total, at least 5 credits must be taken from each of the following interdisciplinary areas:

- Culture and Ideas courses (TCX and TIBC prefixes)
- Society and the Individual courses (TSM and TCSI prefixes)
- Natural World courses (TESC prefix)

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

1. Identify the unifying interdisciplinary theme of the program.
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.
4. Submit the proposal to the Individually-Designed Concentration Committee for their 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.

### **Mass Communication**

Communication media, which include radio, television, newspapers, magazines, film, advertising, public relations, 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, and even play a strong role in national development. Students taking the Mass 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. Graduates of this concentration will be prepared for jobs in the rapidly growing and interdisciplinary fields of media research, print and broadcast writing, reporting and editing, and Web design.

### **Concentration Graduation Requirements**

Students must complete a total of 90 upper-division credits.

Foundation Mass Communication Courses:

- At least 15 credits from the following:  
 TIBCUS 457 Ethical Issues in Mass Communication  
 TQS 310 Statistics With Applications  
*And one of the following writing courses:*  
 TCXG 372 Writing Effectively  
 TCXG 374 Argument and Research in Writing  
 TBGEN 311 A Writer's Workshop

Core Mass Communication Courses:

- At least 20 credits from the following:  
 TCSIUS 444 Gender, Ethnicity, Class, and the Media  
 TCSIUS 454 Communications Law  
 TCSIUS 458 Children and Television  
 TCXIN 372 Film Studies  
 TCXIN 481 Film Theory and Criticism  
 TCXUS 485 Media Genres  
 TIBCIN 450 Contemporary Theories of Culture  
 TIBCUS 451 Cultural Studies  
 TSMIN 430 Global Networks, Local Identities  
 New Media Law and Policy\*

***Student may choose either the Research or Professional Print Track.***

Research Track:

- At least 10 credits from the following:  
 TCXG 483 Film Directors  
 TCXIN 376 Hispanic Film  
 TCXIN 484 French Cinema  
 TIBCIN 457 Film and Politics  
 Hispanic Pop Culture\*  
 El Internet En Español\*
- At least 10 credits from the following:  
 TCSIG 339 Psychology of Women  
 TCSIG 438 Family Violence  
 TCSIG 441 Psychology of Black Women  
 TCSIIN 342 Third World Cities  
 TCSIUS 441 Black Freedom Movement in Perspective  
 TCSIUS 450 Black Labor in America  
 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  
 TCXUS 338 Hispanics in the United States  
 TCXUS 374 American Literary Movements, Genres, and  
 Historical Periods  
 TCXUS 377 American Poetry

TCXUS 378	Studies in Selected American Writers
TCXUS 384	African American Women's Literature
TCXUS 385	African American Literature from Slavery to the Present
TCXUS 477	Nature and Environment in American Literature
TCXUS 478	Literature of the Harlem Renaissance
TCXUS 479	Contemporary Native American Women's Literature
TIBCG 361	Ethics in Society
TIBCG 453	Seminar on Health and Culture
TIBCIN 350	Ancient Literature of Western Civilization
TIBCIN 351	Modern Literature of Western Civilization
TIBCIN 353	Medieval and Renaissance Literature of Western Civilization
TIBCUS 464	Native American Cultural Areas
TIBCUS 466	Life & Thought: Martin Luther King Jr., Malcolm X, and Angela Davis
TSMG 313	Theories of Economic Development and Social Change
TSMG 420	Women in the Global Economy
TSMG 424	International Business and Development
TSMG 425	Labor and Politics in Comparative Perspective
TSMIN 311	International Human Rights
TSMIN 315	Europe in the 20th Century
TSMIN 418	Interpreting Enigmatic India
TSMIN 425	Contemporary Issues in International Political Economy
TSMUS 410	Early American Politics, Constitution and Law

#### Professional Track (Print):

TCXUS 457	Writing, Reporting and Editing for the Mass Media
-----------	---

■ And at least 15 credits from the following:

TBGEN 316	Persuasive Communication
TBUS 310	Effective Managerial Communications
TCXG 357	Finding, Evaluating and Writing Consumer Information
TCXG 478	News Writing
TCXG 482	Editing a Literary Arts Magazine
TCXG 484	Writing Creative Nonfiction
TCXG 486	News Feature Writing
TCXG 487	Writing for Public Relations Writing for Advertising* Photojournalism* Web Design*

- 5 credits - Project or Thesis
- 5 credits - Natural World courses (TESC prefix)
- 25 credits of upper-division electives

*Additional courses may apply; see an adviser for details.*

#### Political Economy

This concentration provides a solid foundation for understanding how economics and politics shape our everyday lives and in turn how we may shape them.

\*Courses to be developed.

Particular emphasis is placed on analytical and critical thinking skills, exposing students to how and why markets and businesses work the way they do, and how institutions, politics, technologies, and social structures interact with the functioning of markets. Both United States and international experiences are examined to analyze the sources of economic problems and identify policies for international development. This concentration is excellent preparation for those interested in pursuing careers in government, public agencies, business, and nonprofit management, or advanced studies in law, journalism, international relations, international development, and other social sciences.

#### Concentration Graduation Requirements

Students must complete a total of 90 upper-division credits.

- 15 credits of Foundational Courses
  - TSMUS 325 Economics as a Way of Thinking
  - TSMIN 300 International Interactions (taught by D'Costa)  
Understanding the Real Economy (offered Winter Quarter 2002)
- 40 credits with at least 10 credits (two courses) from each of the following categories:

#### INSTITUTIONS

TSMG 426	History of Money
TSMUS 325	Economics as a Way of Thinking
TSMIN 431	The Political Economy of European Integration
TSMIN 432	Drugs, Mafias, and the Arms Trade in Europe
TSMIN 433	Exploring Nazism
TSMUS 419	The Robber Barons & the Philosophy of Business

#### INTERNATIONAL DEVELOPMENT

TCSIIN 342	Third World Cities
TSMG 313	Theories of Economic Development and Social Change
TSMG 424	International Business and Development
TSMIN 300	International Interactions
TSMIN 418	Interpreting Enigmatic India
TSMIN 425	Contemporary Issues in International Political Economy

#### POLICY

TSMUS 416	Current Issues in Public Policy
TSMUS 417	Urban Policies and Problems
TSMUS 420	Economics as a Way of Thinking
TSMUS 421	Economics and the Environment
TSMUS 422	The Economics of Sports

- 5 credits Natural World courses (TESC prefix)
- 5 credits of Culture and Ideas courses (TCX and TIBC prefixes)
- 25 credits of upper-division electives. **Students should consider taking electives from this tentative recommended list.** All students are encouraged to meet with an adviser to determine appropriate electives.

## INSTITUTIONS

TIBCG 452	Antisemitism and the Holocaust
TIBCIN 455	Medieval Quests
TSMIN 314	Twentieth Century Revolutions
TIBCG 437	Technology in the Modern World
TIBCIN 355	The Mind of Modernity
TIBCIN 466	Modernity and Its Critics
TIBCUS 335	American Modes of Thought and Experience
TIBCUS 360	American Political Theory
TIBCIN 357	The Greek Mind and Imagination
TIBCIN 350	Ancient Literature of Western Civilization
TIBCIN 453	Ancient Greek Tragedy
TCSIUS 345	Women and Work in the United States
TSMUS 322	American Labor Since the Civil War
TCSIUS 441	Black Freedom Movement in Perspective
TIBCIN 450	Contemporary Theories of Culture
TSMUS 410	Early American Politics: Constitution and Law
TCSIUS 443	Ethnicity and the Urban Landscape

## INTERNATIONAL DEVELOPMENT

*(Three courses in Spanish are now available at UWT. One 300-level Spanish course is recommended for Political Economy students, particularly for those interested in international development.)*

TCXG 301	Intensive Spanish: Reading Skills
TCXG 302	Intensive Spanish: Conversational Skills
TCXG 303	Intensive Spanish: Practical Writing Skills
TSMG 420	Women in the Global Economy
TSMIN 410	Caribbean Basin: Selected Topics
TSMIN 412	History of Vietnam
TSMIN 416	Modern Korea
TSMIN 326	Modern Brazil
TSMIN 415	Modern Japan
TSMIN 414	Modern China
TSMIN 430	Global Networks, Local Identities

## POLICY

TESC 345	Pollution and Public Policy
TESC 339	Energy and the Environment
TESC 332	Issues in Biological Conservation
TESC 402	History and Ecology of Biological Invasions
TCXUS 338	Hispanics in the United States

*Additional courses may apply; see an adviser for details.*

## Politics and Values

The study of political and social change provides a basic foundation for the active citizen in the 21st century. Combining 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**

Students must complete 90 upper-division credits. Students are strongly encouraged to take their context courses among their first 45 credits. *(Three courses in Spanish are now available at UWT and are recommended for Politics and Values students. See Culture and Ideas area for Spanish courses.)*

#### ■ Two general **context** courses (10 credits):

TIBCUS 360	American Political Theory*
TSMIN 300	International Interactions*
TSMIN 422	Modern European Political Theory*
TSMUS 300	Making of America*

#### ■ One **context** course (5 credits) focusing on values:

TIBCG 361	Ethics in Society*
TIBCG 456	Environmental Ethics*
TIBCG 353	The End of the Modern World (1600-2000)
TIBCG 363	Philosophical Perspectives on the Environment*
TIBCIN 355	The Mind of Modernity*
TIBCUS 457	Ethical Issues in Mass Communications*

#### ■ Two **context** courses (10 credits) focusing on social change:

TSMIN 312	19th Century Revolutions and Revolutionaries
TSMIN 314	20th Century Revolutions
TCSIUS 431	Community Organizations and the Nonprofit Sector
TCSIUS 441	Black Freedom Movement in Perspective
TCSIIN 435	Popular Movements in Latin America
TIBCUS 466	Life and Thought: Martin Luther King Jr., Malcolm X, and Angela Davis

#### ■ One **context** course (5 credits) on the natural world and society:

TESC 300	Introduction to Environmental Science
TESC 332	Issues in Biological Conservation
TESC 335	Plants & People: The Science of Agriculture
TESC 339	Energy and the Environment
TESC 345	Pollution and Public Policy
TESC 347	Maritime History and Science of the Pacific Northwest

#### ■ Four courses (20 credits) from the Society and Individual **area** (at least one G, one US and one IN)

TCSIG 330	Inquiry and Research in the Social Sciences
TCSIG 339	Psychology of Women
TCSIG 343	Vietnam and the 1960s
TCSIG 438	Family Violence
TCSIG 441	Psychology of Black Women
TCSIG 451	The Enlightenment
TCSIIN 335	Religion in the Modern World
TCSIIN 342	Third World Cities
TCSIUS 345	Women and Work in the United States
TCSIUS 428	Labor, Race, Gender, and Poverty: Research and Readings
TCSIUS 438	Environmental Law
TCSIUS 444	Gender, Ethnicity, Class and the Media
TCSIUS 447	AIDS and American Society
TCSIUS 448	Health, Policy and Politics
TCSIUS 450	Black Labor

TCSIUS 452	Minorities and the Law
TIBCG 430	Introduction to Public History
TIBCG 437	Technology in the Modern World
TSMG 313	Theories of Economic Development and Social Change
TSMG 420	Women in the Global Economy
TSMG 425	Labor and Politics
TSMIN 300	International Interactions*
TSMIN 310	Modern European Political Theory*
TSMIN 311	International Human Rights
TSMIN 324	Modern Latin America
TSMIN 420	Theories of Political Violence
TSMIN 430	Global Networks, Local Identities
TSMIN 431	The Political Economy of European Integration
TSMIN 433	Exploring Nazism
TSMUS 300	Making of America*
TSMUS 322	American Labor Since the Civil War
TSMUS 410	Early American Politics, Constitution and Law
TSMUS 413	Civil Rights, Civil Liberties
TURB 301	The Urban Condition

■ Two courses (10 cr.) from the Culture and Ideas area

TCXG 370	Understanding Literature: America & the Third World
TCXG 372	Writing Effectively
TCXG 301	Intensive Spanish: Reading Skills
TCXG 302	Intensive Spanish: Conversational Skills
TCXG 303	Intensive Spanish: Practical Writing Skills
TCXG 470	The Material World: Art and Artifacts
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
TCXUS 374	American Literary Movements, Genres and Historical Periods
TCXUS 384	African-American Women's Literature
TCXUS 385	African-American Literature from Slavery to the Present
TCXUS 476	American Women's Literature: Nineteenth and Twentieth Century Texts
TCXUS 477	Nature and Environment in American Literature
TCXUS 479	Contemporary Native American Women's Literature
TIBCG 353	The End of the Modern World (1600-2000)*
TIBCG 361	Ethics in Society
TIBCG 363	Philosophical Perspectives on the Environment*
TIBCG 452	Antisemitism and the Holocaust
TIBCG 456	Environmental Ethics*
TIBCIN 355	The Mind of Modernity*
TIBCIN 450	Contemporary Theories of Culture
TIBCIN 461	Religion and Church in Latin America
TIBCIN 466	Modernity and Its Critics
TIBCIN 457	Film and Politics
TIBCUS 360	American Political Theory*
TIBCUS 457	Ethical Issues in Mass Communications*

*This course may be used to fulfill either a concentration context requirement or a concentration area requirement.*

- 30 credits of upper-division electives. It is strongly recommended that these electives include one 5-credit Cultural Expression course (TCX prefix) if not fulfilled in the above distribution.

## Psychology

Psychology involves the scientific study of behavior and its causes and the understanding of human behavior in a variety of settings. This concentration allows students to receive a wide-ranging interdisciplinary education.

Students will be required to combine psychology with courses on race, social class, gender, and social issues. Graduates of this concentration are prepared to pursue advanced studies in psychology and human services or careers in psychology, social work, counseling, community service and human resources.

### Concentration Graduation Requirements

- 5 credits upper-division General Psychology  
(Applicable during the 2002-2003 academic year; current students can fulfill this requirement by taking a five-credit course from List A.)

- 5 credits upper-division Statistics or TCSIG 330 Inquiry and Research in the Social Sciences

- 20 credit hours:

#### A: Context courses in Psychology

TCSIG 335	Transitions: Coping with Change
TCSIG 339	Psychology of Women
TCSIG 434	Theories of Child Development
TCSIG 438	Family Violence
TCSIG 439	Human Sexuality
TCSIG 441	Psychology of Black Women
TCSIG 447	Adolescent Psychology
TCSIG 448	Abnormal Psychology
TCSIG 450	Personality Theories
TCSIUS 433	Organizational Structures and Sociocultural Systems in Nonprofit Environments

- 15 credits - One course from each of the following three categories (B-D)

#### B: Context courses in Race and Culture

TCSIG 441	Psychology of Black Women
TCSIIN 342	Third World Cities
TCSIUS 428	Labor, Race, Gender, and Poverty: Research and Readings
TCSIUS 441	Black Freedom Movement in Perspective
TCSIUS 443	Ethnicity & the Urban Landscape
TCSIUS 444	Gender, Ethnicity, Class and Media
TCSIUS 450	Black Labor in America
TCSIUS 452	Minorities and the Law
TCXIN 376	Hispanic Film
TCXIN 377	Mexican Literature and the Search for National Identity
TCXIN 383	Society, Self, and Worldview in the Arts of Japan
TCXUS 338	Hispanics in the United States
TCXUS 382	Cross-Cultural Studies in Contemporary Women's Literature
TCXUS 384	African-American Women's Literature
TCXUS 385	African-American Literature from Slavery to the Present
TCXUS 478	Literature of the Harlem Renaissance
TCXUS 479	Contemporary Native American Women's Literature
TIBCUS 464	Native American Cultural Areas
TIBCUS 466	Life & Thought: Martin Luther King Jr., Malcolm X, and Angela Davis
TSMIN 324	Modern Latin America
TSMIN 327	The Making of Modern Africa
TSMIN 412	History of Vietnam
TSMIN 413	Pre-modern Japan
TSMIN 414	Modern China
TSMIN 415	Modern Japan
TSMIN 416	Modern Korea
TSMIN 424	Imperial China

#### C: Context courses in Gender

TCSIG 339	Psychology of Women
TCSIG 441	Psychology of Black Women
TCSIUS 345	Women and Work in the United States
TCSIUS 428	Labor, Race, Gender and Poverty: Research and Readings

TCSIUS 444	Gender, Ethnicity, Class, and Media
TCXG 483	Film Directors: Women Directors
TCXIN 486	Feminist Perspective in Film and Literature
TCXUS 382	Cross-Cultural Studies in Contemporary Women's Literature
TCXUS 384	African-American Women's Literature
TCXUS 476	American Women's Literature: 19th and 20th Century Texts
TCXUS 479	Contemporary Native American Women's Literature
TSMG 420	Women in the Global Economy

#### D: Context courses in Social/Economic Class

TCSIUS 345	Women and Work in the United States
TCSIUS 428	Labor, Race, Gender, and Poverty: Research and Readings
TCSIUS 444	Gender, Ethnicity, Class and the Media
TCSIUS 450	Black Labor in America
TSMG 425	Labor and Politics in Comparative Perspectives
TSMIN 425	Contemporary Issues in Political Economy
TSMIN 433	Exploring Nazism
TSMUS 325	Economics as a Way of Thinking
TSMUS 419	The Robber Barons & the Philosophy of Business

#### ■ 10 credits from Category E

##### E: Context courses in Social Issues

TCSIG 348	Film and Human Values
TCSIIN 335	Religion and the Modern World
TCSIIN 453	Popular Movements in Latin America
TCSIUS 431	Community Organizations and the Nonprofit Sector
TCSIUS 437	Doing Community History
TCSIUS 447	AIDS and the American Society
TESC 345	Pollution and Public Policy
THLTH 480	Death and American Society
TIBCG 361	Ethics in Society
TIBCG 452	Antisemitism and the Holocaust
TIBCG 453	Health, Illness and Culture
TIBCG 454	Seminar on Health and Culture
TIBCG 455	Medicine & Morality: Issues in Biomedical Ethics
TIBCG 456	Environmental Ethics
TIBCIN 354	History of the Concept of Culture
TIBCUS 360	American Political Theory
TIBCUS 450	Contemporary Theories of Culture
TIBCUS 451	Cultural Studies
TIBCUS 457	Ethical Issues in Mass Communications
TSMG 425	Labor and Politics in Comparative Perspectives
TSMIN 311	International Human Rights
TSMIN 420	Theories of Political Violence
TSMIN 433	Exploring Nazism
TSMUS 416	Current Issues in U.S. Public Policy
TSMUS 417	Urban Problems and Policies
TSMUS 420	The Economics of Education

#### ■ 5 credits Culture and Ideas courses (TCX and TIBC prefixes) if not fulfilled in the above distribution.

#### ■ 5 credits Natural World courses (TESC prefix)

#### ■ 25-30 credits of upper-division electives

*Additional courses may apply; see an adviser for details.*

### 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, professions such as psychology, social work, counseling, community service, human resource management and the health field.

#### Concentration Graduation Requirements

Students must complete 90 upper-division credits.

#### ■ 5 credits of a context course in religion or philosophy in List A:

TCSIG 348	Film and Human Values
TCSIG 451	The Enlightenment
TCSIIN 335	Religion in the Modern World
TIBCG 361	Ethics in Society
TIBCIN 354	History of the Concept of Culture
TIBCIN 355	The Mind of Modernity
TIBCIN 357	The Greek Mind and Imagination
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
TIBCUS 355	American Modes of Thought & Expression

#### ■ 5 credits of a context course in social issues, race, class and/or gender in List B:

TIBCG 453	Health, Illness and Culture
TIBCG 440	Medieval Technology and Urban Life
TIBCUS 451	Cultural Studies
TIBCUS 457	Ethical Issues In Mass Communication
TIBCUS 464	Native American Cultural Areas
TIBCUS 466	Life and Thought: Martin Luther King Jr., Malcolm X and Angela Davis
TCSIUS 431	Community Organizations and the Nonprofit Sector
TCSIUS 438	Environmental Law
TCSIUS 441	Black Freedom Movement in Perspective
TCSIUS 443	Ethnicity and the Urban Landscape
TCSIUS 444	Gender, Ethnicity, Class and the Media
TCSIUS 447	AIDS in American Society
TCSIUS 450	Black Labor
TCSIUS 452	Minorities and the Law
TCXG 483	Film Directors: Women Directors
TCXIN 376	Hispanic Film
TCXIN 377	Mexican Literature and the Search for National Identity
TCXIN 486	Feminist Perspective in Film and Literature
TCXUS 338	Hispanics in the United States
TCXUS 383	Cross-Cultural Studies in Contemporary Women's Literature
TCXUS 384	African-American Women's Literature
TCXUS 385	African-American Literature from Slavery to the Present
TCXUS 477	Nature and Environment in American Literature
TSMIN 311	International Human Rights
TSMIN 420	Theories of Political Violence

#### ■ 5 credits of a context course in psychology in List C:

TCSIG 335	Transitions: Coping with Change
TCSIG 339	Psychology of Women
TCSIG 434	Theories of Child Development
TCSIG 438	Family Violence
TCSIG 439	Human Sexuality
TCSIG 441	Psychology of Black Women

- TCSIG 447 Adolescent Psychology
- TCSIG 448 Abnormal Psychology
- TCSIG 450 Personality Theories
- TCSIUS 433 Organizational Structures and Sociocultural Systems in Nonprofit Environments

■ 5 credits of a context course in aesthetics/art or literature in List D:

- TCXG 377 Art of the Americas
- TCXG 386 Contemporary Art and Studio Drawing
- TCXG 471 Culture and Meaning in the Visual Arts
- TCXIN 372 Film Studies
- TCXIN 377 Mexican Literature and the Search for National Identity
- TCXIN 381 Society, Self & Worldview in the Arts of India
- TCXIN 382 Society, Self & Worldview in the Arts of China
- TCXIN 383 Society, Self & Worldview in the Arts of Japan
- TCXIN 384 Society, Self & Worldview in the Arts of the Pacific
- TCXIN 481 Film Theory and Aesthetics
- TCXUS 371 History of Rock & Roll
- TCXUS 377 American Poetry
- TCXUS 378 Studies in Selected American Writers
- TCXUS 485 Media Genres
- TCXUS 382 Cross-Cultural Studies in Contemporary Women's Literature
- TCXUS 384 African-American Women's Literature
- TCXUS 385 African-American Literature from Slavery to the Present
- TCXUS 471 History of Jazz
- TCXUS 477 Nature and Environment in American Literature
- TCXUS 478 Literature of the Harlem Renaissance
- TCXUS 479 Contemporary Native American Women's Literature
- TIBCIN 350 Ancient Literature of Western Civilization
- TIBCIN 351 Modern Literature of Western Civilization
- TIBCIN 353 Medieval and Renaissance Literature of Western Civilization
- TIBCIN 453 Ancient Greek Tragedy

■ 30 additional credits from Lists A, B, C and D

■ 15 credits – 5 credits from each of the three interdisciplinary areas if not fulfilled in the above distribution:

- Culture and Ideas courses (TCX and TIBC prefixes)
- Society and the Individual courses (TSM and TCSI prefixes)
- Natural World courses (TESC prefix)

■ 25 credits of upper-division electives

*Additional courses may apply; see an adviser for details.*

## MINORS AND CERTIFICATES

Check with an IAS adviser to learn which concentrations are most compatible with the programs below:

### Environmental Studies Minor

The Environmental Studies minor has no prerequisites.

It is open to students in any undergraduate course of study at UWT, and for most students, would not require additional time or credits beyond those required for graduation. For example, pre-law students interested in environmental law; political science or urban studies students interested in environmental policy; or business students interested in environmental marketing may wish to pursue the minor. Students interested in social work or environmental justice, or nursing students concerned with environmental health would find their needs met with this minor. Any IAS student with an interest in environmental science or education would also be well-served with this option.

### Requirements

There are two options for completing the minor in Environmental Studies:

#### OPTION A:

- One environmental ethics/philosophy course
- One environmental law/policy/regulations course
- Three environmental science/studies courses, to include:
  - TESC 300: Introduction to Environmental Science
  - One environmental science lab or field course
  - One additional environmental science or environmental studies course

#### OPTION B:

- One environmental ethics/philosophy course
- One environmental law/policy/regulations course
- Three environmental science/studies courses, to include:
  - One biological science (B) course
  - One physical science (P) course
  - One environmental science lab or field course (may also count as a B or P course)

### Restoration Ecology Certificate (REC)

The University of Washington Restoration Ecology Network (UW-REN) was established to prepare students to meet the multi-disciplinary challenges in the field of ecological restoration. Effective restoration requires the interactive efforts of experts from many disciplines, as illustrated below. UW-REN offers students from any UW program the opportunity to obtain a certificate of academic experience in Restoration Ecology.

This program provides students with a substantial background in restoration ecology within the context of their degree program. The REC is not associated with a degree program. It demonstrates to employers and funding agencies that you have completed fundamental training in restoration ecology, including a one-year, team-based restoration project. Study ranges from theory

to practice to provide students with skills necessary to participate as effective team members or to lead challenging restoration projects.

### Requirements

The certificate requires a minimum of 25 course credits. All courses must be completed with a minimum grade of 2.0.

- Introduction to Restoration Ecology (5 credits)  
This is a 300-level course offered at UW Bothell and UW-Tacoma. UW-Seattle's equivalent course is EHUF 473.
- Restoration-related courses (10 credits)  
Students must complete 10 credits of restoration related courses from an approved list of courses that is available on the UW-REN Web site at <http://depts.washington.edu/uwren>. Courses not on the list can be petitioned to the UW-REN director.
- UW REN Senior Restoration Capstone (10 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.

### Minor in Human Rights

This 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

Minimum 25 credits including 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.  
**Bothell:**  
BLS 335, BLS 353, BLS 403, BLS 414,  
**Seattle:** PHIL 338, POLS/SOJU 363, SOCSCI 201, WOMEN 405  
**Tacoma:**  
TSMIN 311 International Human Rights  
TSMIN 420 Theories of Political Violence  
TSMIN 421 Human Rights in Emerging Democracies:  
Eastern Europe and Latin America  
TIBCG 452 Antisemitism and the Holocaust  
TCSIN 4XX Idea of Human Rights (*course under development and will be taught in Winter 2002*)  
(Faculty offering appropriate courses may approve substitutions.)
- 5 credits of courses concerned with human rights in a broad context, e.g. poverty, race/ethnicity, gender.  
**Bothell:**  
BLS 322, BLS 344, BLS 345, BLS 362, BLS 367, BLS 412, BLS 415, BLS 430, BLS 432, BLS 445  
**Seattle:**  
AAS 372, AES 275, ANTH 434, ANTH 437, ANTH/SISEA 470, GEOG 230, GEOG 330, GEOG 371, GEOG 430, GEOG 495, HIST 346, HIST 452, HIST/SISJE 470, HSTAA 321, HSTAA

322, HSTAA 416/LAW 467, HSTAA 450, HSTAA/SISLA 480, HSTAS 463, PHIL 230, POLS 311, POLS 360, POLS 361, POLS 407, POLS/SIS 426, SIS 302, SIS 330, SIS/GEOG 335, SIS 342, SIS /GEOG 375, SIS 422, SIS 456/POL S 450, SIS 460, SIS 465, SIS 476, SISEA 459/POLS 419, SPAN 322, SPAN 468, WOMEN 305, WOMEN 310, WOMEN/SIS 333, WOMEN/SIS/ ANTH 345, WOMEN 455

### Tacoma:

TSMG 313 Theories of Economic Development and Social Change  
TSMG 425 Labor and Politics in Comparative Perspective  
TSMIN 326 Modern Brazil  
TSMIN 410 Caribbean Basin: Selected Topics  
TSMIN 425 Contemporary Issues in International Political Economy  
TCSIIN 435 Popular Movements in Latin America  
TCSIIN 436 Rural Societies and Development  
TSMUS 413 Civil Rights, Civil Liberties  
TSMUS 415 Labor Research Practicum  
TCSUS 441 Black Freedom Movement in Perspective  
TCSIUS 335 Social Class and Inequality  
TCSIUS 452 Minorities and the Law  
TCXUS 385 African-American Literature from Slavery to the Present

(Faculty offering appropriate courses may approve substitutions.)

- 10 credits from either of the above lists.
- At least three 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 480, POLS 496, SPJU 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.

### Minor in Nonprofit Management

This minor in nonprofit management offers students the opportunity to develop competencies in, among other things, community building, volunteer management, budgeting, grant writing and fund raising, 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

- Three 5-credit courses:

TCSIUS 431 Community Organizations & the Nonprofit Sector  
TCSIUS 431 Organizational Development  
TCSIUS 451 Fund Raising and Grant Writing

- One of the following 5-credit courses:  
 TCSIUS 433 Organizational Systems and Change  
 TCSIUS 348 Leading a Nonprofit Organization in the 21st Century (also offered as TMGMT 348)  
 TCSIG 335 Transitions: Coping with Change  
 TCSIG 434 Theories of Child Development  
 TCSIG 438 Family Violence  
 TCSIG 447 Adolescent Psychology  
**Any core class in the Urban Studies program**  
 (Other courses may apply, check with an IAS adviser.)
- TIAS 496 Internship(s) - 5-10\* credits
- TIAS 499 Senior Project - 2-5\* credits
- TCSIUS 430 Nonprofit Seminar, 1 credit, taken a maximum of twice with internship (1-2\* credits)

### **CURRICULUM IN NONPROFIT STUDIES**

This curriculum is designed to prepare students for careers and management in not-for-profit organizations. We are able to offer a nationally recognized certificate in nonprofit management through our affiliation with American Humanics (AH). Students will gain skills in community organizing and civic leadership. They will be involved in the AH student association on campus, which will be working with a variety of community-building projects, including professional development workshops on nonprofit management at UWT.

### **COURSE DESCRIPTIONS**

See the Interdisciplinary Arts and Sciences Web page for the most current course information at [www.tacoma.washington.edu/ias](http://www.tacoma.washington.edu/ias).

## **I. Communities and Social Institutions**

### **TCSIG 330: Inquiry and Research in the Social Sciences (5)**

Forms of inquiry from empirical laboratory or bench research to fieldwork and phenomenological methods are presented and discussed in relationship to types of problem and research questions. Quantitative and qualitative methods for gathering and reporting data are discussed as well as design, control, and the problem of interpretation and bias. *Prerequisite: college-level statistics course*

### **TCSIG 339: Psychology of Women (5)**

Focuses on psychological and feminist framework to the examination of women's lives and development. Emphasis on how gender and sexism interacts with ethnicity, class, and age to influence women's understandings of themselves. Topics include gender differences, image of women, motherhood, and violence against women.

### **TCSIG 343 Vietnam and the 1960s (5)**

During the 1960s the Vietnam War, as well as civil rights and other causes, animated a new generation of dissent and radicalism following the conformity and fears of the 1950s. Why were we in Vietnam? What were its internal consequences for the United States? What effect did it have on the peoples of Southeast Asia? What is the legacy today of the war and the movements against it? These and other questions will be raised through readings, films, music, and intensive discussion.

### **TCSIG 348 Film and Human Values (5)**

A critical examination of contemporary and classical films in order to explore how they might disclose different dimensions of human meaning, value, virtue or their opposites. Attention will be paid both to the art form of film and to film as a medium portraying the dynamics of the human search for meaning and value, particularly as these involve struggle and conflict. The course is based upon the recognition that film has become a major part of 20th century existence, experience and expression. Time will be spent viewing, discussing and analyzing the selected films. *May be repeated for credit with instructor's approval.*

### **TCSIG 434 Theories of Child Development (5)**

This course is designed to help students integrate psychological theory and research in child development with the more practical interests and concerns. The focus of the course will be the critical analysis and application of scientific knowledge to real-world concerns such as the improvement of parenting, schooling, day care, and public policy.

*\*The variation in credits for the internship, project and seminar comes from the tradition of the American Humanics certificate program—if a student has a strong volunteering background, then the internship is reduced to 5 credits. If they have little or none, then two 5-credit internships at different agencies are needed. The project and seminar credits vary as well according to the needs of the student. As with any variation in program requirements, substitutions for courses and waiving any of these requirements will require a graduation petition to the IAS Director.*



**TCSIG 436 North American Regions (5)**

This course will examine the various regions of North America in comparative fashion. Topics will vary from quarter to quarter and will include the characteristics of the New England, Southern, frontier, Mississippi Valley, Canadian, Pacific Northwestern and Southwestern regions of North America. *May be repeated for credit with instructor's permission.*

**TCSIG 438 Family Violence (5)**

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.

**TCSIG 439 Human Sexuality (5)**

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.

**TCSIG 441 Psychology of Black Women (5)**

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.

**TCSIG 445 The Metropolis (5)**

This course examines the problems and opportunities associated with the development of the metropolis. The focus will be on the 20th century, and the individual city selected will change depending on the quarter the course is offered. The course will begin with an examination of such general issues associated with large cities as economic base, transport, social conditions, culture and government, then will move on to consider in detail one city.

**TCSIG 447 Adolescent Psychology (5)**

Explores the adolescent experience through the use of contemporary film, literature, and psychological research and theory. Topics include physical development, separation issues, gender differences, fantasy, and issues relevant to diversity. Explores how culture conceptualizes adolescents, and how psychological perspectives either hinder or expand our ability to understand the adolescent experience.

**TCSIG 448 Abnormal Psychology (5)**

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.

**TCSIG 450 Personality Theories (5)**

Covers the major theories of personality. Analyzes the personalities of famous individuals according to various theorist perspectives.

**TCSIG 451 The Enlightenment (5)**

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 reactions they inspire. Highlights themes such as liberalism, human rights, rationalism, republicanism, and neoclassicism.

**TCSIIN 335 Religion in the Modern World (5)**

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.

**TCSIIN 342 Third World Cities (5)**

Develops a framework to compare the phenomenal growth of selected Third World cities. The course introduces their historical legacy, their previous ties to colonial rulers, and the pressures for them to remain the centers of capitalist production. Studies the spatial, ethnic, and class divisions in these cities. The urban "bias" and subsequent concentration of economic, political, and cultural power resulting in resetting mass misery in all its ramifications are examined in terms of political and survival struggles.

**TCSIIN 346 Cylinders to Platters: A Survey of Recorded Music Since 1888 (5)**

Music as reflected through the influences of the recording industry and the development of related technologies. Examines social and artistic impacts that the recording age has brought to American and European musical cultures.

**TCSIIN 434 Women's Voices: Third World Testimonials (5)**

A comparative exploration of the "testimonials" of women from selected regions in Africa, the Middle East, and Latin America. This course will look at a variety of women's voices in testimonial, autobiographical, biographical, ethnographic, and fictional literature. The significance of women's "testimonials" as part of the historical and sociological record will be discussed. Issues of race/ethnicity, class, and gender will be explored.

**TCSIIN 435 Popular Movements in Latin America (5)**

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 discourse surrounding the terms, "popular movement," "social movement," and "civil society," and discussions of contemporary trade-unionism, grass-roots people's initiatives, cooperative movements, guerrilla

organizations, human-rights groups and feminist movements.

**TCSIIN 436 Rural Societies and Development (5)**

This course will explore Third World development issues (economic, political and social) that are particular to rural societies. Topics to be addressed are: food production and distribution, rural labor markets, migration, rural development strategies, rural poverty, the Green Revolution, export agriculture, the proletarianization of peasants, and rural politics.

**TCSIIN 438 Urbanization and the Environment (5)**

Addresses the environmental impact of ancient, medieval, and modern cities. Includes the evolution of urban infrastructure and relations between city and countryside.

**TCSIUS 345 Women and Work in the United States (5)**

Study of the 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.

**TCSIUS 428 Labor, Race, Gender and Poverty: Research and Readings (5)**

Analyzes the intersection of labor, race, gender and poverty issues and explores research on organizing work within labor and community organizations. Student internships are an option, but not required.

**TCSIUS 430 Nonprofit Studies Seminar**

A seminar taken concurrently with internships taken within the Curriculum in Nonprofit Studies to fulfill the requirements for the American Humanics Certificate in Nonprofit Management.

**TCSIUS 431 Community Organizations and the Nonprofit Sector (5)**

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. A core course for the curriculum in nonprofit studies, which leads to the American Humanics certificate in nonprofit management.

**TCSIUS 433 Organizational Structures and Sociocultural Systems in Nonprofit Environments (5)**

A study of organizational culture, focusing on identifying archaic and ineffectual organizational principles, and assessing new and innovative approaches to organizational challenges and change in the context of the effects of emerging technologies.

**TCSIUS 437 Doing Community History (5)**

(Seminar) Involves the student in researching the history

of the community, with particular focus on ethnic diversity. Students will do primary research in libraries; interview residents; transcribe/edit oral memoirs; and write history. Students learn basic research skills, as well as sensitivity to community values and concerns. *May be repeated for credit with instructor's permission.*

**TCSIUS 438 Environmental Law (5)**

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, mineral rights, air and water quality, and other complex environmental arenas, and how courts (primarily in the United States) have interpreted such laws.

**TCSIUS 441 Black Freedom Movement in Perspective (5)**

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.

**TCSIUS 443 Ethnicity and the Urban Landscape (5)**

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.

**TCSIUS 444 Gender, Ethnicity, Class and the Media (5)**

The media offer powerful sites for the construction and promotion of ideologies of gender, ethnicity and class. In this course, we will study the sociohistorical origins of these ideologies and will use methods of media analysis to examine their presence in contemporary print and broadcast media.

**TCSIUS 445 History of Tacoma (5)**

A survey of the history and fabric of Washington state's second largest urban center. Topics will include early settlements, Tacoma as the Pacific terminus of the Northern Pacific Railroad, commercial and social currents in the era of populism, ethnic and political struggle as recurring forces, the development of regional institutions such as Fort Lewis, the Port of Tacoma, local governments and locally based corporations. The course

will place particular emphasis on architecture, urban planning and growth, and the physical, built environment of the City of Destiny.

#### **TCSIUS 447 AIDS and American Society (5)**

An examination of the pervasive impact of the AIDS epidemic on American society, including (1) the lives of persons with AIDS and people who are HIV-positive; (2) the gay community, minority communities and the American public, more broadly; (3) Americans' concepts of health, illness and sexuality; (4) the medical-care system and public-health policy. We will deepen our inquiry through historical and literary reflection and community resources. Special attention will be given to the meanings that are associated with AIDS in the media and among diverse groups within American society. Opportunities for community service will be provided.

#### **TCSIUS 450 Black Labor in America (5)**

Provides both 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.

#### **TCSIUS 451 Essentials of Grant Writing and Fund Raising (5)**

Studies fund raising for nonprofit organizations. Provides an overview of the best practices, systems, and management principles underlying successful fund raising programs. Includes primary development vehicles and techniques, developing an annual plan and a case statement, and grant writing.

#### **TCSIUS 452 Minorities and the Law (5)**

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.

#### **TCSIUS 454 Communications Law (5)**

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 as we enter the 21st century.

## **II. Cultural Expression**

#### **TCXG 301 Intensive Spanish: Reading Skills (5)**

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, use of cognates, and other forms of transferable knowledge to work when reading a text in Spanish.

#### **TCXG 340 Landscape in Contemporary Art (5)**

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.

#### **TCXG 349 News Writing (5)**

Introduces students to basic principles of news writing and reporting, including lead writing, Associated Press style conventions, news judgment, and ethical and legal issues. Students also write at least three stories for submission to *The Ledger*, UWT's student newspaper.

#### **TCXG 350 Editing and Design for Print Media (5)**

Covers elements of print media editing and design including: selection and editing of news copy; headline writing; 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.

#### **TCXG 368 The Human Figure in Contemporary Art (5)**

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.

#### **TCXG 372 Writing Effectively (5)**

This course helps students move from writing about themselves toward writing analytically and critically about subjects that stretch beyond the personal. Course will practice methods for gathering ideas, writing drafts, getting feedback, reorganizing, revising, and producing essays with clear, complex assertions backed by thorough explanations.

#### **TCXG 373 Introduction to Writing Poetry (5)**

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. *Recommended: courses in upper-division writing and literature.*

#### **TCXG 374 Argument and Research in Writing (5)**

This course practices modes of argumentation and analysis in the context of the research paper. Writers choose their own topics and write a series of essays leading to a final, comprehensive proposal paper based on their research. Most projects have relevance beyond the classroom: for work, for personal use, for active citizenship.

**TCXG 377 Art of the Americas (5)**

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.

**TCXG 379 Modern Architecture (5)**

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, functionalism, fundamentalism, and reform to address the diverse forces that have shaped modern architecture.

**TCXG 380 Humanities Research & Writing Seminar**

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; in Spring 2000 it will be "1492: The Columbian Encounter".

**TCXG 381 Introduction to Creative Writing: Fiction (5)**

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.

**TCXG 382 2-Dimensional Design and Contemporary Approaches in Art (5)**

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. Course work 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.

**TCXG 383 South Sound Contemporary Art: Creativity and the Art of Seeing (5)**

This introductory course will explore several forms of artistic expression—photography, printmaking, painting, video and sculpture in stone, metal, ceramics, glass—and will provide definitions and theories about creativity and the creative process. All examples of artworks will come from contemporary artists living in and near Tacoma, Gig Harbor, Olympia, and the Olympic Peninsula.

**TCXG 384 3-Dimensional Art and Contemporary Approaches to Sculpture (5)**

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.

**TCXG 386 Contemporary Art and Studio Drawing (5)**

Provides an introduction to the basic principles of drawing. Covers markmaking, outline, negative-positive relationships, proportion, perspective and composition.

**TCXG 387 Varieties of Literary Criticism (5)**

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.

**TCXG 389 Art from the Impressionists to the Surrealists (5)**

Explores the major movements in modern art from 1850 to 1940, including Impressionism, Post-Impressionism, Cubism, German Expressionism, American Modernism, Social Realism, Futurism, Dadaism and Surrealism, addressing the significance of the dramatic changes that occurred in art during this time period.

**TCXG 470 The Material World: Art and Artifacts (5)**

The Material World examines material culture, that is, artifacts created and used by human beings to cope with the physical environment. 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 to understand the world around us.

**TCXG 471 Culture and Meaning in the Visual Arts (5)**

(Seminar) Considers various ways of exploring the relationships among visual arts and their cultural environments. Specific topics may be either U.S. or International.

**TCXG 479 Principles of Public Relations (5)**

Covers principles, theories and applications of public relations. Explores values and ethics, communication theory, crisis management, PR and the Internet, and writing for print and electronic media. Students produce a campaign or event for a hypothetical client.

**TCXG 482 Editing a Literary Arts Magazine (5)**

Studies small literary magazines from the editorial perspective. Students learn to establish and defend editorial policy, assemble literary selections, conceive of magazine design and evaluate contemporary literature within the context of current publications. *Prerequisites: one course each of upper-division writing and literature, or equivalent*

**TCXG 483 Film Directors (5)**

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 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.*

#### **TCXG 484 Writing Creative Nonfiction (5)**

This course studies the craft of the emerging genre of creative nonfiction. It combines intensive study of published work with a workshop in which students critique each other's work. It is recommended that students complete at least one other writing or literature course before enrolling.

#### **TCXG 486 Feature Writing for Print Media (5)**

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.

#### **TCXG 487 Writing for Public Relations (5)**

In "Writing for Public Relations," students will build skills in writing news releases for print and broadcast media, advertising copy, speeches, newsletters, and crisis communication. Emphasis will be placed on writing for clarity and interest, simplifying complex issues, and conducting effective media relations.

#### **TCXG 488 Modern Novel (5)**

Examines Cervantes' *Don Quixote* and twentieth-century works inspired by it. May include *Don Quixote*, Kafka's *Castle*, Borges' *Labyrinths*, and Nabokov's *Pale Fire*.

#### **TCXIN 372 Film Studies (5)**

Study of the languages and forms of cinema, and major debates regarding film's relations to reality, to the mind, to politics, and to other modes of cultural expression. Topics include narrative and non-narrative; mise en scène, cinematography and editing; the soundtrack; film directors, genres and historical movements.

#### **TCXIN 376 Hispanic Film (5)**

Examines the ways in which Hispanic film reflects history, society, class and gender issues. No knowledge of Spanish required. Provides students with a better understanding of different aspects of culture in the Spanish-speaking world and of film as an art form.

#### **TCXIN 377 Mexican Literature in Translation: A Nation's Search for Identity (5)**

Examines the ways in which Hispanic writers represent themselves and their cultural heritage through literary texts. Focuses on Mexican literature. Provides students with a better understanding of different aspects of culture in the Spanish-speaking world. No knowledge of Spanish required.

#### **TCXIN 381 Self, Society and Worldview in the Arts of India (5)**

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.

#### **TCXIN 382 Self, Society and Worldview in the Arts of China (5)**

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 Maoism—will be examined in relation to the historical momentum of Daoist, Confucian, Buddhist, and popular folk conceptions of life and reality.

#### **TCXIN 383 Self, Society and Worldview in the Arts of Japan (5)**

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.

#### **TCXIN 384 Self, Society and Worldview in the Arts of the Pacific (5)**

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 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.

#### **TCXIN 481 Film Theory and Aesthetics (5)**

(Seminar) An introduction to ways in which the 20th century's major film theorists and critics conceived of the forms, values and effects of the film medium. Consideration of what criticism and theory add to the understanding and enjoyment of film. Screening of a wide range of commercial and experimental films that

exemplify—sometimes challenge—the ideas presented in readings.

**TCXIN 484 French Cinema (5)**

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.

**TCXIN 486 Feminist Perspectives in Film and Literature (5)**

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.

**TCXUS 338 Hispanics in the United States (5)**

This course will look at the history of Hispanic migration to the United States and the political, cultural and social influence of Hispanics on North American society.

**TCXUS 371 History of Rock and Roll (5)**

Offers an in-depth look at the musical, social, and political history of rock and roll beginning with the pre-rock rhythm and blues era of the 1940s through the fragmented rock styles of the 1990s including grunge and rap. Recorded examples and various video clips are extensively utilized in the lectures to underscore the tremendous changes in American popular music and culture brought about by the rock and roll revolution.

**TCXUS 374 American Literary Movements, Genres and Historical Periods (5)**

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.*

**TCXUS 376 American Architecture (5)**

This course will examine the architecture of the United States from early Native American structures to late 20th-century building. 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.

**TCXUS 377 American Poetry (5)**

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.

**TCXUS 378 Studies in Selected American Writers (5)**

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?

**TCXUS 382 Cross-Cultural Studies in Contemporary Women's Fiction (5)**

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. Writers include Allison, Erdrich, Silko, Kingston, Tan, Morrison and Cisneros.

**TCXUS 383 Early American Music, Art, Literature, Education and Theater (5)**

This course will examine the arts of Americans from Colonial times to the eve of the Civil War. Topics will include, but are not limited to folk and church music, landscape and genre painting, regional and frontier literature, newspaper humor, early schools, and dramatic performances.

**TCXUS 384 African-American Women's Literature (5)**

This course examines female slave narratives and novels from the Harlem Renaissance, Social Protest Movement and the contemporary period. The course 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.

**TCXUS 385 African-American Literature from Slavery to the Present (5)**

This course examines African-American literature from slavery to the present. 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. Writers studied include Jacobs, Douglass, Chesnut, Hughes, Hurston, Larsen, Wright, Baldwin, Walker and Morrison.

**TCXUS 471 History of Jazz (5)**

Presents a broad survey of the primary periods and styles of jazz during the 20th century in the United States. Exposes students to 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.

**TCXUS 475 Writing, Reporting and Editing for the Mass Media (5)**

Introductory skills course on writing, reporting and 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.

**TCXUS 476 American Women's Literature: 19th and 20th Century Texts (5)**

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.

**TCXUS 477 Nature and the Environment in American Literature (5)**

Examination of varying attitudes toward nature in American literary works—nature as antagonist, nurturer, resource, divinity, commodity. Consideration of how writers achieve authority for their visions of the natural world. To what extent is nature writing sentimental? To what extent is it our most clear-sighted literature? Typical writers studied may include John Muir, Annie Dillard, Barry Lopez, Robinson Jeffers and Loren Eiseley.

**TCXUS 478 Literature of the Harlem Renaissance (5)**

This course examines the images, themes and characterizations in literature written by African Americans during the Harlem Renaissance. The Harlem Renaissance encompasses literature, visual art, and politics that reflect the integrationist and nationalist schools of cultural, political, economic and social thought. Writers include Johnson, Hughes, Hurston, Fauset, Larsen, Thurman and McKay.

**TCXUS 479 Contemporary Native-American Women's Literature (5)**

This course examines novels, short stories and poetry by contemporary American-Indian women authors. Issues addressed include racial and gender oppression, reservation life, acculturation, political and social emergence of and the leadership role of Native American women. Writers include Erdrich, Silko, Hogan, Tapahonso, Harjo, Allen, Brant and Power.

**TCXUS 485 Media Genres (5)**

Study of genre, the thematic classification of films. Explores the evolution over time of a given genre, and the genre's changing historical and social relevance. Specific topics will vary, but include comedy, western, documentary, film noir. *May be repeated for credit with instructor's approval.*

### III. Natural Sciences

*(Environmental Science, Environmental Studies, Quantitative Skills)*

**TESC 300 Introduction to Environmental Science (5)**

This course emphasizes the tools, skills and academic disciplines necessary for an understanding of

environmental problems. It can stand alone as an overview to prepare informed environmental citizens, or serve as an introduction to more advanced courses in the physical and biological sciences at UWT. Topics covered may include earth systems, population and community ecology, evolution, conservation biology, water and air quality, and natural resource management, as well as select case studies relevant to the Pacific Northwest.

**TESC 310 Environmental Research Seminar (3)**

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.

**TESC 311 Maps and GIS (5)**

Introduction to map interpretation and basic spatial analysis through the use of geographic information systems (GIS). Develops, through hands-on experience, a fundamental understanding of GIS and its applications in a variety of fields such as environmental science, urban planning, nursing, social work, and business.

**TESC 319 Water Quality Concepts and Watershed Studies (5)**

Investigates components needed to conduct a scientifically credible study within the focus of a case study watershed. Explores design concepts for environmental studies, goals and approaches to sample collection, and aspects of report writing. Includes field sampling.

**TESC 329 Geomorphology and Soils (5)**

Covers chemical and physical processes that shape the earth's surface under the control of climate, vertical land movement, and human activity. Emphasized are the chemical and physical soil-forming processes, and the erosional-depositional processes of water, wind, and glaciers. *Previous science courses recommended. Required field trips.*

**TESC 332 Issues in Biological Conservation (5)**

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 nascent discipline 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.

**TESC 333 Environmental Chemistry (6)**

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. *Prerequisite: Chemistry course or permission of*

*instructor.*

**TESC 336 Plants and People: The Science of Agriculture (5)**

What has science done for agriculture? In this course, we will explore the benefits and costs that have been incurred as science and technology have contributed to meeting the rising demands placed upon global food production. Topics will include the origins of agriculture, plant ecology, integrated pest management, and environmental risk assessment. Furthermore, we will examine the brave new world of genetically engineered crops: will “frankenfoods” save us? Lectures will be enhanced by writing exercises as well as computer simulations concerning agroecology as well as exposure to local organic farming philosophies.

**TESC 337 Environmental Geology (6)**

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, and 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. *Prerequisite: TESC 300 Introduction to Environmental Science or equivalent or an introductory geology course or permission of instructor.*

**TESC 339 Energy and the Environment (5)**

This course provides an overview of various renewable and non-renewable 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.

**TESC 340 Ecology and its Applications (6)**

Ecology is the scientific study of the distribution and abundance of organisms. It considers how they interact with each other and with their environments, and the applications of this basic science to current environmental problems. This class focuses on key processes and interactions (e.g. population growth and regulation, competition, predation, symbiosis and the structure of biological communities) needed to understand basic ecology and its applications. Discussions of ecological theory and data from a variety of habitats will be augmented by a required lab section to include field trips, computer simulations, student presentations and primary-literature analysis. *Prerequisite: TESC 300 or equivalent or an introductory biology course or permission of instructor.*

**TESC 341 Oceanography (6)**

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 they reside. Required lab section includes hands-

on activities, computer simulations, discussion, student presentations and field trips. *Prerequisite: TESC 300 or equivalent*

**TESC 343 The Atmosphere and Air Pollution (6)**

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. *Prerequisite: TESC 300 or equivalent or an introductory meteorology course or permission of instructor.*

**TESC 345 Pollution and Public Policy (5)**

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.

**TESC 347 Maritime History and Science in the Pacific Northwest (5)**

Examines the Pacific Northwest maritime cultural heritage and investigates the scientific principles that impact 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.

**TESC 349 Research at SEA (10)**

Explores current issues in oceanography of the Pacific Northwest. Students plan, design, and implement scientific 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. *Prerequisite: TESC 347*

**TESC 362 Introduction to Restoration Ecology (6)**

Introduces ecological restoration of damaged ecosystems. Covers philosophical base of restoration as well as the social, biological and political forces that impact the success of any restoration project. Includes lectures, readings, case studies and field trips. *Prerequisite: TESC 300 or equivalent*

**TESC 402 History and Ecology of Biological Invasions (5)**

Explores the population dynamics and ecological impacts of nonindigenous 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. *Recommended: prior course work*



in the biological sciences.

#### **TESC 422 Evolution (5/6)**

This course considers the implications of Dobzhansky's statement that "Nothing in biology makes sense except in the light of evolution." We will explore the idea and mechanisms of evolutionary change, primarily by evaluating the biological and geological evidence that makes organic evolution a unifying theme in the natural world. By reading historical and contemporary texts, we will also discuss evolutionary issues in medicine, agriculture, biodiversity conservation and human affairs. Required lab section includes hands-on activities and discussion of evolutionary topics (lab not offered in all years). *Prerequisite: TESC 300 or equivalent or an introductory biology course or permission of instructor.*

#### **TESC 431 Water Resources and Pollution (7)**

An investigation of 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. Field course limited to 12 students. *Prerequisite: TESC 300 or equivalent and permission of instructor.*

#### **TESC 433 Pollutant Fate and Transport in the Environment (6)**

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. *Prerequisite: TESC 300 or equivalent*

#### **TESC 442 Marine Ecology (7)**

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 field trips to Friday Harbor, Washington's Outer Coast, and various sites in 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. Limited to 12 students. *Prerequisites: Ecology, introductory biology and permission of instructor.*

#### **TESC 452 Plants, Insects, and Their Interactions (7)**

A field-intensive course emphasizing 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. *Prerequisite: Ecology or permission of instructor.*

#### **TEST 331 Environmental History: Water (5)**

Examines the historical impact of fire, irrigation, grazing, mining, deforestation, and urbanization upon the regional and global environment. Emphasizes the sources and methods historians use to study environmental change over time. Students apply the methods they learn to studying the history of an environmental issue in the Pacific Northwest.

#### **TEST 332 A Natural History of Garbage: Changing Paradigms of Waste Management (5)**

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.

#### **TQS 301 Mathematics: A Quantitative Reasoning Approach (5)**

The skills of mathematical reasoning are developed in this course with a broad application to several disciplines. Topics include : statistical reasoning, problem solving, mathematical modeling, growth and decay, as well as application to the arts. Computer analysis techniques are used where applicable. Pre-calculus topics included.

#### **TQS 310 Statistics with Applications (5)**

This course is an introduction to the basic concepts and the practice of statistics using the personal computer and the computer program Microsoft Excel as analysis tools. Topics include graphical and verbal descriptions of data along with the calculation and interpretation of correlation and regression using practical examples. Class time is split between analyzing statistical concepts and performing computer analysis. Large data sets will be used as representative research results.

#### **TQS 311 Calculus and Its Practical Applications (5)**

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. *Prerequisite: Pre-calculus.*

### **IV. Ideas, Beliefs, and Cultural Patterns**

#### **TIBCG 353 The End of the Modern World (1600-2000) (5)**

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.

**TIBCG 361 Ethics in Society (5)**

(Formerly TIBCUS 361) 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.

**TIBCG 363 Philosophical Perspectives on the Environment (5)**

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 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.

**TIBCG 437 Technology in the Modern World (5)**

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.

**TIBCG 440 Medieval Technology and Urban Life (5)**

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.

**TIBCG 452 Antisemitism and the Holocaust (5)**

Historical, cultural, psychological, philosophical, and artistic approaches to understanding the Holocaust, including an examination of the role of antisemitism, Nazism, 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.

**TIBCG 453 Health, Illness and Culture (5)**

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.

**TIBCG 454 Seminar on Health and Culture (5)**

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). *Consent of instructor required.*

**TIBCG 455 Medicine and Morality: Issues in Biomedical Ethics (5)**

Medical progress has led to new ethical questions which challenge traditional ethical theories. Provides students with knowledge of ethical theory and apply it to questions in medicine such as right to die, allocation of scarce medical resources and informed consent and patient confidentiality.

**TIBCG 456 Environmental Ethics (5)**

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 vs. Deep Ecology, and environmental aesthetic theory.

**TIBGIN 350 Ancient Literature of Western Civilization (5)**

Examines works of literature and philosophy of ancient Europe as "archetypes," the foundation for subsequent European writing and thought of all kinds. Includes Homer's *Odyssey*, Plato's *Apology*, and Virgil's *Aeneid*.

**TIBGIN 351 Modern Literature of Western Civilization (5)**

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*.

**TIBGIN 353 Medieval and Renaissance Literature of Western Civilization (5)**

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*.

**TIBGIN 354 History of the Concept of Culture (5)**

Follows the emergence of the concept of culture alongside 19th-century ideas of "race," "evolution," and "diffusion," through its later development in 20th-century popular and anthropological usages.

**TIBGIN 355 The Mind of Modernity (5)**

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.

**TIBCIN 357 The Greek Mind and Imagination (5)**

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.

**TIBCIN 358 History of Philosophy: Medieval and Modern (5)**

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.

**TIBCIN 366 Islam (5)**

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.

**TIBCIN 367 East Asian Religions: Zen and Taoism (5)**

Study of Taoism as a characteristic East Asian world view and of Zen as an East Asian reshaping of Indian Buddhism. Reading and discussion of Taoist and Zen material.

**TIBCIN 450 Contemporary Theories of Culture (5)**

Recent anthropological theory and contemporary cultural theory. The course will be organized either around trends in cultural theory, such as structuralism, semiotics, British cultural studies, critical theory, and post-modernism; 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.*

**TIBCIN 451 Renaissance Europe (5)**

Development of Renaissance humanism and its influence on culture, politics, and society in 14th, 15th, and 16th century Europe and beyond.

**TIBCIN 453 Ancient Greek Tragedy (5)**

Examines selected tragedies of Aeschylus, Sophocles, and Euripides, with special attention to the themes of justice and fate.

**TIBCIN 455 Medieval Quests (5)**

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*.

**TIBCIN 461 Religion and Church in Latin America (5)**

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 socioeconomic structures, (2) religious syncretism, (3) liberation theology, and (4) changes occurring in contemporary Latin American Christianity.

**TIBCIN 463 God: East and West (5)**

"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 about themselves, their lives and the earth.

**TIBCIN 466 Modernity and its Critics (5)**

A consideration of various attempts to specify and critique the contours of Western modernity—in culture, philosophy and political economy. Some of the selected themes include the impact of Cartesian philosophy, science, and rationality on our concepts of the world, ourselves, our bodies, time, health and human relations; how the market economy, industrialization, and the modern state have changed a similar range of understandings and experience; and how new forms of power and knowledge have shaped everyday life. *May be repeated for credit with instructor's approval.*

**TIBCUS 355 American Modes of Thought and Experience (5)**

Exploration of the roots of the American experience in its European intellectual and cultural background. The course reconstructs the peculiarly American angle of vision and value in the development of its cultural heritage. It examines the contribution of tradition and change to that experience and to subsequent philosophical reflection upon it.

**TIBCUS 360 American Political Theory (5)**

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.

**TIBCUS 430 Introduction to Public History (5)**

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.

**TIBCUS 451 Cultural Studies (5)**

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.*

**TIBCUS 457 Ethical Issues in Mass Communications (5)**

This course critically examines the relationship between mass media and American society. It 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, we will evaluate the professional and ethical dilemmas of the journalist.

**TIBCUS 458 Children and Television (5)**

Anxiety surrounds the topic of children and television because of television's ability to cross boundaries between private and public and connect advertisers with impressionable young consumers. Examines the historical, sociological, and psychological context of children watching television. Brings together scholarship from child psychology, television criticism, and reception studies.

**TIBCUS 464 Native American Cultural Areas (5)**

The course 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. It is assumed that an understanding of these traditions in their "classical" forms is indispensable for analysis and possible action on contemporary problems relating to the continuity with today's Indian heritage. *May be repeated for credit with instructor's approval.*

**TIBCUS 466 Life and Thought: Martin Luther King Jr., Malcolm X and Angela Davis (5)**

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.

**V. States and Markets****TSMG 313 Theories of Economic Development and Social Change (5)**

Introduction to the major theories on Third World economic development and social change in the post-World-War-II period. The course examines the historical evolution of these theories, the important debates surrounding them, and assesses critically 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 comparative institution-based political economy.

**TSMG 420 Women in the Global Economy (5)**

Explores impact of "modernization" and "development" on the status and roles of women in selected Western and non-Western societies, using feminist and historical-comparative approaches. Critical analysis of assumptions about women's responses to social change that have guided research and development planning. Examines cultural practices, economic arrangements, and government policies in order to understand both the opportunities and obstacles confronting women in developing countries today.

**TSMG 424 International Business and Development (5)**

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 explores the debates surrounding the impact of multi-national corporations on local economies in an era of increased economic integration.

**TSMG 425 Labor and Politics in Comparative Perspective (5)**

This course examines the complex roles labor organizations (unions and parties) have played in the political life of capitalist societies. We look at current and historical barriers and opportunities for organization, as well at issues of state formation, policy, and democracy.

**TSMG 426 History of Money (5)**

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."

**TSMIN 300 International Interactions (5)**

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; worldviews; art and spiritual life. Content and approach will vary with the instructors.

**TSMIN 310 Modern European Political Theory (5)**

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, about the evolving meaning of freedom, equality, and democracy.

**TSMIN 311 International Human Rights (5)**

Team-oriented research of the historical origins, theories, basic documents, personalities, institutions, and legal and political processes that have promoted international human rights as a widely accepted legal and moral foundation for a just world order.

#### **TSMIN 312 19th-Century Revolutions and Revolutionaries (5)**

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 20th century.

#### **TSMIN 314 20th-Century Revolutions (5)**

This course is an interdisciplinary look at four major 20th-century revolutions: those in Russia, China, Cuba, and Chiapas. The course will include a discussion of political theories of revolution and the historical processes that accompanied each of these revolutions/revolutionary movements. We will also discuss regime consolidation and institutionalization, political legitimacy and revolutionary culture. The course will end with a consideration of how these revolutions have helped define the 20th century and what “revolution” will mean for popular leaders in the future.

#### **TSMIN 324 Modern Latin America (5)**

A multi-disciplinary examination of Latin America with a social science emphasis. The course includes a brief history of the region, a sociological analysis of various Latin American institutions (the Church, the military, the labor movement, etc.), a consideration of migration issues and development economics, and culture. The course concludes with an examination of contemporary Latin American political and social issues.

#### **TSMIN 326 Modern Brazil (5)**

This course will trace the development of modern Brazil from independence to the present. Populism, the evolution of the military, the “economic miracle,” human rights and environmental politics will be covered.

#### **TSMIN 327 The Making of Modern Africa (5)**

Reviews African culture, history, politics and economics. Studies the complex background leading to the current challenges faced by African nations. Assesses major problems to consider what realistic responses the U.S. could and should take to help build African democracies.

#### **TSMIN 410 Caribbean Basin: Selected Topics (5)**

Selected themes concerning the region comprising the Caribbean Islands, Central America, Venezuela, and Colombia. The course will focus on a different topic or micro-region every quarter. *May be repeated for credit with instructor's approval.*

#### **TSMIN 412 History of Vietnam (5)**

Examines Vietnamese history, culture, and society from the earliest days through the 1980s.

#### **TSMIN 413 Pre-Modern Japan (5)**

From its prehistory 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 pre-modern age. The course provides a background to understanding the development of modern Japan.

#### **TSMIN 414 Modern China (5)**

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 a 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.

#### **TSMIN 415 Modern Japan (5)**

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.

#### **TSMIN 416 Modern Korea (5)**

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.

#### **TSMIN 418 Interpreting Enigmatic India (5)**

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.

#### **TSMIN 420 Theories of Political Violence (5)**

This course begins by establishing broad, inclusive definitions of violence, as well as a review of the theoretical discourse on the nature of violence as a political phenomenon. Themes that will be covered 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. In addition to

social science and human rights literature, this course will also use poetry and fiction as texts.

**TSMIN 424 Imperial China (5)**

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.

**TSMIN 425 Contemporary Issues in International Political Economy (5)**

As the 20th century draws to a close, 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 United States, the crisis of capitalism.

**TSMIN 430 Global Networks, Local Identities (5)**

Explores historical and contemporary debates on globalization, cultural imperialism, national identity, and global consumerism. Examines structure and content of such transitional networks as Star TV and CNN, and evaluates the impact of these networks on local identities.

**TSMIN 431 The Political Economy of European Integration (5)**

Provides an historical narration of the establishment of the European Union; monographic analyses of the various policies that make up the general economic outfit of the European Community and a comprehensive study of the geographical characteristics of the European Union.

**TSMIN 432 Drugs, Mafias and the Arms Trade in Europe (5)**

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.

**TSMIN 433 Exploring Nazism (5)**

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.

**TSMUS 300 The Making of America (5)**

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 instructors.

**TSMUS 322 American Labor Since the Civil War (5)**

A history of workers and labor institutions from the era of industrialization to the post-industrial 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.

**TSMUS 325 Economics as a Way of Thinking (5)**

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 appropriate boundary between the public and private sector, environmental policy, education policy, and tax policy.

**TSMUS 410 Early American Politics, Constitution and Law (5)**

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.*

**TSMUS 413 Civil Rights, Civil Liberties (5)**

An examination of the historic personal and community rights, or lack thereof, embodied in the Constitution and Bill of Rights; focus will be on the history of efforts to preserve, extend or undermine these rights and on the status of these rights today.

**TSMUS 416 Current Issues in U.S. Public Policy (5)**

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.

**TSMUS 417 Urban Problems and Policies (5)**

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 an historical background to trends in urban areas, and how these have been addressed in different regions. Where applicable, class related to Pierce County.

**TSMUS 419 The Robber Barons and the Philosophy of Business (5)**

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.

**TSMUS 420 The Economics of Education (5)**

Examines topics in the economics of education including how are schools financed and why; what determines the amount and distribution of individual's educational obtainment; debate over school vouchers; and the economic returns to education.

**TSMUS 421 Economics and the Environment (5)**

Examines the relationship between the economy and the environment, and analyzes various theories and methodologies for evaluating trade-offs between the two. Studies local case studies of conflicts between economic activity and the environment.

**TSMUS 422 The Economics of Sports (5)**

Explores sports economics. Uses economic theory and reasoning to examine issues central to professional sports such the determination of salaries and whether or not public subsidization of stadiums can be justified.

### Special Topics

**TSMUS 429 Topics in States and Markets (5)**

Advanced course offerings in States and Markets designed to respond to faculty and student interests and need. See Interdisciplinary Arts and Sciences Program Office for current-quarter listings.

**TSMIN 429 Topics in States and Markets (5)**

Advanced course offerings in States and Markets designed to respond to faculty and student interests and needs. See Interdisciplinary Arts and Sciences Program Office for current-quarter listings.

**TCSIUS 449 Topics in Communities and Social Institutions (5)**

Advanced course offerings in Communities and Social Institutions designed to respond to faculty and student interests and needs. See Interdisciplinary Arts and Sciences Program Office for current-quarter listings.

**TCSIIN 449 Topics in Communities and Social Institutions (5)**

Advanced course offerings in Communities and Social Institutions designed to respond to faculty and student interests and needs. See Interdisciplinary Arts and Sciences Program Office for current-quarter listings.

**TIBCUS 469 Topics in Ideas, Beliefs and Cultural Patterns (5)**

Advanced course offerings in Ideas, Beliefs and Cultural Patterns designed to respond to faculty and student interests and needs. See Interdisciplinary Arts and Sciences Program Office for current-quarter listings.

**TIBCIN 469 Topics in Ideas, Beliefs and Cultural Patterns (5)**

Advanced course offerings in Ideas, Beliefs and Cultural Patterns designed to respond to faculty and student interests and needs. See Interdisciplinary Arts and

Sciences Program Office for current-quarter listings.

**TCXUS 489 Topics in Cultural Expression (5)**

Advanced course offerings in Cultural Expression designed to respond to faculty and student interests and needs. See Interdisciplinary Arts and Sciences Program Office for current-quarter listings.

**TCXIN 489 Topics in Cultural Expression (5)**

Advanced course offerings in Cultural Expression designed to respond to faculty and student interests and needs. See Interdisciplinary Arts and Sciences Program Office for current-quarter listings.

**TSMG 490 Special Topics (5)**

Advanced course offerings designed to respond to faculty and student interests and needs. Topics will vary. See Interdisciplinary Arts and Sciences office for current-quarter listings.

**TIBCG 490 Special Topics (5)**

Advanced course offerings designed to respond to faculty and student interests and needs. Topics will vary. See Interdisciplinary Arts and Sciences office for current-quarter listings.

**TCSIG 490 Special Topics (5)**

Advanced course offerings designed to respond to faculty and student interests and needs. Topics will vary. See Interdisciplinary Arts and Sciences office for current-quarter listings.

**TCXG 490 Special Topics (5)**

Advanced course offerings designed to respond to faculty and student interests and needs. Topics will vary. See Interdisciplinary Arts and Sciences office for current-quarter listings.

**TESC 490 Special Topics in Environmental Science (1-7)**

Advanced course offerings in Environmental Science designed to respond to faculty and student interests and needs. See Interdisciplinary Arts and Sciences Program office for current-quarter listings.

**TEST 490 Special Topics in Environmental Studies (1-7)**

Advanced course offerings in Environmental Studies designed to respond to faculty and student interests and needs. See Interdisciplinary Arts and Sciences Program office for current-quarter listings.

**TQS 490 Special Topics in Quantitative Studies (5)**

Advanced course offerings in Quantitative Studies designed to respond to faculty and student interests and needs. See Interdisciplinary Arts and Sciences Program office for current-quarter listings.

### Independent Study Courses

**TIAS 496 Internship (1-5; max. 10)**

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. Permission of instructor required.*

**TESC 496 Internship (1-10; max. 10)**

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. Permission of instructor required.*

**TIAS 497 Senior Thesis (5)**

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. *Permission of instructor required.*

**TESC 497 Senior Thesis (5)**

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. *Permission of instructor required.*

**TIAS 498 Directed Readings (1-5; max. 15)**

Individual advanced research projects carried out under supervision of individual faculty member. *Permission of instructor required.*

**TESC 498 Directed Readings (1-5; max. 15)**

Individual advanced research projects with an environmental emphasis carried out under supervision of individual faculty member. *Permission of instructor required.*

**TIAS 499 Undergraduate Research (1-5; max. 15)**

Individual advanced research projects carried out under supervision of individual faculty member. *Permission of instructor required.*

**TESC 499 Undergraduate Research (1-10; max. 15)**

Individual advanced environmental science or studies research projects carried out under supervision of individual faculty member. *Permission of instructor required.*

**FACULTY****Michael Allen**

Professor, Interdisciplinary Arts and Sciences; American History and Folklore; Ph.D., University of Washington, 1985.

**Katie Baird**

Assistant Professor, Interdisciplinary Arts and Sciences; Economics of Social Issues, Public Economics; Ph.D., University of Massachusetts, 2000.

**John Banks**

Assistant 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.

**Robert Crawford**

Associate Professor, Interdisciplinary Arts and Sciences; American and Cultural Studies; Ph.D., University of Chicago, 1974.

**Anthony D'Costa**

Associate Professor, Interdisciplinary Arts and Sciences; Political Economy, International Development; Ph.D., University of Pittsburgh, 1989.

**Chris Demaske**

Assistant Professor, Interdisciplinary Arts and Sciences; Communication and Society; Ph.D., University of Oregon, 2001.

**Linda Desmarteau**

Lecturer, Interdisciplinary Arts and Sciences; Aeronautical and Astronautical Engineering; M.S., George Washington University, 1973.

**Steve DeTray**

Lecturer, Interdisciplinary Arts and Sciences; Political Science, Third World Development, Nonprofit Studies; Ph.D., University of Washington, 1995.

**Cynthia Duncan**

Associate Professor, Interdisciplinary Arts and Sciences; Spanish, Portuguese and Latin American Literature; Ph.D., University of Illinois, 1983.

**Michael Forman**

Assistant Professor, Interdisciplinary Arts and Sciences; Modern European Thought and Culture; Ph.D., Rutgers University, 1995.

**James Gawel**

Assistant Professor, Interdisciplinary Arts and Sciences; Environmental and Aquatic Chemistry, Civil and Environmental Engineering; Ph.D., Massachusetts Institute of Technology, 1996.

**Sarah Glenn**

Assistant Professor, Interdisciplinary Arts and Sciences; American Philosophy and Metaphysics; Ph.D., Boston College, 2000.

**Claudia Gorbman**

Professor, Interdisciplinary Arts and Sciences; Film Studies, Comparative Literature, Women's Studies; Ph.D., University of Washington, 1978.

**Cheryl Greengrove**

Assistant Professor, Interdisciplinary Arts and Sciences; Geoscience, Oceans, Atmospheres; Ph.D., Columbia University, 1986.

**Mary Hanneman**

Lecturer, Interdisciplinary Arts and Sciences; Asian History, Pacific Rim Studies; Ph.D., University of Washington, 1991.

**Michael Honey**

Professor, Interdisciplinary Arts and Sciences; American History, Labor and Ethnic Studies; Ph.D., Northern Illinois University, 1988.

**Beth Kalikoff**

Senior Lecturer, 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.



**Michael Kucher**

Assistant Professor, Interdisciplinary Arts and Sciences; History; Ph.D., University of Delaware, 2000.

**James Andrew Lingwall**

Lecturer, Interdisciplinary Arts and Sciences; Newswriting; M.Ed., University of Washington, 1997.

**Rachel May**

Associate Professor, Interdisciplinary Arts and Sciences; Latin American Studies; Ph.D., Tulane University, 1993.

**Divya McMillin**

Assistant 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.

**Jack Nelson**

Professor, Interdisciplinary Arts and Sciences; Ph.D., University of Chicago, 1970.

**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.

**John Peterson**

Senior Lecturer, Interdisciplinary Arts and Sciences; Expository and Creative Writing, Composition Studies; M.F.A., University of Alaska, 1985.

**Guido Preparata**

Assistant Professor, Interdisciplinary Arts and Sciences; Political Economy and Economic History; Ph.D., University of Southern California, 1998.

**Deirdre Raynor**

Assistant 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.

**William Richardson**

Director and Professor, Interdisciplinary Arts and Sciences; Russia and the former U.S.S.R., Mexico; Ph.D., University of California, Berkeley, 1976.

**David Secord**

Assistant Professor, Interdisciplinary Arts and Sciences; Marine Ecology, Evolution, Conservation Biology & Marine Invertebrates; Ph.D., University of Washington, 1995.

**Emmett Joseph Sharkey**

Assistant Professor, Interdisciplinary Arts and Sciences; Comparative Literature; Ph.D., University of California, Davis, 1998.

**Carolyn West**

Assistant Professor, Interdisciplinary Arts and Sciences; Clinical Psychology; Ph.D., University of Missouri-St. Louis, 1994.

# Bachelor of Science in Nursing (BSN)



*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 among 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. The Nursing Program at the University of Washington, Tacoma, provides two degree opportunities for registered nurses: a Bachelor of Science in Nursing (BSN) and a Master of Nursing (see page 147). Affiliated with the University of Washington School of Nursing at the Seattle campus, UWT's Nursing Program is accredited by the Commission on Collegiate Nursing Education.*

### **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 that is 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 BSN 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 UWT Nursing program are employed in health-care settings, courses are scheduled to enable students to continue employment while enrolled in the program of study. A BSN from UWT 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 BSN curriculum focuses on critical thinking, responses to health and human functioning, nursing intervention and person-environment interaction within a context of cultural diversity. An interdisciplinary emphasis encourages an understanding of a broad range of ideas, knowledge and methods of study.

### **PROGRAM GOALS**

## OVERVIEW

Phone  
253-692-4470

Fax  
253-692-4424

Program office  
WCG 223

Campus mailbox  
358421

Web site  
[www.tacoma.washington.edu/nursing](http://www.tacoma.washington.edu/nursing)

Director  
**Marjorie Dobratz, R.N., DNSc**

Program Administrator  
**Nan West**

Adviser  
**Dannah Madden**

Opportunities are provided to enable the learner to develop professionally and to meet the Nursing Program goals, which are for students to:

- Communicate clearly and succinctly in speech and in writing.
- Promote effective communication between clients from various sociocultural 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.
- Provide nursing care that preserves and enhances clients' dignity and perceived goodness of fit with the immediate and expected environments.
- Integrate methods of research and scholarship in making and prioritizing diagnoses, and in planning, implementing and evaluating care of individuals, groups and communities.
- Assess health and incorporate principles and methods of health promotion and health education in nursing care of individuals, groups and communities.
- Accept accountability for their own expertise and for using that expertise to influence systems of care and health care policy.
- Demonstrate comfort with requirements for adaptation to changes in care settings.
- Demonstrate awareness of limitations in knowledge and actively seek learning opportunities to continue competent practice.

To support and document progress toward accomplishing these goals, each student is required to submit a portfolio of work completed during the student's residence at UWT. This work will become a part of the student's record of accomplishment in the program.

### **ADMISSION REQUIREMENTS**

Applicants to the UWT BSN Program must meet the following requirements:

- Current licensure as a registered nurse in the state of Washington—Provisional Admission is 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 at right.

~~■ Advanced placement amounting to 41 credits earned through successful completion (prior to the practicum) of Regent's examinations in:~~

~~Adult Nursing~~

~~Psychiatric/Mental Health Nursing~~

~~Foundations of Gerontology~~

~~Maternal and Child Nursing (Baccalaureate Level)~~

~~Contact the Nursing program prior to registering for the exams.~~

**The Nursing program no longer requires completion of the Regent's Exam for admission. Students are given 45 credits for their NCLEX exam (see page 102).**

### **APPLICATION PROCESS**

The UWT BSN Program has a yearly admission process. Applications that meet the priority closing date of Jan. 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 and fee submitted to UW Seattle. For admission in a quarter other than Summer or Autumn, consult with the BSN adviser before mailing application.
- Two official transcripts from 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 BSN, expectations and outcomes desired for your 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.
- Resume outlining nursing experience and/or academic clinical experience.

After admission to the program, students are required to complete a health history, have required immunizations and current CPR certification. 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.

### Pre-major Admission

Pre-major admission is offered in all quarters. Students desiring to complete prerequisites or required electives prior to beginning required nursing coursework are encouraged to contact the Nursing Program office to discuss pre-major admission.

### Satisfactory Progress

Nursing students are required to maintain satisfactory progress in their pursuit of the BSN degree. That is defined as achieving a minimum grade of 2.0 in all nursing, nursing-related and required courses. They 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.

### Full-Time vs. Part-Time

The UWT BSN program can be completed in one year 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 (4 to 9 credits per quarter). Students who plan to work while attending UWT are encouraged to attend part-time or complete required electives and prerequisites before beginning required nursing coursework.

### GRADUATION REQUIREMENTS

To earn the BSN degree, students must:

NURSING (BSN) PREREQUISITES	
<b>Visual, Literary and Performing Arts (Humanities)</b>	15 credits May be met through coursework at UWT
<b>Foreign Language</b>	Two years in high school or 10 credits of one language at the college level
<b>Individuals and Societies (Social Science)</b>	15 credits May be met through coursework at UWT; college-level foreign language or composition can meet this requirement
<b>Writing</b>	15 credits Must consist of five credits of English Composition and 10 additional credits writing-intensive or English Composition courses/May be met through coursework at UWT
<b>General or Inorganic Chemistry</b>	5 credits
<b>Organic Chemistry</b>	5 credits May be petitioned
<b>Anatomy and Physiology</b>	10 credits May be satisfied by <b>Excelsior</b> exam
<b>Microbiology</b>	5 credits May be satisfied by <b>Excelsior</b> exam
<b>Advanced Mathematics</b>	5 credits May be petitioned
<b>Statistics</b>	3-5 credits May be taken at UWT
<b>Electives</b>	varies
<b>TOTAL</b>	<b>90 credits</b>

**The Regent's College (formerly known as ACT-PEP) has changed its name to Excelsior College.**

- Satisfy all prerequisite requirements.
- Satisfy all General University Requirements.
- Complete all required Nursing courses.
- Complete 10 credits in electives at UWT.
- Complete additional electives necessary to accumulate a minimum of 180 credits distributed as follows:
  - 90 transfer credits
  - 45 credits via NCLEX exam
  - 45 credits in residence at UWT:
    - 35 credits in required nursing coursework (minimum 2.0 grade in each course)
    - 10 credits in required electives (minimum 2.0 grade in each course)
  - Additional electives to meet a minimum of 180 credits (nursing coursework at UWT used to satisfy this requirement must also earn a minimum 2.0)

## COURSE DESCRIPTIONS

---

### Required Courses

#### **TNURS 307 Human Social Systems (3)**

Examines systems theory with emphasis upon the nature and analysis of human social systems, including their growth, development, and transitions. Focuses on the family as the primary vehicle for examining relationships among social systems components; assessing self-care and utilization of health care; and analyzing variables as they affect social groups. *Prerequisite: TNURS 350*

#### **TNURS 340 Clinical Nursing Phenomena (3)**

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 Decision Making and Therapeutics in Nursing (3)**

Focuses on types of thinking and writing germane to learning and practice in nursing, including self-assessment, understanding and producing written communication, abstract thinking, group dialogue, evaluating points of view, problem solving, and clinical decision making. Provides opportunity for application in discipline-related issues and frameworks.

#### **TNURS 403 Introduction to Research in Nursing (3)**

Introduction to concepts and processes of research used in investigating nursing problems. *Prerequisite: TNURS 350*

#### **TNURS 407 Diversity: Issues of Exclusion and Inclusion (3)**

Examines the ways that difference is defined, used, and experienced in society. Analyzes the intersections of multiple forms of oppression. Focuses on the ideological and institution manifestations of oppression in U.S. society. Discusses diversity as a social context for nursing practice.

#### **TNURS 408 Nursing Care with Families in the Community (3)**

Application of biopsychosocial and social environmental theories and assessments to diagnose alterations in health/mental health of families and small groups in community settings. Emphasis on application of interpersonal and clinical therapies, coordination of community resources, evaluation of effectiveness of changes, and characteristics of nursing care in home visiting. *Prerequisite: TNURS 307 and TNURS 350*

#### **TNURS 409 Nursing Strategies for Community as Client (6)**

Analysis, application, and evaluation of the nursing process at the level of the community. Formulation of community health diagnoses as the basis for community-level interventions to maintain and promote biopsychosocial health, prevent disease, and enable self-care by the community. Analysis of nursing's role in community health/mental health. *Prerequisite: TNURS 350 and TNURS 403*

#### **TNURS 410 Legal and Ethical Issues in Clinical Practice (3)**

Identification of ethical and legal issues and the ensuing dilemmas relevant to the profession of nursing and nurses as health professionals and citizens. Selected problems and dilemmas affecting nurses, nursing and the delivery of health care analyzed using specific moral-ethical perspectives.

#### **TNURS 412 Nursing Care Systems (3)**

Introduction to analyzing current health care systems and their effectiveness in achieving desired health outcomes for selected client populations from a system perspective. Emphasizes key features of interface between client and health care professionals, and environmental factors and organizational structures that influence the transaction.

#### **TNURS 430 Interpersonal Relationships in Nursing (3)**

Theory, current research, and practice in communication to develop and maintain interpersonal relationships with clients and health-care colleagues. Lecture/discussion and laboratory learning opportunities include concepts of relationship development and disorder, interpersonal and group therapeutic communication processes, health-care interviewing, and social support. *Prerequisite: TNURS 350*

#### **TNURS 445 Topics in Physiological Nursing (1-10, max. 10)**

Survey and discussion of current literature on major topics in physiological nursing. Seminar/lecture with analysis and discussion of selected topics and readings. May have clinical component. Implications for nursing practice and health care emphasized.

#### **TNURS 450 Connected Learning (1, max. 9)**

Small group learning community. Focuses on dialogue, understanding others' perspectives, building community, and integration of concurrent learning in other courses.

**TNURS 470 Health Policy and Politics (2-5, max. 5)**

Explores public and private forums in which health policy is formulated and within which the politics of health care operate. Focuses on legislative and political mechanisms through active participation in the legislative process.

**TNURS 497 Selected Topics in Nursing (1-12, 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, 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, max. 12)**

Supervised individual research on a specific nursing problem.

### Health Electives

**THLTH 420 Holistic Nursing (5)**

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.

**THLTH 460 Strategies for Community Change (5)**

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.

**THLTH 470 Health Policy and Politics (2-5, max. 5)**

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.

**THLTH 472 Human Health and the Environment (5)**

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), the community (pesticides, electromagnetic fields), and in the global context (decreased ozone depletion, global warming). One field trip.

**THLTH 480 Death and American Society (5)**

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.

**THLTH 490 Special Topics (2-5, max. 15)**

Advanced course offerings to respond to faculty and student interests and needs.

**THLTH 498 Special Project in Health (1-12, 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, max. 12)**

Supervised individual research on a specific nursing problem.

### FACULTY

---

**Vicky Carwein**

Professor, Nursing; R.N.; D.N.S., Indiana University, 1981.

**B. Jane Cornman**

Senior Lecturer, Nursing; Ph.D., University of Washington, School of Education, 1998.

**Marjorie Dobratz**

Director and Professor, Nursing; R.N.; D.N.Sc., University of San Diego, Phillip Y. Hahn School of Nursing, 1990.

**Kathleen Shannon Dorcy**

Senior Lecturer, Nursing; R.N.; M.N., University of Washington, 1991.

**Denise Drevdahl**

Assistant Professor, Nursing; R.N.; Ph.D., University of Washington School of Nursing, 1996.

**Sharon Gavin Fought**

Associate Professor, Nursing; R.N.; Ph.D., University of Texas, 1983.

**Suzanne Goren**

Associate Professor, Nursing; A.R.N.P., Ph.D., New York University School of Nursing, 1974.

**Lorrie Grevstad**

Lecturer, Nursing; M.N., University of Washington, School of Nursing, 1976.

**Ginger Hill**

Lecturer, Nursing; R.N.; M.N., University of Washington, Tacoma, 1998.

**Lisa Krupp**

Lecturer, Nursing; M.S., Old Dominion University, 1998.

**Kären Landenburger**

Associate Professor, Nursing; R.N.; Ph.D., University of Washington School of Nursing, 1987.

**June Lowenberg**

Associate Professor, Nursing; R.N.; Ph.D., University of California San Diego Sociology, 1985.

**Sondra Perdue**

Senior Lecturer, Nursing; Dr.P.H., University of California, Los Angeles, School of Public Health, 1985.

**Janet Primomo**

Associate Professor, Nursing; R.N.; Ph.D., University of Washington School of Nursing, 1989.

**Ruth Rea**

Assistant Professor, Nursing; R.N.C.; Ph.D., University of Texas at Austin School of Nursing, 1987.

**Cathy Tashiro**

Assistant Professor, Nursing; F.N.P., Ph.D., University of California San Francisco, Sociology, 1998.

**Alexis Wilson**

Assistant Professor, Nursing; R.N.; Ph.D., Union Institute Graduate College, Health Policy and Management, 1997.





# Teacher Certification



*The University of Washington, Tacoma offers a field-based, elementary (K-8) teacher certification program. The program is a full-time, fifth-year course of study and practice designed for people who hold a bachelor's degree. Students are admitted to the program each summer and progress as a cohort through four quarters of full-time study and extensive field experiences in public schools. The Teacher Certification Program at UWT is designed to prepare educators to implement the Washington State Student Learning Goals and Essential Academic Learning Requirements.*

In support of Washington's ongoing public school reform, our program employs sound educational research and theory, which provide structure and content to our curriculum and instruction. We want to ensure that our graduates have a positive impact on student learning.

This program is intended to prepare teachers for urban school teaching. UWT has established partnerships with school districts in the South Puget Sound region. Cooperating teachers and university faculty members work together to provide interns with a program that ensures integration of course content with hands-on experience. Site placements in partnership schools begin in late summer and continue through the remainder of the program.

The curriculum 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.

As teaching interns, students will become a part of instructional teams and will experience the daily life of schools and students for the entire public school year. Within this collaborative model of

school-university cooperation, interns will gradually take on increasingly responsible roles in classrooms. Their experience will culminate with a quarter of full-time teaching in the spring quarter.

#### **ADMISSION REQUIREMENTS**

- Bachelor's degree from a regionally-accredited university or college. Applicants who are in the final quarter or semester of their undergraduate work may apply for provisional admission, but must hold a bachelor's degree before beginning the teacher certification program.
- A cumulative grade-point average of at least 3.0 calculated from the applicant's final 90 graded quarter credits or 60 graded semester credits. Applicants who do not meet this requirement may be eligible for admission depending on the quality of their academic work and educational experience with elementary-school-aged children.
- Courses in the subject areas in the chart below must have been completed. All courses must be 100-level or above and must have been completed with a minimum grade of 2.0.

## OVERVIEW

Phone  
253-692-4430

Fax  
253-692-5612

Program office  
WCG 324

Campus mailbox  
358435

Web site  
[www.tacoma.washington.edu/education](http://www.tacoma.washington.edu/education)

Director  
**Ginger MacDonald, Ph.D.**

Program Administrator  
**Sara Contreras**

Adviser  
**Mary Kubiszewski**

Certification Specialist  
**Anne Davis**

- 40 hours of documented experience (minimum) within the last five years in a public school classroom that serves a significantly diverse or at-risk population.
- Two official transcripts from every college or university attended.
- A personal goal statement of one or two pages that describes why the student would like to teach. The goal statement is an important part of the application because it allows the student to share a part of herself or himself that the Application Committee typically would not see in the GPA. Be sure to include the applicant's name, address and phone number on each sheet.
- A resume of professional experience, educational background and other relevant information including volunteer experience is required.
- Two confidential letters of recommendation submitted on behalf of the applicant from individuals who can speak about the candidate's commitment, academic ability and potential as a teacher. Required recommendation forms are included in the application packet.

Selected finalists will be invited for a personal interview. Due to certification changes mandated by the state, additional prerequisites may be required. Please contact the program for the most current information.

Those admitted to the program will also be required to complete the Character and Fitness Supplement Form. This form and clearance through the Washington State Patrol and the FBI are required by the Washington Office of the Superintendent of Public Instruction for certification candidates.

Application materials must be received by early March.

Please contact the program office for the exact date. Application forms and related materials may be obtained by calling or writing the Education Program Office, 1900 Commerce Street, Room WCG 324, Tacoma, WA 98402, or by calling (253) 692-4430.

## COURSE DESCRIPTIONS

For the most current course information, please consult the Education Program Web site: [www.tacoma.washington.edu/education](http://www.tacoma.washington.edu/education).

### TEDUC 451 Beginning and Remedial Reading (3)

This course is designed to provide students with both the theoretical and empirical foundations for designing and delivering beginning and remedial instruction. Content covered in the course includes assumptions underlying the two major approaches to beginning reading instruction, evaluation and modification of curriculum materials, and methods for monitoring student progress towards literacy.

### TEDUC 452 Literature and Content Reading (3)

This course is intended to help prospective teachers acquire pedagogy in teaching students how to construct meaning from literature and informational texts.

### TEDUC 453 Topics in Literacy Instruction: Language Arts (3)

This course is designed to provide a theoretical and empirical basis for teaching language arts to K-8 students. Content covered in this course includes the writing process and the integration of writing with reading and the content areas. Evaluation and modification of curricular materials to meet the needs of diverse students as well as methods of monitoring student progress are addressed also.

### TEDUC 460 Mathematics Methods I (3)

Provides students with the ability to conceptualize mathematics, the skills on learning to teach mathematics, and developing a sense of confidence in mathematics. Students actively engage in many activities including exploring patterns, making conjectures, solving problems, communicating understanding, and making the learning of mathematics accessible to all students in K-8 classrooms.

### TEDUC 461 Mathematics Methods II (3)

Designed to give pre-service teachers an introduction to the issues, methods and materials they will encounter when they begin teaching mathematics. Pre-service teachers learn to systematically teach basic K-8 math skills. Focuses on instructional procedures and content proven effective in teaching mathematics to all students, but also outlines instructional approaches effective for students who may be at risk for academic failure. *Prerequisite: TEDUC 460*

### TEDUC 462 Social Studies Methods (3)

## TEACHER CERTIFICATION PREREQUISITES

<b>Writing</b>	3 credits
<b>Math</b>	5 credits One course at 100-level or above to cover the essential areas of number sense, measurement, algebraic sense
<b>Life Science</b>	3 credits Courses in biology, botany, zoology, physical anthropology or environmental science
<b>Physical Science</b>	3 credits Courses in astronomy, chemistry, geology, physics or environmental science
<b>U.S. History</b>	3 credits
<b>Arts</b>	3 credits Courses in visual arts, performing arts or art history
<b>Child Development</b>	3 credits
<b>Technology</b>	3 credits One technology-related course or demonstrated competence
<b>TOTAL</b>	<b>26 credits (minimum)</b>

This course is intended to help prospective teachers acquire the knowledge and skills to teach the democratic ideal, cultural diversity, economic development, global perspective, and participatory citizenship in their classrooms.

### **TEDUC 463 Arts in the Schools (3)**

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.

### **TEDUC 464 Science Methods (3)**

This course is intended to help prospective teachers understand the nature of science and design instructional strategies to facilitate students' learning of the scientific process.

### **TEDUC 471 Diversity and Equity in Schools and Curriculum (3)**

This course is intended to help prospective teachers acquire instructional methods and multicultural understanding necessary to address the learning needs of a diverse student population.

### **TEDUC 472 Teaching Students with Special Needs (3)**

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 theory into practice by using classroom examples, curriculum analyses, and through required readings.

### **TEDUC 473 Classroom Assessment (3)**

This course is intended to help teachers explore various forms of assessment and understand their effects on students.

### **TEDUC 475 Classroom Management and Discipline (3)**

This course is designed to give pre-service teachers problem prevention and problem-solving strategies that will enable them to promote academic success. Students will learn specific classroom strategies for creating a positive school environment, increasing positive interactions and improving student motivation for learning.

### **TEDUC 476 Technology for Teaching (3)**

An introduction to the technological resources available for classroom use, with emphasis on effective use in instruction.

### **TEDUC 481 Reflective Seminar (1; max. 3)**

This seminar is intended to provide guided inquiry into the nature and social context of teaching and learning, as contrasted with the pragmatics of other components of the Teacher Certification program. Its content will be drawn heavily from observations and experiences in the interns' site placements. *Must be taken in Autumn, Winter and Spring Quarters, one credit per quarter.*

### **TEDUC 482 Schools in American Society (3)**

A sustained inquiry into the social, political, and economic foundations of schools, with an emphasis on their historical development and mission, the major public policy issues currently facing schools, school law, and the relationship of forms of schooling and curriculum to democratic ideals.

### **TEDUC 483 Healthy Living/Fitness and Child Abuse Issues (3)**

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.

### **TEDUC 491 Field Experience I (2)**

Observation and participation practicum in assigned public school classrooms under University supervision. *Prerequisite: Site placement*

### **TEDUC 492 Field Experience II (5)**

Practicum in teaching in assigned public school classrooms under university supervision. Assignments will include small and large group instruction to demonstrate specific skills and understanding. *Prerequisite: Satisfactory completion of TEDUC 491*

### **TEDUC 493 Field Experience III (12)**

Full-time teaching practicum in assigned public school classrooms. *Prerequisite: Satisfactory completion of TEDUC 492*

## **FACULTY**

---

### **Kathleen M. Beaudoin**

Assistant Professor, Education (special education); Ph.D., University of British Columbia, 1999.

### **Mark K. Harniss**

Assistant Professor, Education (special education); Ph.D., University of Oregon, 1996.

### **Robert W. Howard**

Assistant Professor, Education (cultural foundation); Ed.D., Harvard University, 1986.

### **Diane B. Kinder**

Associate Professor, Education (elementary education); Ph.D., University of Oregon, 1987.

### **Richard K. Knuth**

Assistant Professor, Educational Administration (secondary area in business administration); Ph.D., University of Washington, 1983.

### **Belinda Y. Louie**

Associate Professor, Education (reading/language arts); Ph.D., University of Washington, 1991.

### **Ginger L. MacDonald**

Director and Professor, Education (counseling/psychology); Ph.D., University of Washington, 1990.

### **José M. Rios**

Assistant Professor, Education (science education/zoology); Ph.D., University of Wisconsin, 1995.

### **Marcy L. Stein**

Associate Professor, Education (special education/learning disabilities); Ph.D., University of Washington, 1988.

# Urban Studies



*The Urban Studies program at the University of Washington, Tacoma offers a course of study leading to a B.A. degree in Urban Studies. This program is interdisciplinary in scope and emphasizes the study of cities and urban society from a variety of perspectives: historical, physical, environmental, social, economic and political.*

The program complements other programs available at UWT. For example, it is ideally suited as a major program for students with an interest in the Curriculum in Nonprofit Studies—a nationally-recognized certificate or minor program offered through our affiliation with American Humanics—or in conjunction with an Environmental Studies minor.

The program is also excellent preparation for those interested in graduate study in such fields as public administration, law or urban planning/design.

Students who complete the program may qualify for a wide variety of entry-level positions in the public and private sectors, including housing and community development, planning, transportation, finance and budgeting, business development, and public management.

### **WHY URBAN STUDIES?**

Urban Studies takes an interdisciplinary approach to dealing with urban problems and issues by incorporating courses from all of UWT's academic areas. The curriculum is flexible enough to allow students to emphasize particular areas of interest and to permit students to obtain a minor in a related field. Graduates pursue a variety of employment opportunities including work as city planners, administrative positions in city government, careers with community development corporations, work with not-for-profit agencies, education and private-sector jobs with consulting firms.

### **EDUCATIONAL EMPHASIS**

Urban Studies has built its curriculum around three **competency goals**:

- Provide students with a broad understanding of the problems and prospects of our metropolitan areas.
- Equip students with the knowledge and skills necessary to pursue careers related to the multi-faceted nature of urban studies.
- Serve as a resource, through service and research, to communities in the South Sound region.

The overall **objectives** of the program are to:

- Provide an understanding of the form and function of cities.
- Instill an awareness of problems and issues confronting metropolitan areas.
- Create 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.

## **OVERVIEW**

Phone  
253-692-5880

Fax  
253-692-5612

Program office  
WCG 324

Campus mailbox  
358437

Web site  
[www.tacoma.washington.edu/urban\\_studies](http://www.tacoma.washington.edu/urban_studies)

Director  
**Brian Coffey, Ph.D.**  
Program Administrator/Adviser  
**Julia Smith**

### Learning outcomes:

- Approach urban issues from an interdisciplinary perspective.
- Apply analytic and quantitative skills to assess and develop strategies to 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 diverse nature of urban populations and social justice issues many of these populations face.

### CURRICULUM

The curriculum consists of a set of required core courses plus Urban Studies core electives selected in consultation with an adviser, a capstone course, and general electives to complete 90 credits.

#### Core Courses (20 credits)

The course of study begins with a group of required courses that offer an introduction to the nature of cities and the field of urban studies; diversity issues as associated with race, class, and gender within cities; and an understanding of statistical analysis and research methods. The courses are:

- The Urban Condition (5 credits)
- Urban Society and Culture (5 credits)
- Quantitative Methods (5 credits)
- Capstone Experience (5 credits) which includes a research component selected from one of the following:
  - Urban Studies Seminar
  - Urban Internship
  - Community Service Project
  - Independent Research

#### Urban Studies Core Electives (35 credits)

Select at least 35 credits from approved Urban Studies core

electives in consultation with an adviser.

#### General Electives (35 credits)

Select 35 credits of upper-division electives complete the degree. You may use elective courses to focus on an in-depth area of study, such as the Curriculum in Nonprofit Studies, a minor in Computing and Software Systems or Environmental Studies, or to explore interests in the liberal arts, business or health-related fields. Upper-division transfer credits from other four-year institutions may apply to the elective category.

### ADMISSION REQUIREMENTS

All students who have completed General University Requirements with a cumulative GPA of 2.0 and approximately 90 credits will be considered for admission.

#### Educational qualifications

- A cumulative grade-point average (GPA) of 2.0 in all college coursework
- Completion of the General University Requirements shown in the chart below.

#### Cover letter/personal goal statement

A one-page letter clearly stating your name, address, telephone number, e-mail address and your expectations and outcomes desired by the program, future educational

URBAN STUDIES PREREQUISITES	
<b>Visual, Literary and Performing Arts (Humanities)</b>	15 credits
<b>Foreign Language</b>	Two years of one foreign language in high school or 10 credits of one language at the college level
<b>Individuals and Societies (Social Science)</b>	15 credits
<b>The Natural World (Natural Science)</b>	15 credits
<b>Mathematics</b>	Three years of high school math through intermediate algebra or college-level intermediate algebra (usually not transferable)
<b>Quantitative/Symbolic Reasoning</b>	5 credits Above the level of intermediate algebra (e.g., Logic, Math 107, statistics, precalculus, micro- or macro-economics)
<b>Writing</b>	15 credits Must consist of five credits of English Composition and two additional writing-intensive courses
<b>Electives</b>	Varies
<b>TOTAL</b>	<b>90 credits</b>



or career goals, desired quarter of admission, and full- or part-time status. This will be used to assess your qualifications and fit within the program.

### **Transcripts**

Two official copies from each college and university you have 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 cover letter/personal goal statement have been received.

### **SELECTION CRITERIA**

---

Urban Studies candidates are evaluated on the following criteria:

- Cover letter/personal goal statement
- Completion of all general university requirements (GURs)
- Previous academic performance

### **GRADUATION REQUIREMENTS**

---

To qualify for graduation with a Bachelor of Arts in Urban Studies from the University of Washington, Tacoma, each student must complete the following requirements:

- Satisfy all of the admission requirements listed above.
- Complete all courses in the Urban Studies program with a cumulative GPA of 2.0 or better.
- Complete 180 credits, 90 of which must be upper-division (300-400 level) coursework.
- Complete at least 45 credits in residence at UWT, including core courses.
- Apply for graduation with an Urban Studies adviser by the application deadline posted by Urban Studies for the expected date of graduation.

### **COURSE DESCRIPTIONS**

---

For the most current course information, please consult

the Urban Studies program Web site: [www.tacoma.washington.edu/urban\\_studies](http://www.tacoma.washington.edu/urban_studies).

### **Core Requirements**

#### **TURB 301 The Urban Condition (5)**

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. Issues related to social justice and equity are emphasized.

#### **TURB 310 Urban Society and Culture (5)**

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 320 Introduction to Urban Planning (5)**

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 who will emphasize in planning, and a prerequisite for other planning related courses.

#### **TURB 379 Urban Field Experience (5-10)**

Urban field course based in a metropolitan area sufficiently different from the Tacoma area. Urban problems, issues, and developments are examined through site visits, presentations by local experts, and student research and reports. Includes visits to U.S. and foreign cities. Topics covered will vary depending on the city visited. *May be repeated for credit when different cities are visited.*

#### **TURB 389 Foreign Study (12)**

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 UWT course equivalents, replacing TURB 389.

#### **TURB 399 International Urban Studies (3-15)**

Urban Studies courses taken through UWT foreign study program for which there are no direct University of Washington, Tacoma course equivalents.

#### **TURB 492 Urban Studies Seminar (5)**

An interdisciplinary approach to the study of urban issues and problems. 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).

#### **TURB 494 Urban Research (1-5)**

Individual research projects carried out under the supervision/direction of an Urban Studies faculty member. *Prerequisite: Permission of instructor*

#### **TURB 496 Community Service Project (3-6)**

Propose and develop a project to benefit the local

community. Encourage thinking about new strategies in dealing with urban problems or to devise new methods of assisting disadvantaged groups. May develop and implement their project by working with a particular governmental unit or not-for-profit organization or independently.

**TURB 498 Urban Studies Internship (3-15)**

Provides opportunities to gain experience and apply concepts taught in the Urban Studies classroom. Involves learning skills and applying knowledge through direct experience on-the-job while working with professionals.

**Core Electives**

**TBGEN 314 Interpersonal Skills (5)**

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.

**TBGEN 412 Ethical Issues for Business (5)**

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. *Prerequisites: TBUS 300 and TBUS 320 or permission of instructor*

**TBGEN 433 Managing Organizational Diversity (5)**

Focuses on key trends facing organizational leaders including global competition, changing workforce demographics, new partnerships with stakeholders, more flexible organizations, and the shift toward service and information-based jobs. Diversity is explored both as a management issue and as a tool for enhancing organizational effectiveness and competitive advantage. Emphasizes communication and strategic thinking. *Prerequisite: TBUS 300*

**TBUS 310 Effective Managerial Communication (5)**

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

**TCSIG 445 The Metropolis (5)**

This course examines the problems and opportunities associated with the development of the metropolis.

The focus will be on the twentieth century, and the individual city selected will change depending on the quarter the course is offered. The course will begin with an examination of such general issues associated with large cities as economic base, transport, social conditions, culture, and government, then will move on to consider in detail one city.

**TCSIIN 342 Third World Cities (5)**

Develops a framework to compare the phenomenal growth of selected Third World cities. The course introduces their historical legacy, their previous ties to colonial rulers, and the pressures for them to remain the centers of capitalist production. Studies the spatial, ethnic, and class divisions in these cities. The urban 'bias' and subsequent concentration of economic, political, and cultural power resulting in mass misery in all its ramifications are examined in terms of political and survival struggles.

**TCSIIN 438 Urbanization and the Environment (5)**

The scope of the course will include ancient civilizations of the Near East, Greece, Rome, Medieval, and Early Modern Europe, as well as present-day cities in North America. Topics will center around the evolution of urban infrastructure and its changing impact on the environment. Students will write a research paper.

**TCSIUS 335 Social Class and Inequality (5)**

Study of the changing class structure in U.S. society. This course will examine different types of inequality and different explanations for them, asking: how and why wealth, power, and prestige are unequally distributed in society; how inequality is experienced in terms of contrasting life chances and perceptions; how class inequality is related to racial, ethnic, and gender inequalities; and how social movements that strive for equality take place.

**TCSIUS 428 Labor, Race, Gender, and Poverty: Research and Readings (5)**

Analyzes the intersection of labor, race, gender and poverty issues and explores research on organizing work within labor and community organizations. Student internships are an option, but not required.

**TCSIUS 431 Community Organizations and the Nonprofit Sector (5)**

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. A core course for the curriculum in nonprofit studies American Humanics certificate in nonprofit management.

**TCSIUS 433 Organizational Structures and Sociocultural Systems in Nonprofit Environments (5)**

A study of nonprofit organizational culture, focusing

on identifying archaic and ineffectual organizational principles, and assessing new and innovative approaches to organizational challenges and change in the context of the effects of emerging technologies.

**TCSIUS 436 History of Social Welfare Policy in the United States (5)**

This course explores welfare policy in the United States from the colonial era to the present. The history of individual and governmental relief efforts; changing definitions of the poor and poverty; and the origins of our current welfare system are among the topics covered.

**TCSIUS 437 Doing Community History (5)**

(Seminar) Involves the student in researching the history of the community, with particular focus on ethnic diversity. Students will do primary research in libraries; interview residents; transcribe/edit oral memoirs; and write history. Students learn basic research skills, as well as sensitivity to community values and concerns. *May be repeated with instructor's permission.*

**TCSIUS 443 Ethnicity and the Urban Landscape (5)**

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.

**TCSIUS 445 History of Tacoma (5)**

A survey of the history and fabric of Washington State's second largest urban center. Topics will include early settlements, Tacoma as the Pacific terminus of the Northern Pacific Railroad, commercial and social currents in the ear of populism, ethnic and political struggle as recurring forces, the development of regional institutions such as Ft. Lewis, the Port of Tacoma, local governments, and locally based corporations. The course will place particular emphasis on architecture, urban planning and growth and the physical, built environment of the City of Destiny.

**TCSIUS 450 Black Labor (5)**

Provides both 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.

**TCSIUS 452 Minorities and the Law (5)**

Examines the 20th century evolution of equal protection and due process. Particular focus will be placed upon the case law, its societal context and its impact upon persons of color.

**TCXG 379 Modern Architecture (5)**

This course will examine twentieth-century architecture

and its origins. Through slide lectures, readings, and field trips, we will focus on issues concerning style, technology, urbanism, regionalism, functionalism, Fundamentalism, and reform to address the diverse forces that have shaped modern architecture.

**TCXUS 376 American Architecture (5)**

This course will examine the architecture of the United States from early Native American structures to late 20th-century building. 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

**TCXUS 478 Literature of the Harlem Renaissance (5)**

This course examines the images, themes, and characterizations in literature written by African Americans during the Harlem Renaissance. The Harlem Renaissance encompasses literature, visual art, and politics that reflect the integrationist and nationalist schools of cultural, political, economic, and social thought. Writers include Johnson, Hughes, Hurston, Fauset, Larsen, Thurman, and McKay.

**TEDUC 540 At-Risk Students: Critical Issues (3)**

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.

**TESC 311 Maps and GIS (5)**

Serves as an introduction to map interpretation and basic spatial analysis through the use of geographic information systems (GIS). Emphasis will be on developing, through hands-on experience, a fundamental understanding of GIS and the technical expertise necessary for applying GIS to a variety of real world scenarios in such fields as environmental science, urban planning, nursing, social work and business.

**THLTH 460 Strategies for Community Change (5)**

Provides a framework for exploring the nature of social and community responsibility. Draws on strategies used in community organizing, development, and health professions' literature, and field experiences to focus on how people change the communities in which they live and what supports community action or inertia. Students are challenged to consider the intersection between traditions of activism, community experience, and professional standing vis a vis change. Issues of social justice and change common to liberation movements in other countries are explored

**THLTH 501 Race, Racism, and Health (3)**

The purpose of this course is to explore the roles race

and racism play with respect to health outcomes for U.S. populations. The course is concerned with the way in which people's lives are shaped by racial privilege and racial oppression. Students consider the medial and scientific constructions of categories of race and ethnicity, how race has been used in science, and the health consequences of racism

**TMGMT 348 Leading the Nonprofit Organization in the 21st Century (5)**

Examines all aspects of management of the nonprofit including board development and governance, strategic planning, lobbying, marketing, government contracting, volunteer resources, fund raising, outcome measures, fund raising and grant writing, and accounting.

**TMKTG 348 Nonprofit Marketing (5)**

Examines the unique marketing mix, competitive posture, and positioning for effectively marketing the nonprofit organization. Applies key business competencies of teamwork, communication, strategic thinking, and integrated business knowledge to develop a marketing plan for a nonprofit firm. *Prerequisites: TBUS 300 and TBUS 320*

**TNURS 407 Diversity: Issues of Exclusion and Inclusion (3)**

The course will examine the ways that difference is defined, used and experienced in our society. Students will analyze the intersections of multiple forms of oppression. Attention will be given to the ideological and institution manifestations of oppression in United States society. Diversity will be taught as a social context for nursing practice. *Prerequisite: TNURS 350*

**TNURS 504 Communities, Populations, and Health: An Overview (3)**

The course focuses on the conceptualization, analysis and application of the concepts of community, population and health. Theories and models of current and potential community health practice will be discussed. Sociocultural concepts will be examined for their interrelationship with and impact upon community, population and health.

**TSMUS 417 Urban Policies and Problems (5)**

Analytical and empirical study of the economics of urban problems and policies in the U.S. including: education, poverty, housing, crime, finance, congestion, and welfare. Presents an historical background to trends in urban areas, and how these have been addressed in different regions. Where applicable, class related to Pierce County.

**TSOCW 501 Social Policy and Economic Security (3)**

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 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 504 Cultural Diversity and Societal Justice (3)**

The 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 on the unique strengths and capacities within each group which 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.

---

**FACULTY**

**Brian Coffey**

Director and Professor, Urban Studies; Ph.D., University of Oregon, 1982.

**Yonn Dierwechter**

Assistant Professor, Urban Studies; Ph.D., London School of Economics, 2001.

**Martyn Kingston**

**Senior Lecturer**, Urban Studies; Ph.D., Harvard University, 1993.

# Graduate Programs

## GRADUATE ADMISSION REQUIREMENTS

The University of Washington Graduate School is responsible for determining the requirements for admission to graduate study. Admission to a graduate program at UWT is contingent upon acceptance by the Graduate School and the program of choice at UWT. Each graduate student must be admitted into a specific graduate program; the Graduate School does not permit general graduate enrollment.

To request an application packet, please call 1-800-736-7750 or contact the specific program office.

### Graduate 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. The prospective student must hold a baccalaureate degree from an accredited college or university in this country or its equivalent from a foreign institution. Each applicant must 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). Each applicant must submit a completed University of Washington application form and the application fee, and must arrange for the receipt of scores on the Graduate Record Examination or an alternative test if the program requires; scores must be received directly from ETS. Two official transcripts from all previously attended colleges, universities and institutions should be forwarded to the program of choice at UWT. 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, Graduate School admission policy requires that:

- 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 that
- Sustained efforts be made to recruit qualified students who are members of groups that have been subject to discrimination or are underrepresented in certain disciplines.

CONTINUED ►

## OVERVIEW

### Academic Programs

- 123 **Master of Arts (IAS)**
- 127 **Master of Business Administration**
- 133 **Master of Education**
- 136 **Educational Administrator**
- 143 **Master of Nursing**
- 149 **Master of Social Work**

## How to Apply for Graduate Admission

Application forms may be obtained from the office of the academic program at UWT in which the student wishes to pursue graduate studies or from the Office of Enrollment Services and Student Affairs. For detailed information about admission to graduate studies at UWT, contact the specific program office at UWT.

Applicants to the Graduate School may apply in writing or online at <https://www.grad.washington.edu/application>.

advanced degree. Further registration for graduate work is contingent upon completion of the requirements for the bachelor's degree.

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 your application to a new quarter. Check with the program of choice for details. Admissions 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.

## PRIORITY APPLICATION DATES FOR GRADUATES

	Autumn 2001	Winter 2002	Spring 2002	Summer 2002
Master of Arts	Aug. 31	Nov. 30	Mar. 1	—
Master of Business Administration	Apr. 15	—	—	—
Master of Education	Aug. 28	Dec. 4	Feb. 26	May 21
Educational Administrator	—	—	—	Dec. 1
Master of Nursing	*	*	*	Jan. 15
Master of Social Work	Mar. 1	—	—	—

\* Contact the program office for application deadlines.

Online applications are encouraged. Application procedures and requirements differ by program. Please contact the specific program for details. Early submission of applications is encouraged.

Some programs require additional documentation (letters of recommendation, for example). See the appropriate section of this catalog and check with the program office for accurate and current information. All records submitted as part of an admission application become a part of the official file and the 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.

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 Graduate School for up to six credits in 500-level courses in addition to the last six credits they require of undergraduate work. This registration and these arrangements must be approved by the graduate program that the student will enter. However, students so enrolling are not reclassified as graduates until the baccalaureate degree has been granted and after their official admission. At that point, it is necessary to petition to permit the six credits to apply toward the master's degree. Only under these circumstances may graduate work taken as an undergraduate be applied toward an

## Priority Dates for Graduate Applications

The priority dates for application to the graduate programs are listed in the table at left. Please note that this is the date that application materials must actually reach the appropriate offices, *not* the postmark date.

## 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 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 tuition at the regular graduate-student rate based on residency of the student, to include 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 UWT student number and receive a student identification card that entitles them to all privileges and access to facilities that are extended to matriculated students.

### **Visiting Graduate Students**

A student who wishes to enroll in the Graduate School at the University of Washington, Tacoma and who intends thereafter to return to another graduate school in which he or she is working toward an advanced degree may be admitted as a visiting graduate student. This admission is contingent on available space and facilities. Such a student must have been officially admitted to another recognized graduate school and be in good standing and currently pursuing a graduate degree. Admission to the University of Washington, Tacoma, as a visiting graduate student does not guarantee admission to any particular course of study. A visiting graduate student is permitted to register only in those courses for which he or she is judged to be eligible by a faculty adviser or the instructor of the course and if space is available to accommodate registration. Further details regarding application and other relevant policies may be obtained from the appropriate program office at UWT or on the Web at [www.grad.washington.edu](http://www.grad.washington.edu).

### **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 your specific program for details.

### **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 two 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

When you are within one quarter of completing the degree requirements, you must apply for the master's degree on the Web. You 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). If you cannot complete the master's request online or need to make changes, please contact Graduate School Student Services at [studentservices@grad.washington.edu](mailto:studentservices@grad.washington.edu).

You must complete the entire request, including the Exit Questionnaire. You will not be able to return to the Request page to make changes or complete information at a later time. Status updates on your degree request will be sent via e-mail; therefore, an e-mail address is required before completing the application.

The request period commences Monday, the third week of each quarter and closes the Friday of the second week of the subsequent quarter (the quarter you intend to graduate). For example, if you will complete your graduation requirements in Winter Quarter, the earliest you can submit a request is the third week of Autumn Quarter and the latest is the Friday of the second week of Winter Quarter.

If you do not receive your degree in the requested quarter, you must complete another degree request for the quarter in which you expect to complete requirements. You must determine that you will have met the minimum Graduate School requirements by the end of the quarter in which you plan to graduate. Please consult your graduate program adviser regarding additional program requirements.

You 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 current June and August).

## 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.





# Master of Arts emphasizing foundations of public action



*Building on the success of the undergraduate program, Interdisciplinary Arts and Sciences offers a Master of Arts emphasizing foundations of public action. The graduate courses take an interdisciplinary approach including environmental science as well as the humanities and social sciences.*

The Master of Arts degree, emphasizing the foundations of public action, is designed for those with an interest in public action and policy and those considering a career in this area.

Students will analyze elements that contribute to the formulation of policy and action, methods used to evaluate benefits and consequences, and the culture of organizations and societies in which these processes take place.

The structure of the Master of Arts program is highly interdisciplinary and flexible. Building on four core courses, students design a course of study to pursue their area of interest within the context of the program's focus, taking advantage of the wide range of classes offered by the University of Washington, Tacoma and the expertise of faculty advisers.

The program integrates the study of sociology of knowledge, philosophy, social and political theory, history, anthropology and systems theory to shed light on the factors that affect policy formulation. Examples of possible areas of interest include the environment, health, education,

race and ethnicity, gender, families and children, media, labor, immigration, trade and development, urban studies, and state and local government.

Students will learn:

- To go beyond problems and options as first proposed by addressing the problem definition and considering a range of perspectives excluded in a policy or action proposal.
- To understand circumstances and institutional culture in order to contribute realistically and effectively to the statement of a question in a given setting.
- To analyze factors contributing to dissimilar and often competing agendas of different organizations or groups, thereby enhancing opportunities for informed compromise and cooperation.

## OVERVIEW

Phone  
253-692-4450

Fax  
253-692-5718

Program office  
WCG 424

Campus mailbox  
358436

Web site  
[www.tacoma.washington.edu/ias](http://www.tacoma.washington.edu/ias)

IAS Director  
**William Richardson, Ph.D.**

IAS Program Administrator  
**Julie Buffington**

M.A. Faculty Coordinator  
**Samuel Parker, Ph.D.**

M.A. Admissions, Advisement and  
Recruitment  
**Linda Kachinsky**

## WHAT IS PUBLIC ACTION?

---

“Public action” refers to policy or actions planned and implemented in an organized context. Public action always entails a series of determinations that are reached as a result of responding to these questions:

- What is 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 action are anticipated or unanticipated?

By exploring these questions, the master’s program will be a sustained investigation of factors that critically shape selected processes and outcomes.

The factors to be investigated include:

- Conceptual models
- Social and institutional cultures
- Various types of data used to support decisions
- Values and how they influence decisions

These factors provide a foundation for public action. This course of study may apply to most any profession, whether one works within a large organization or one-person shop, as well as to individuals who are interested in learning for the sake of gaining knowledge and a richer understanding of the world around them.

## PROGRAM DESIGN

---

This 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
Electives.....	15 credits
Final project or thesis.....	10 credits
Capstone course.....	6 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.

- Models and Critical Inquiry
- Evidence and Action
- Culture and Public Problems
- Values and Action

### Area of emphasis

Students will work closely with a faculty adviser whose work relates to the student’s area of interest. At least 15

credits of elective courses will support each student’s individualized area of emphasis. In addition to elective courses being developed specifically for the Master of Arts degree, students can select from a wide range of courses, including those offered by other UWT master’s programs. Students work with their faculty adviser to build a plan of study appropriate for the student’s academic goals and that will contribute toward the scholarly project or thesis. This plan is regularly reviewed and approved by the faculty adviser.

Possible areas of emphasis include: environment, health, human rights, education, race and ethnicity, gender, families and children, media, labor, immigration, trade and development, urban studies and state and local government.

### Thesis or Project

The final product of the graduate program must be a thesis or a scholarly project that demonstrates an equivalent level of competence. A student chooses to pursue a thesis or project based on that student’s goals.

### Capstone Course

Students enroll in the capstone course as they near the completion of their degree. In addition to reviewing the major themes of the program’s core, the capstone course brings students together to share what they discovered through extended inquiry into their areas of emphasis.

## ENROLLMENT & CURRICULUM SEQUENCING

---

Students can enter the Master of Arts program in Autumn, Winter or Spring quarter. The degree will take a minimum of two years to complete and can be done with either full- or part-time study.

## 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
- Resume of relevant experiences describing the candidate’s most significant work, educational background or volunteer experience and how these experiences relate to their goals
- Three letters of reference
- Admission to the UW Graduate School

## COURSE DESCRIPTIONS

---

### TIBCG 501 Models and Critical Inquiry (6)

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.

### **TIBCG 502 Culture and Public Problems (6)**

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.

### **TIBCG 503 Evidence and Action (6)**

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.

### **TIBCG 504 Values and Action (6)**

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.

### **TIBCG 511 Feminist Thought and Politics (5)**

Examines the role of women in politics and culture, the importance of gender to our understanding of the world and of ourselves as persons, as citizens, and as students. Engages students in critical conversations and research about rights, knowledge, and international relations.

### **TIBCG 590 Independent Study (1-5, max. 20)**

Faculty-supervised independent study, readings and special projects for graduate students. Topics vary. *Prerequisite: Permission of instructor*

### **TIBCG 596 Internship (1-10, max. 10)**

Faculty-supervised internships for graduate students. Internships and projects vary. *Prerequisite: Permission of instructor*

### **TIBCG 597 Thesis (1-5, max. 10)**

Faculty-supervised thesis for graduate students. *Prerequisite: Permission of instructor*

### **TIBCG 598 Directed Readings (1-5, max. 20)**

Faculty-supervised readings for graduate students. *Prerequisite: Permission of instructor*

### **TIBCG 599 Directed Research (1-5, max. 20)**

Faculty-supervised research for graduate students. *Prerequisite: Permission of instructor*

## **FACULTY**

### **Michael Allen**

Professor, Interdisciplinary Arts and Sciences; American History and Folklore; Ph.D., University of Washington, 1985.

### **John Banks**

Assistant Professor, Interdisciplinary Arts and Sciences; Applied Ecology, Agroecology, Mathematical Biology, Plant-Animal Interactions; Ph.D., University of Washington, 1997.

### **Robert Crawford**

Associate Professor, Interdisciplinary Arts and Sciences; American and Cultural Studies; Ph.D., University of Chicago, 1974.

### **Anthony D'Costa**

Associate Professor, Interdisciplinary Arts and Sciences; Political Economy, International Development; Ph.D., University of Pittsburgh, 1989.

### **Cynthia Duncan**

Associate Professor, Interdisciplinary Arts and Sciences; Spanish, Portuguese and Latin American Literature; Ph.D., University of Illinois, 1983.

### **Michael Forman**

Assistant Professor, Interdisciplinary Arts and Sciences; Modern European Thought and Culture; Ph.D., Rutgers University, 1995.

### **James Gawel**

Assistant 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.

### **Cheryl Greengrove**

Assistant Professor, Interdisciplinary Arts and Sciences; Geoscience, Oceans, Atmospheres; Ph.D., Columbia University, 1986.

### **Michael Honey**

Professor, Interdisciplinary Arts and Sciences; American History, Labor and Ethnic Studies; Ph.D., Northern Illinois University, 1988.

### **Michael Kalton**

Professor, Interdisciplinary Arts and Sciences; Comparative Religion, East Asian Languages and Civilization; Ph.D., Harvard University, 1977.

### **Rachel May**

Associate Professor, Interdisciplinary Arts and Sciences; Latin American Studies; Ph.D., Tulane University, 1993.

### **Divya McMillin**

Assistant 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.

### **Samuel Parker**

Associate Professor, Interdisciplinary Arts and Sciences; Anthropology, Art History, Asian Studies; Ph.D., University of Chicago, 1989.

### **William Richardson**

Director and Professor, Interdisciplinary Arts and Sciences; Russia and the former USSR, Mexico; Ph.D., University of California, Berkeley, 1976.

### **David Secord**

Assistant Professor, Interdisciplinary Arts and Sciences; Marine Ecology, Evolution, Conservation Biology & Marine Invertebrates; Ph.D., University of Washington, 1995.

### **Emmett Joseph Sharkey**

Assistant Professor, Interdisciplinary Arts and Sciences; Comparative Literature; Ph.D., University of California, Davis, 1998.

### **Carolyn West**

Assistant Professor, Interdisciplinary Arts and Sciences; Clinical Psychology; Ph.D., University of Missouri-St. Louis, 1994.

# Master of Business Administration



*The mission of Business Administration is to offer high-quality undergraduate and graduate education for citizens of the state of Washington, especially in the South Puget Sound region. We seek to integrate innovative teaching, relevant scholarship and proactive service into our business and academic communities. While our primary emphasis is on providing education, we also are committed to advancing and disseminating business knowledge and theory and to cultivating collaborative relationships with the community.*

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 is to provide current and future managers with the knowledge necessary to succeed in an increasingly dynamic and complex 21<sup>st</sup> 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 changes that will affect organizations and to design, implement and evaluate change processes. Students complete a two-quarter culminating project in which they analyze changes that will affect an organization and design a strategic plan to manage the impact of those changes.

#### **ACCREDITATION**

Business Administration at the University of Washington, Tacoma is accredited by the AACSB - The International Association for Management Education in association with the University of Washington's Seattle and Bothell campuses.

## OVERVIEW

Phone  
(253) 692-5630

Fax  
(253) 692-4523

Located in  
DOU 401

Campus mailbox  
358420

Web site  
[www.tacoma.washington.edu/business](http://www.tacoma.washington.edu/business)

Director  
**Patricia M. Fandt, Ph.D.**

Graduate Program Coordinator  
**Jill M. Purdy, Ph.D.**

Administrator and Adviser  
**Sandra Carson**

## PROGRAM DESIGN

---

The 72 quarter-credit, non-thesis MBA degree has three components:

- 27 credits of core courses
- 15 credits of change courses
- 30 credits of elective courses tailored to meet individual needs

Core and change courses integrate current conceptual and practical knowledge while building analytical and interpersonal skills.

Students are required to complete 30 elective credits beyond the core and change focus. 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 information technology, finance, leadership or marketing. Elective courses also can be taken outside of Business Administration from other UWT graduate programs.

## ADMISSION REQUIREMENTS

---

Applicants must simultaneously be admitted to UW Tacoma Business Administration and to the Graduate School of the University of Washington. Application forms are available on the MBA Web site at [www.tacoma.washington.edu/business](http://www.tacoma.washington.edu/business). Applications must be submitted in time to meet the UW Tacoma Business Administration deadline listed on the Web site, as this precedes the Graduate School admissions deadline. The MBA admits students for Autumn Quarter only.

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* or the *Graduate Record Exam* completed within the last five years.
- Competency in business statistics, financial accounting, managerial economics and finance.\*
- A minimum of two years of relevant managerial work experience.
- Two sets of official transcripts from each institution attended.
- Two essays.
- A resume and the completed Personal Data Form.
- Two confidential professional recommendations.

## TRANSFER CREDITS

---

An admitted graduate student pursuing the Master of Business Administration degree may petition to transfer up to 15 graduate quarter credits or 10 graduate semester credits taken as a graduate student at another accredited graduate school. Graduate credits that have been applied toward a completed degree cannot be transferred. Written petitions for transfer credits must be submitted to the Graduate Committee within one year of acceptance to the MBA program. Restrictions apply; please contact the Business Administration office for more information.

## 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 Studies section in the University of Washington General Catalog for more information regarding graduate degree requirements.

## COURSE DESCRIPTIONS

---

For the most current course information, please consult the Business Administration (MBA) Web site: [www.tacoma.washington.edu/business](http://www.tacoma.washington.edu/business).

### Core Courses (27 credits)

#### TBUS 502 Organizations as Systems (2)

Introduces a theoretical framework for describing the organization as a multi-level system whereby internal and external environmental factors operate as an integrated whole. Using an input-throughput-output model, major components of the framework introduced include organizational environments, resources, value creation and the management of outcomes.

---

\*All admitted students are required to complete assessment tests in these areas, regardless of the field of their undergraduate degree. Students who do not meet competency requirements must complete tutorials prior to beginning MBA courses in Autumn quarter.



**TBUS 503 Current Business Trends (3)**

Utilizes current organizational events and issues as “real-time” cases to integrate and apply theoretical and practical tools from the Core coursework. Focuses on formulating responses that consider the impact of change on organizational systems and allow organizations to deal effectively and efficiently with threats and opportunities.

**TBUS 510 Environmental Context of Organizations (4)**

Employs historical and theoretical perspectives to explore the contextual forces that shape the behavior of organizations. Considers how industries and organizations are influenced by the economic, social, political, technological and legal environments they face and how firms can best respond to these forces.

**TBUS 520 Strategic Resource Configuration (4)**

Focuses on creating organizational structures and aligning resources with competitive strategy. Addresses design and configuration of human, financial and technical systems to create competitive advantage.

**TBUS 530 Value Creation (4)**

Examines concept of value creation at multiple levels of analysis; addresses why some organizations outperform others. Focuses on internal activities that transform inputs into outputs that are valued by external stakeholders. Explains the connections between business processes, strategy, competitive advantage, measures of performance and value.

**TBUS 540 Organizational Outcomes (4)**

Considers the tangible and intangible outputs that are produced by organizations. Draws upon multiple disciplines to examine how organizations manage the expected and unexpected consequences of their activities. Considers financial control and reporting, liability and consumer law, distribution systems, and social responsibility.

**TBUS 550 Organizational Change (4)**

Explores models and heuristics for analyzing and planning large scale organizational change. Considers how system elements interact during change and how managers reinvent and sustain competitive advantage. Includes environmental scanning, organizational diagnosis, aligning organization and environment, and creating internal congruence.

**TBUS 552 Organizations as Systems in a Changing World (2)**

Refines model of organizations as changing systems within the scope of large scale economic, social, political, technological and legal change.

**Change Focus (15 credits)****TBUS 560 Tools for Forecasting and Assessing Change (4)**

Emphasizes research design and data analysis as critical elements of forecasting and assessing change. Provides practical and theoretical insights into gathering information about forthcoming problems and opportunities.

**TBUS 562 Technology-Driven Change (2-4)**

Focuses on technology as a source of hyperchange in the global business environment. Examines current innovations and their interactions with the organizational context. Considers the consequences of these interactions for organizational performance and future flexibility.

**TBUS 570 Organization Development and Change (4)**

Explores the implementation of change using assessment, feedback and training. Considers pragmatic, applied issues of leading change in today’s environment using current examples of change management practice. Compares both successful and unsuccessful change efforts to provide a full picture of the challenges of implementing change.

**TBUS 590 Organizational Analysis I (2)**

First culminating project course

Requires students to apply their knowledge of systemic change to describe and analyze the current situation of an organization and the changes it faces. Students will produce a written case study of the organization by the conclusion of the course.

**TBUS 599 Organizational Analysis II (3)**

Conclusion of the culminating project

Using the case study created in Organizational Analysis I, students evaluate and provide recommendations to the organization to ensure it successfully adapts to anticipated changes. Requires students to integrate their academic and professional knowledge to create practical, implementable plans that guide the organization through change. Students will produce a plan that outlines strategic initiatives the organization might pursue over the next 2-3 years.

## Elective Courses

### **TBGEN 512 Business Ethics and Social Responsibility (4)**

Focuses on the ethical and moral challenges that are an everyday part of organizational life for managers. Addresses the societal consequences of managerial decisions and organizational actions. Considers global variance in ethical standards and impact of ethical behavior on organizational performance.

### **TBGEN 521 Financial Analysis IA (4)**

Prepare students to become Chartered Financial Analysts (CFA). Examine ethical and professional standards, quantitative methods, macroeconomics, micro-economics, global economics, and financial statement analysis.

### **TBGEN 522 Financial Analysis IB (4)**

Prepares students to become Chartered Financial Analysts (CFA). Examines corporate finance, markets and instruments, equity investments, debt investments, alternative investments, and portfolio management.

### **TMGMT 553 Leadership in a Changing World (4)**

Emphasizes knowledge and skills managers need to help organizations anticipate and adapt effectively to change. Focuses on leadership, planning strategically, managing change, and dealing with conflicts created by change. Explores the impact of change on individual, teams and organizations.

### **TBGEN 550 Whole Enterprise Management (4)**

Teaches whole enterprise management through participation in a computer simulation. Student teams develop a company strategy and make integrated marketing, R&D, labor, production and finance decisions. Through analysis, teams see the impact of their decisions upon the marketplace, their companies and their competitors. Encourages integration of functional areas of business.

## FACULTY

---

### **Richard O. Abderhalden**

Senior Lecturer, Business Administration; Business Strategy and Marketing; Ph.D., University of North Carolina at Chapel Hill, 1994.

### **Zoe M. Barsness**

Assistant Professor, Business Administration; Management; Ph.D., Northwestern University, 1996.

### **Vanessa Chio**

Assistant Professor, Business Administration; Management; Ph.D., University of Massachusetts, 1999.

### **Patricia M. Fandt**

Director and Professor, Business Administration; Management, Organizational Behavior, Organizational Leadership; Ph.D., Texas A&M University, 1986.

### **Mark K. Fiegenger**

Assistant Professor, Business Administration; Strategic Management, Management, Information Technology; Ph.D., University of Pennsylvania, 1990.

### **Subin Im**

Assistant Professor, Business Administration; Marketing; Ph.D., University of North Carolina at Chapel Hill, 1999.

### **Janet L. Mobus**

Assistant Professor, Business Administration; Accounting; CPA; Ph.D., University of North Texas, 1997.

### **Stern Neill**

Assistant Professor, Business Administration; Marketing; Ph.D., Louisiana State University, 2000.

### **G. Kent Nelson**

Senior Lecturer, Business Administration; Organizational Management and Strategic Communication, Communications; Ph.D., University of Washington, 1994.

### **Dorothy J. Parker**

Assistant Professor, Business Administration; Accounting; CPA; Ph.D., University of Arkansas, 1992.

### **Jill M. Purdy**

Associate Professor, Business Administration; Organizational Behavior, Organization Theory, Management; Ph.D., Pennsylvania State University, 1994.

### **Richard W. Stackman**

Assistant Professor, Business Administration; Organizational Behavior, Management; Ph.D., University of British Columbia, 1995.

### **Tracy A. Thompson**

Associate Professor, Business Administration; Organizational Behavior, Strategic Management, Management; Ph.D., Northwestern University, 1994.



# Master of Education



*The Education program at UWT prepares reflective, collaborative practitioners who are grounded in best practices and sensitive to diversity issues. The Master of Education program is a graduate program intended to build upon the skills, knowledge and commitment of certificated, experienced teachers. The degree program is founded on a deep respect for practicing educators. It is committed to strengthening and revitalizing teaching. Underlying the Education program 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.*

### **ADMISSION REQUIREMENTS**

To be admitted to the Master of Education program at the University of Washington, Tacoma, applicants must simultaneously be admitted to the Graduate School of the University of Washington. The application forms may be obtained through the UWT Education program office, or via the World Wide Web. The Web address is: <https://www.grad.washington.edu/application>. Visiting graduate applications are available from the Office of Graduate Admissions at UW Seattle.

It is important to submit all application documents in time to meet departmental deadlines, as these will supersede graduate admissions deadlines. In addition to the completed application forms, the following are required:

- Bachelor's degree from an accredited institution

- 3.0 grade-point average calculated from the applicant's final 90 graded quarter credits or 60 graded semester credits
- Teaching certificate or equivalent teaching experience
- Two sets of official transcripts from each institution attended
- Goal statement
- Two letters of recommendation
- GRE scores

In order to complete the Master of Education, students must satisfy two sets of requirements: those set forth by the University of Washington Graduate School, and those stipulated by the UWT Education program. Because the requirements can be complicated, students should contact the academic program with any questions or concerns.

## OVERVIEW

*Study Options*

**At-risk Learner  
Integrated Curriculum  
Science Education  
Special Education  
Technology**

*Certificates*

**Educational Administrator**

*Phone*

253-692-4430

*Fax*

253-692-5612

*Located in*

WCG 324

*Campus mailbox*

358435

*Web site*

[www.tacoma.washington.edu/education](http://www.tacoma.washington.edu/education)

*Director*

**Ginger MacDonald, Ph.D.**

*Program Administrator*

**Sara Contreras**

*Adviser*

**Mary Kubiszewski**

To be eligible for a UWT 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 48 quarter credits. Courses taken through correspondence, distance learning or independent study through correspondence will not meet graduate degree requirements.
- At least 18 of the minimum 36 quarter credits for the master's degree must be for work numbered 500 and above.
- A minimum of 30 credits must be earned at the University of Washington, Tacoma.
- A final culminating experience, either a project or comprehensive exam, must be completed.
- Numerical grades must be earned 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 UWT 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, and a minimum cumulative grade-point average of 3.0. However, 300-level courses are not included in the calculation of cumulative grade-point average.
- 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 appropriate to the UW Education program.

## **GRADUATION REQUIREMENTS**

---

To be eligible for a graduate degree from UWT, 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 UWT Education program.
- Complete a final culminating experience, either a project or comprehensive examination, approved by the student's academic adviser.
- 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 120 for more information.
- 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 (see detailed information under Transfer Credit on page 119).
- 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, WCG 324. The form must be typed; handwritten forms will not be accepted.

At-Risk Learner	Integrated Curriculum	Science Education	Special Education	Technology
TEDSP 539	TEDUC 530	TEDUC 510	TEDSP 539	TEDUC 566
TEDUC 540	TEDUC 531	TEDUC 511	TEDSP 541	TEDUC 567
TEDUC 541	TEDUC 532,	TEDUC 512, or	TEDSP 542	TEDUC 568
TEDUC 542, or	and a minimum of 5	TEDUC 513,	TEDSP 543	
TEDUC 543	content area credits	and a minimum of 5	TEDSP 544	
		content area credits	TEDSP 545	
			TEDSP 546	
			TEDSP 547	
12 Credits	14 Credits	14 Credits	24 Credits	9 Credits

### Education Electives

The Education Electives provide an opportunity to explore areas of individual interest and gain depth in specific content. Courses can be selected from any study option within the master's program. Students will select elective courses in consultation with an adviser.

### Non-Education Electives

Students must take a minimum of three credits (maximum 10 credits) of

non-Education electives. These courses can be taken from Interdisciplinary Arts and Sciences, Nursing, Social Work, Computing and Software Systems, Business or Urban Studies. Choice of electives should be made in conjunction with the student's adviser. *Note:* For the Integrated Curriculum and Science study options these electives must be within the content area.

## DEGREE REQUIREMENTS

The Master of Education is designed for teachers in public and private K-20 settings. The focus is on the K-12 teacher and his or her continuing professional development in foundations of education, content, pedagogy, and management skills. Students must complete a minimum of 45 quarter credits (48 quarter credits for Special Education). There are six required components of the Master of Education degree:

### Core Courses

The Core Courses provide the background, perspectives, and resources necessary for in-depth work in the area of specialization. It prepares individuals to understand basics of research in education so they become competent consumers of quantitative and qualitative research designs. All students are required to complete a total of 12 quarter credits as follows:

COURSE NO.	TITLE	CREDITS
TEDUC 501	Education in Society .....	3
TEDUC 502	Learning about Learning .....	3
TEDUC 503	Educational Measurement..... <i>Prerequisite to TEDUC 504</i>	3
TEDUC 504	Understanding Educational Research.....	3
TOTAL CREDITS.....		12

### Study Option

The Study Option provides focused study in one specialized area of education. Each student selects one study option with required courses as indicated. Please note that all courses earn three credits unless otherwise specified. (See chart above.)

### Technology Course

Students must complete a minimum of one course in Technology. This requirement can be met through electives or study option requirements.

### Culminating Experience

Each student will participate in a Culminating Experience. This component of the program allows students to pursue one or more areas of specific interest, gain more applied knowledge of the field, and synthesize prior learning. There are two pathways for this experience as outlined below: Practicum Pathway and Project Pathway. Students should select the pathway for their Culminating Experience in consultation with their academic adviser early in the program.

Students completing the Special Education study option must enroll in the Practicum Pathway option in order to meet the requirements for the special education endorsement.

### 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.

#### Autumn Quarter

TEDUC 599 - Culminating Project (3 cr.)  
Design Proposal

#### Winter Quarter

TEDUC 599 - Culminating Project (3 cr.)  
Data collection and beginning of analysis

#### Spring Quarter

TEDUC 599 - Culminating Project (3 cr.)  
Complete analysis—write project paper

### ***Practicum Pathway***

The Practicum Pathway is intended to provide students the opportunity to integrate and apply theory and research to an educational setting. The Practicum Pathway consists of two practicum seminars, and a comprehensive exam.

#### *Autumn Quarter*

TEDUC/TEDSP 593 - Practicum Seminar I (3 cr.)  
Special topics in practicum

#### *Winter Quarter*

TEDUC/TEDSP 594 - Practicum Seminar II (3 cr.)  
Special topics in practicum

#### *Spring Quarter*

Comprehensive Examination, plus a three-credit course related to study option.

### ***Comprehensive Examination***

The Comprehensive Examination is a written essay exam. The test will take approximately four hours. Notes and texts are not permitted. The exam will be graded on a pass/fail basis. Students electing the Practicum Pathway must pass the Comprehensive Examination in order to complete graduation requirements.

---

## **Educational Administrator**

The University of Washington, Tacoma, prepares educational administrators for their role in school and district leadership. Unique features of this four-quarter program include:

- A cohort of potential leaders from local schools and districts
- All quarters of the program include integration of university-based learning and field-based learning
- Integrated curriculum grounded in best practice as determined by theory, research and school-based, experienced faculty.
- Design and implementation of strategies to improve student achievement
- Curriculum taught in time synchrony with school's administrator calendar
- Leadership in implementation of national and state school reform
- Weekly reflective seminars

---

### **APPLICATION REQUIREMENTS**

To be admitted to the Master of Education Educational Administrator Program at the University of Washington, Tacoma, applicants must simultaneously be admitted to the Graduate School of the University of Washington. It is very important to submit all application documents in time to meet the published deadline, as this will supersede graduate admissions deadlines.

In addition to the completed application forms, the following are required:

- Bachelor's degree from an accredited institution.
- 3.0 grade-point average calculated from the applicant's final 90 graded quarter credits (60 graded semester credits).
- Internship agreement.
- Teaching certificate (for those interested in the Principal Certificate only).
- 540 days of teaching experience (for those interested in the Principal Certificate only).
- Graduate Record Examination (GRE) scores.
- Two sets of official transcripts from each institution attended.
- Written goal statement (two to three pages in length) describing your experience, future plans and 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 would typically not be seen in your GPA. Be sure to include your name, address and phone number on each sheet.



- Resume of professional experience, educational background and other relevant information including volunteer experience.
- Three letters of recommendation (one of which must come from the sponsoring principal or administrator). Required forms are included in the application packet.
- Selected finalists will be invited for a personal interview.

## **COURSE DESCRIPTIONS**

For the most current course information, please consult the Education Program Web site at *www.tacoma.washington.edu/education*.

### **TEDUC 501 Education and Society (3)**

An inquiry into the historical, philosophical, and social forces that impinge upon, augment, or contradict the educational mission of public schools. Topics include relationships between education and social power, issues of gender, race and class, the sources of the crisis in learning and schooling, school reform, and the potential for teacher-led educational change.

### **TEDUC 502 Learning About Learning (3)**

In this course we will explore four contemporary theories of learning: behaviorism, cognitive science, constructivism, and social constructivism. 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.

### **TEDUC 503 Educational Measurement (3)**

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 more fully developed in TEDUC 504.

### **TEDUC 504 Understanding Educational Research (3)**

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. *Prerequisite: TEDUC 503*

### **TEDUC 510 Curriculum and Assessment in Science Education (3)**

This course addresses issues and strategies for developing effective instructional interventions in science education. Examines current curricular standards, methods of inquiry, and assessment models in science. Emphasizes alignment between curriculum, instruction, and assessment to maximize student success. *Permission of instructor required.*

### **TEDUC 511 Science Methods for Elementary School Classrooms (3)**

Enhances teachers' pedagogical knowledge and skills in science. Designed as a hands-on methods course for practicing elementary school teachers. Explores the nature of science and instructional strategies to facilitate students learning of the scientific process. Addresses the Washington State Essential Learning Requirements. *Prerequisite: TEDUC 510 or permission of instructor*

### **TEDUC 512 Science Methods for Secondary School Classrooms (3)**

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. *Prerequisite: TEDUC 510 or permission of instructor*

### **TEDUC 513 Using Technology in Science Education (3)**

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. *Prerequisite: TEDUC 510, 511 or 512, 566 or permission of instructor*

### **TEDUC 520 Multicultural Education (3)**

A critical exploration of the major intellectual, political and pedagogical issues in multicultural education. We will consider the major proponents and critics of multicultural education, study institutional and cultural discrimination related to race, class and gender, and weigh the relationship between schooling and the reproduction of stratification and discrimination.

### **TEDUC 521 Race, Class and Gender in U. S. Education (3)**

This course will investigate the ways in which race, class and gender biases are produced and reproduced in the society, and explore the ways in which race, class and gender intersect and influence educational practice and research. That investigation will, in turn, be brought to bear upon the goals, concepts, theories and dimensions of multicultural education as developed in TEDUC 520.

**TEDUC 522 Instructional Issues in Multicultural Classrooms (3)**

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.

**TEDUC 530 Curriculum Inquiry (3)**

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.

**TEDUC 531 Curricular Uses of Children's and Young Adult Literature (3)**

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.

**TEDUC 532 Interdisciplinary Design and Instruction (3)**

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.

**TEDUC 540 At-Risk Students and Students with Disabilities: Critical Issues (3)**

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.

**TEDUC 541 Literacy Instruction for Diverse Students (3)**

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.

**TEDUC 542 Structuring the Classroom for Success (3)**

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.

**TEDUC 543 Mathematics Challenges for Diverse Students (3)**

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.

**TEDUC 547 School Law (3)**

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.

**TEDUC 566 Education and Technology (3)**

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.

**TEDUC 567 Curriculum Design and Educational Technology (3)**

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.

**TEDUC 568 Understanding and Developing Distance Education Options (3)**

(in process)

**TEDUC 591 Special Topics in Education (1-9)**

Graduate course offerings that respond to faculty and students' needs and interests. Topics will vary.

**TEDUC 592 Independent Study (1-9)**

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.*

**TEDUC 593 Practicum Seminar I (3)**

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.

### **TEDUC 594 Practicum Seminar II (3)**

This is the second of two practicum seminars designed to improve professional practice normally taken after TEDUC 593.

### **TEDUC 599 Culminating Project (1-13)**

A final Master's project designed in collaboration with faculty as an application of the theory and research studied in the Master's program. Students who have taken TEDUC/TEDSP 593 and TEDUC/TEDSP 594 will normally complete a three-credit project; by permission, students may opt for a nine-credit project in lieu of the practicum seminars. *No TEDUC 599 credits may be applied to the coursework requirements of the degree program. Required for fulfillment of the Master of Education degree.*

## **Special Education**

### **TEDSP 539 Introduction to Exceptionalities (3)**

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)**

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)**

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 Mathematics Challenges for Diverse Students (3)**

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.

### **TEDSP 544 Special Education Assessment and Evaluation (3)**

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 measurements including standardized tests, norm criterion, referenced, and curriculum-based assessment.

### **TEDSP 545 Introduction to Emotional Behavioral Disabilities (3)**

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.

### **TEDSP 546 Collaborative Consultation (3)**

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.

### **TEDSP 547 Special Education and the Law (3)**

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.

### **TEDSP 593 Practicum Seminar I (3)**

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.

### **TEDSP 594 Special Education Seminar II: Collaboration in the Education Community (3)**

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.

## **Educational Administrator**

### **TEDUC 570 Curriculum and Instruction (4)**

Course has a dual focus on 1) curriculum: knowledge and strategies for selecting new and/or implementing current district academic programs, and 2) instruction: envisioning and enabling instructional and auxiliary programs for improvement of teaching and learning.

### **TEDUC 571 Introduction to Leadership (2)**

Begins the academic, exploratory, and experiential process of leadership in educational settings.

### **TEDUC 572 School Law (3)**

Explores federal and state law that principals and district administrators are responsible to know and administer, with specific attention to special education law.

**TEDUC 573 Supervision of Instruction (3)**

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.

**TEDUC 574 Challenges in Educational Administration (3)**

Focuses on challenges of being a building or district educational leader, such as crisis management, conflict resolution, media relationships and the skills of delegation. The content will be partially defined by current challenges in the student's intern experiences.

**TEDUC 575 Leadership in a Changing Society (3)**

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.

**TEDUC 576 Schoolwide Assessment (3)**

Surveys breadth of assessment issues in school administration, including the role of assessment in the reform movement and schoolwide 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.

**TEDUC 577 School Finance and Educational Policy (3)**

Addresses issues of school finance from national, regional, and local perspectives. District and school budgeting, fund raising, levies, ASB and athletic funding issues, as well as legislative relations are dealt with.

**TEDUC 578 Professional Development (3)**

Course has dual focus: 1) personal-professional development and 2) how educational leaders facilitate professional development in others.

**TEDUC 579 Human Resources (4)**

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.

**TEDUC 580 Reflective Seminar for Administrators (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.

**TEDUC 581 Internship for Administrators (14)**

Field-based practicum component of the Educational Administrator Program, which is held in School Buildings or District offices.

---

**FACULTY****Kathleen M. Beaudoin**

Assistant Professor, Education (special education); Ph.D., University of British Columbia, 1999.

**Mark K. Harniss**

Assistant Professor, Education (special education); Ph.D., University of Oregon, 1996.

**Robert W. Howard**

Assistant Professor, Education (cultural foundation); Ed.D., Harvard University, 1986.

**Diane B. Kinder**

Associate Professor, Education (elementary education); Ph.D., University of Oregon, 1987.

**Richard K. Knuth**

Assistant Professor, Educational Administration (secondary area in business administration); Ph.D., University of Washington, 1983.

**Belinda Y. Louie**

Associate Professor, Education (reading/language arts); Ph.D., University of Washington, 1991.

**Ginger L. MacDonald**

Director and Professor, Education (counseling/psychology); Ph.D., University of Washington, 1990.

**José M. Rios**

Assistant Professor, Education (science education/zoology); Ph.D., University of Wisconsin, 1995.

**Marcy L. Stein**

Associate Professor, Education (special education/learning disabilities); Ph.D., University of Washington, 1988.



# Master of Nursing



*Affiliated with the No. 1 ranked University of Washington School of Nursing at the Seattle campus, UWT's Nursing program is accredited by the Commission on Collegiate Nursing Education. 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 provide learning environments in which students build upon their skills and knowledge to strengthen their understanding of local, national and global health issues.*

The Master of Nursing program prepares RNs for advanced practice. We offer the following emphases:

- **Communities, Populations and Health**
- **Health Care Leadership and Management**
- **Blending of the two program emphases**

Within these emphases, students may choose to take elective coursework in nursing education, health, business, or arts and sciences. The core curriculum includes scholarly inquiry, health systems, health policy, diversity, and social issues related to health. Students pursue scholarly inquiry by completing a project or thesis. The curriculum has a strong emphasis on mentoring, both in terms of fieldwork placements and with the faculty.

The program is designed for both part-time and full-time students. The length of time required to complete the program varies between 5 quarters on a full-time basis to 7-8 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**

Communities, Populations and Health addresses health promotion and protection of communities and populations. This program aims to improve the health of populations, aggregates, or communities—those in an elementary school, census tract, neighborhood or those with a common diagnosis or health care problems, for example.

Rather than be setting-based, students in this emphasis are encouraged to span the traditional boundaries of governmental agencies, community organizations, and health care settings by working in partnerships. Students will gain competencies in population or community assessment, program planning, community organization, change, grant writing, and evaluation.

Graduates will function as advanced-practice nurses in leadership roles to design, implement and evaluate interventions and programs based on assessed community or population needs. The curriculum prepares graduates to collaborate with health-care professionals and the community and to address the health needs of a complex society.

## OVERVIEW

Phone  
253-692-4470

Fax  
253-692-4424

Program office  
WCG 223

Campus mailbox  
358421

Web site  
[www.tacoma.washington.edu/nursing](http://www.tacoma.washington.edu/nursing)

Director  
**Marjorie Dobratz, R.N., DNSc**

Program Administrator  
**Nan West**

Adviser  
**Ginger Hill, R.N., M.N.**

## Health Care Leadership and Management

The Health Care Leadership and Management emphasis provides nurses with the skills, knowledge, and attitudes to become leaders and change agents in the evolving health care environment. Curriculum focuses on leadership, management, and business principles to foster effectiveness, innovation, and change.

Students can elect to take courses in UWT's MBA Business Program. Students gain competencies in leadership behaviors, shared vision, collaboration, team building, systems thinking, human and fiscal resource management, organizational development, health policy trends, and health care evaluation. Business and health care ethics are addressed within the curriculum.

Graduates will function as nurse leaders, managers or administrators in health care systems, governmental agencies, or community organizations

### Blended Emphasis

Students may choose to blend courses from the Communities, Population and Health and Health Care Leadership and Management emphases. Working with a faculty adviser, students identify an individual program plan that meets their needs and helps to achieve career goals. Core courses focus on health systems, health policy, society and health, and scholarly inquiry. Students may choose specialty content in community health assessment, programmatic intervention, community change, health care business strategies, leadership, organizational change, and evaluation in health systems.

### Nurse Educator Preparation

Courses to prepare nurse educators are offered jointly with the University of Washington, Bothell and Seattle campuses. Distributed learning technologies (video-conferencing and Web-based instructions) are used in these courses. The curriculum prepares educators to teach in nursing programs and work in staff development.

## 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.

## 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 an NLN- or CCNE-accredited nursing program with a minimum grade-point average of 3.0 on a 4.0 scale for the last 90 graded quarter credits. Nurses with associate degrees or diplomas and a baccalaureate degree in another field are eligible to apply by passing specified competency examinations.
- Completion of a three-credit basic course in descriptive and inferential statistics with a grade of at least 2.0.
- Competitive scores on the Graduate Record Examination (general test) taken within the previous five years.
- Three references: at least one from an academic reference and one from a clinical supervisor or individual who can attest to the applicant's competence as an RN.
- A personal goal statement relevant to the program objectives.
- A resume describing educational background and professional nursing experiences.
- Experience in nursing.

## 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.



## **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 post-baccalaureate 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 (forms needed to run check are included with the GNM application form)

Petitions will be considered for applicants not meeting the above criteria and should include information to support the capability for graduate study, such as recent graded coursework, GRE scores, resume and letters of reference.

## **GRADUATION REQUIREMENTS**

The minimum requirements for graduation are:

Core courses .....	9 credits
Required courses in emphasis .....	12 credits
Fieldwork .....	6 credits
Modes of Systematic Inquiry/Research.....	6 credits
Scholarly Inquiry project/thesis.....	6-9 credits
Related fields.....	6 credits (supporting coursework)
<b>Total credits (minimum)</b> .....	<b>45-48 credits</b>

## **COURSE DESCRIPTIONS**

For the most current course information, please consult the Nursing program Web site at [www.tacoma.washington.edu/nursing](http://www.tacoma.washington.edu/nursing).

### **TNURS 503 Advanced Fieldwork (2-6, max. 12)**

Provides students with a substantive field experience. Assists in delineation of advanced-practice nursing roles and application of theoretical concepts in a real-world context of communities, populations, or health care systems leadership. Two-quarter sequence for a total of six credits. *Prerequisite: TNURS 510, TNURS 520, TNURS 521, TNURS 527 and four courses within chosen emphasis or permission of instructor*

### **TNURS 504 Communities, Populations, and Health: An Overview (3)**

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)**

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 transitions from hospital-based structure to interdependent systems.

### **TNURS 509 Evaluation and Decision-Making in Health Care (3)**

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 and Health (3)**

Analysis of social inequalities and the effects of these inequalities on the construction of health and illness. Critically analyzes how health and illness occurs within a patriarchal, paternalistic, oppressive context. Examines social issues and how the construction of these issues maintains the perspectives of dominant groups in society.

### **TNURS 511 Curriculum Development in Nursing Education (3)**

Theoretical rationale for curriculum development and study of curricular problems in nursing.

### **TNURS 512 Evaluation of Clinical Performance in Nursing (3)**

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. *Prerequisite: graduate standing or permission of instructor*

### **TNURS 513 Theories and Methods of Teaching and Learning (3)**

Addresses Theory and methods of teaching and learning,

tools and resources for teaching, role development, and current issues faced by people who teach in higher education and staff development. Web-based course convenes at the beginning of the quarter to learn the technology and at the end of the quarter.

**TNURS 520 Methods of Research in Nursing (3)**

Research process as it applies to nursing. Use of the literature in building theoretical rationale. Selection of appropriate methods. Presentation of findings.

**TNURS 521 Methods of Research in Nursing (3)**

Research process as it applies to nursing. Use of the literature in building theoretical rationale. Selection of appropriate methods. Presentation of findings.  
*Prerequisite: TNURS 520*

**TNURS 522 Theory Development for a Practice Discipline (3)**

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.

**TNURS 523 Community Health Assessment (3)**

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.

**TNURS 527 Managing Effective Access and Utilization Within Care Systems (3/4)**

In-depth inquiry into health care access and resource utilization patterns among diverse populations, with emphasis on management strategies for establishing effective population-system fit.

**TNURS 537 Concepts of Organization (3)**

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.

**TNURS 539 Health Care Business Strategies: Optimizing Resources (3)**

Strategies are explored to address challenges of optimizing resources utilization in a dynamic, changing health care environment that has an increasing business-oriented focus. Human and fiscal resource management strategies are examined, focusing on personnel issues relevant in health care organization, gaining working knowledge of budgetary processes, and fiscal decision-making expertise.

**TNURS 553 Health Policy Development and Analysis (3)**

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.

**TNURS 561 Strategies for Community Planning, Organization, and Change (3)**

Examines strategies and theories for community planning, organization, and change. Emphasizes the importance of negotiation, community development and partnerships. Discusses integrated models of community planning, organization, and change for the purpose of facilitating community-wide interventions. *Prerequisite: TNURS 502*

**TNURS 588 Community Approaches to Health Promotion, Prevention, and Protection (3)**

Critically examines community-based health promotion interventions and the design, evaluation, and implementation issues they raise. Discusses a wide range of disciplinary perspectives within the context of diversity. Critically assess community projects around health promotion and protection.

**TNURS 598 Special Projects (1-12, max. 12)**

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, max. 18)**

**TNURS 600 Independent Study or Research (varies)**

**TNURS 700 Master's Thesis (varies)**

*Credit/no credit only*

**Nursing Electives**

**THLTH 501 Race, Racism, and Health (3)**

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 shapes people's lives. Considers the medial 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)**

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)**

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 515 The Madwoman in the Attic: Women's Madness in Literature and Society (3)**

Transcends the aesthetics/science boundary by considering literature's "madwomen" in light of societal expectations and medical definitions of women. Considers the question of whether "madwomen" are subversives who successfully undermine definitions of "woman's place," or are expressions of absolute silence and powerlessness.

**THLTH 525 Special Topics in Women's Health (3)**

Examines the issues that affect the health of women. Emphasis on interaction between theory, research, and actuality. Examines differences and similarities among women and their situatedness in society. *Prerequisite: graduate standing or permission of instructor*

**THLTH 530 Minority Health and Aging (3)**

Provides an introduction to health and other social issues of members of minority elderly populations in the United States. Interdisciplinary and reflects a range of perspectives in the social, behavioral, and health sciences.

**FACULTY**

---

**Vicky Carwein**

Professor, Nursing; R.N.; D.N.S., Indiana University, 1981.

**B. Jane Cornman**

Senior Lecturer, Nursing; Ph.D., University of Washington, School of Education, 1998.

**Marjorie Dobratz**

Director and Professor, Nursing; R.N.; D.N.Sc., University of San Diego, Phillip Y. Hahn School of Nursing, 1990.

**Kathleen Shannon Dorcy**

Senior Lecturer, Nursing; R.N.; M.N., University of Washington, 1991.

**Denise Drevdahl**

Assistant Professor, Nursing; R.N.; Ph.D., University of Washington School of Nursing, 1996.

**Sharon Gavin Fought**

Associate Professor, Nursing; R.N.; Ph.D., University of Texas, 1983.

**Suzanne Goren**

Associate Professor, Nursing; A.R.N.P., Ph.D., New York University School of Nursing, 1974.

**Lorrie Grevstad**

Lecturer, Nursing; M.N., University of Washington, School of Nursing, 1976.

**Ginger Hill**

Lecturer, Nursing; R.N.; M.N., University of Washington, Tacoma, 1998.

**Lisa Krupp**

Lecturer, Nursing; M.S., Old Dominion University, 1998.

**Kären Landenburger**

Associate Professor, Nursing; R.N.; Ph.D., University of Washington School of Nursing, 1987.

**June Lowenberg**

Associate Professor, Nursing; R.N.; Ph.D., University of California San Diego Sociology, 1985.

**Sondra Perdue**

Senior Lecturer, Nursing; Dr.P.H., University of California, Los Angeles, School of Public Health, 1985.

**Janet Primomo**

Associate Professor, Nursing; R.N.; Ph.D., University of Washington School of Nursing, 1989.

**Ruth Rea**

Assistant Professor, Nursing; R.N.C.; Ph.D., University of Texas at Austin School of Nursing, 1987.

**Cathy Tashiro**

Assistant Professor, Nursing; F.N.P., Ph.D., University of California San Francisco Sociology, 1998.

**Alexis Wilson**

Assistant Professor, Nursing; R.N.; Ph.D., Union Institute Graduate College Health Policy and Management, 1997.

# Master of Social Work



*Developed in collaboration with and under the auspices of the University of Washington School of Social Work, the Alternative Master of Social Work (MSW) program prepares learners for advanced and specialized practice as providers of social services and includes a combination of field experience and classroom learning. The Social Work program at the University of Washington, Tacoma is accredited by the Council on Social Work Education as the Alternative MSW for the University of Washington, Seattle School of Social Work.*

The 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 *Alternative* Master of Social Work program is currently designed as a three-year, part-time evening program, offering the same curriculum as the Evening Degree Program at the University of Washington School of Social Work on the Seattle campus.

Additionally, plans to offer a **Bachelor of Arts in Social Welfare (BASW)** program at the University of Washington, Tacoma are underway. Pending funding and approval from the Higher Education Coordinating Board, the UW Tacoma BASW will admit its first cohort of students for Autumn Quarter 2002. If you have further questions about the BASW, please contact the Social Work program office at 253-692-5820.

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 that:

- Is based upon underlying social work ethics and values;
- Reflects an awareness of personal and professional identity and values and demonstrates appropriate self-reflection in practice;
- Demonstrates awareness of bias and use of critical-thinking skills;
- Values human diversity as a source of strength;
- Is culturally relevant in terms of race/ethnicity, gender, class, sexual

## OVERVIEW

Phone  
253-692-5820

Fax  
253-692-5825

Program office  
WCG 203

Campus mailbox  
358425

Web site  
[www.tacoma.washington.edu/social](http://www.tacoma.washington.edu/social)

Director  
**Marceline M. Lazzari, Ph.D.**

Program Administrator/Adviser  
**Terri Simonsen**

orientation and physical abilities;

- Is oriented toward the overall goal of reducing inequities and moving toward a more just society;
- Integrates and utilizes both context-changing and person-changing skills and knowledge at all three levels of intervention—micro, mezzo and macro;
- Is oriented toward facilitating the empowerment of groups and individuals served in public-sector settings, particularly those groups that historically have been oppressed;
- Takes account of cultural, biological, psychological, political, and socioeconomic factors that affect human behavior and development;
- Is empirically based and includes evaluation of interventions at all levels;
- Supports collaboration with other disciplines that are represented in health and human-services settings; and
- Incorporates information technologies where appropriate.

### **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 only for Autumn Quarter. Prospective students must contact the MSW program office or the Office of Enrollment Services and Student Affairs to request an official application packet: call 253-692-5820 or 253-692-4400, visit the Web at [www.tacoma.washington.edu](http://www.tacoma.washington.edu) or write University of Washington, Tacoma, Box 358400, 1900 Commerce St., Tacoma, WA 98402.

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 UWT Social Work program and the UW Graduate School, an application fee, two sets of official transcripts from every college or university attended, Graduate Record Exam (GRE) scores, admissions essay, three reference letters, Grade Point

Average Worksheet, Resume of Relevant 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 is also required prior to beginning the MSW program.

The Social Work program requires strong academic preparation demonstrated by a candidate's grade-point average (GPA), the Graduate Record Exam, 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. Undergraduate preparation must include at least five credits in each of the humanities, social sciences, and natural sciences and 60 credits of liberal arts.

Current knowledge of the social work profession is assessed by the candidate's use of illustrations and examples from their social-service background described in the admissions essay.

### **MINIMUM REQUIREMENTS**

---

Along with the Graduate School requirements, the Professional Foundation and Advanced Curriculum courses taken to meet the 74 credits required for the MSW 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 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 *Alternative* MSW program requires the successful completion of an approved human biology course taken within the 10 years prior to matriculation in the *Alternative* 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 WCG 203.

The *Alternative* 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 *Alternative* 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: Foundation and Advanced Practicum (TSOCW 504, TSOCW 524 and TSOCW 525) and some selectives (indicated by CR/NC in registration packets). 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 Admissions, Graduation Requirements for Master's Degree, and Graduate Student Policies sections in this catalog or refer to the Graduate Studies section in the University of Washington General Catalog for more information regarding graduate degree requirements.

## **COURSE DESCRIPTIONS**

---

For the most current course information, please consult the Social Work program Web site at [www.tacoma.washington.edu/social](http://www.tacoma.washington.edu/social).

### **TSOCW 501 Social Policy and Economic Security (3)**

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 (3/3)**

The Foundation HB&SE 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)**

This course provides students with the knowledge needed for social work practice with disadvantaged and oppressed groups over-represented 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 on 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.

### **TSOCW 505 Foundations of Social Welfare**

#### **Research (3)**

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)**

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 attendant class, race/ethnicity, gender, sexual orientation, ability status, family of origin, and life experiences, is influenced by and influences direct practice; an understanding of how ethnic/racial minority status, culture, class, gender, sexual orientation and ability status affect the provision of direct services; an understanding of empowerment practice 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)**

This course is focused on mastery in assessment, goal setting, and beginning expertise in intervention selection, planning, and evaluation, with the primary focus on individuals and families. The course focuses on intervention, emphasizing the empirical foundation of approaches to direct services; appropriate evaluation strategies; and approaches to monitoring the implementation of interventions with individuals and families. It is expected that by the end of the course students will understand and apply the basic principles of professional relationships to direct social work practice; demonstrate skill in conceptualizing and writing assessments; understand basic interventions in work with individuals, families and groups; understand how culture, class, gender, ethnicity, sexual orientation, ability status, and life experiences of clients and social work professionals affect the provision of direct social work services; be skilled in conceptualizing social work practice; and have made linkages between classroom and practicum learning.

**TSOCW 512 Social Work Practice III: Organizational Practice (3)**

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)**

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)**

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 524 The Professional Foundation Practicum (8)**

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.

**TSOCW 525 Advanced Concentration Practicum (18)**

The Advanced Practicum is an integral part of the Children, Youth and Families Concentration curricula. 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. This agency placement

begins during the second summer quarter and continues during the final or third year. The course awards 18 credits over four quarters.

**TSOCW 531 Child and Family Policy and Services (3)**

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, research, and potential for policy reform.

**TSOCW 532 Children, Youth and Families Practice I (3)**

This practice course emphasizes individual, family and community-centered assessment and intervention within an ecological framework. Specific attention is given to family and community violence, substance abuse and mental health.

**TSOCW 533 Children, Youth and Families Practice II (3)**

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.

**TSOCW 535: Advanced Social Work Research for Children, Youth and Families Practice (3)**

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 each)**

To complete the CYF Concentration students must choose at least two approved Selectives. The following CYF Selectives may be offered: Adult Interpersonal Violence; Child Welfare and Permanency Planning; School Social Work; Legislative Advocacy; Supervision and Leadership; and Social, Emotional and Behavioral Development of Children and Adolescents.

**TSOCW 580 Aging and American Society (3)**

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. *Prerequisite: permission of instructor. TSOCW 580 is not part of the required Alternative MSW curriculum. Open to both undergraduate and graduate students.*

**TSOCW 599 Readings in Social Work (1-5)**

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 Alternative MSW curriculum.*



## **FACULTY**

---

### **Kathryn A. Amundson**

Assistant Professor, Social Work; Clinical Social Work; Ph.D., University of Denver Graduate School of Social Work, 1996.

### **Thomas M. Diehm**

Senior Lecturer, Social Work; Field Education, Community Mental Health, HIV/AIDS, Gay Men's Issues; M.S.W., University of Denver Graduate School of Social Work, 1993.

### **Janet S. Duris**

Teaching Associate, Title IV-E, Social Work; Child Welfare Training and Advancement Program Practicum Instructor; Group Work, Child Welfare; M.S.W., University of Michigan, 1971.

### **Charles A. Emlet**

Assistant Professor, Social Work; Aging, Medical Social Work, Public and Mental Health, HIV/AIDS; Ph.D., Case Western Reserve University, 1998.

### **Janice M. Laakso**

Assistant Professor, Social Work; Welfare Reform and Child Support Policy, Women's Issues, Medical Social Work, Gerontological Social Work, Cultural Diversity, Social-Justice Issues; Ph.D., University of Texas at Austin, 1999.

### **Marceline M. Lazzari**

Director and Professor, Social Work; Feminist Social Work Practice, Education and Administration, Human Diversities, Qualitative Research; Ph.D., University of Denver Graduate School of Social Work, 1990.

### **A. Myrth Ogilvie**

Assistant Professor, Social Work; Social Work and Social Research, Direct Social Work Practice, Attachment Disorders; Ph.D., Portland State University, 1999.

# Faculty

Faculty are also listed by program at the end of each academic program's section. This is a comprehensive list of all University of Washington, Tacoma faculty, not including adjunct faculty.

**Richard O. Abderhalden**

Senior Lecturer, Business Administration; Business Strategy and Marketing; Ph.D., University of North Carolina at Chapel Hill, 1994.

**Michael Allen**

Professor, Interdisciplinary Arts and Sciences; American History and Folklore; Ph.D., University of Washington, 1985.

**Kathryn A. Amundson**

Assistant Professor, Social Work; Clinical Social Work; Ph.D., University of Denver Graduate School of Social Work, 1996.

**Katie Baird**

Assistant Professor, Interdisciplinary Arts and Sciences; Economics of Social Issues, Public Economics; Ph.D., University of Massachusetts, 2000.

**John Banks**

Assistant Professor, Interdisciplinary Arts and Sciences; Applied Ecology, Agroecology, Mathematical Biology, Plant-Animal Interactions; Ph.D., University of Washington, 1997.

**Zoe M. Barsness**

Assistant Professor, Business Administration; Management; Ph.D., Northwestern University, 1996.

**Kathleen M. Beaudoin**

Assistant Professor, Education (special education); Ph.D., University of British Columbia, 1999.

**Isabelle Bichindaritz**

Lecturer, Computing and Software Systems; Computer Science; Ph.D., University Rene Descartes (Paris), 1994.

**James F. Brown**

Professor Emeritus, Interdisciplinary Arts and Sciences; Philosophy; Ph.D., New York University, 1974.

**Vicky Carwein**

Professor, Nursing; R.N.; D.N.S., Indiana University, 1981.

**Vanessa Chio**

Assistant Professor, Business Administration; Management; Ph.D., University of Massachusetts, 1999.

**Sam Chung**

Assistant Professor, Computing and Software Systems; Computer Science; Ph.D., University of South Florida, 1995.

**Brian Coffey**

Director and Professor, Urban Studies; Geography; Ph.D., University of Oregon, 1982.

**William Conlen**

Lecturer, Computing and Software Systems; Physics; B.S., University of San Francisco, 1964.

**B. Jane Cornman**

Senior Lecturer, Nursing; Ph.D., University of Washington, School of Education, 1998.

**Robert Crawford**

Associate Professor, Interdisciplinary Arts and Sciences; American and Cultural Studies; Ph.D., University of Chicago, 1974.

**Larry A. Crum**

Director and Professor, Computing and Software Systems; Ph.D., Marquette University, 1971.

**Anthony D'Costa**

Associate Professor, Interdisciplinary Arts and Sciences; Political Economy, International Development; Ph.D., University of Pittsburgh, 1989.

**Chris Demaske**

Assistant Professor, Interdisciplinary Arts and Sciences; Communication and Society; Ph.D., University of Oregon, 2001.

**Linda Desmarteau**

Lecturer, Interdisciplinary Arts and Sciences; Aeronautical and Astronautical Engineering; M.S., George Washington University, 1973.

**Steve DeTray**

Lecturer, Interdisciplinary Arts and Sciences; Political Science, Third World Development, Nonprofit Studies; Ph.D., University of Washington, 1995.

**Thomas M. Diehm**

Senior Lecturer, Social Work; Field Education, Community Mental Health, HIV/AIDS, Gay Men's Issues; M.S.W., University of Denver Graduate School of Social Work, 1993.

**Yonn Dierwechter**

Assistant Professor, Urban Studies; Urban Planning; Ph.D., London School of Economics, 2001.

**Marjorie Dobratz**

Director and Professor, Nursing; R.N.; D.N.Sc., University of San Diego, Phillip Y. Hahn School of Nursing, 1990.

**Kathleen Shannon Dorcy**

Senior Lecturer, Nursing; R.N.; M.N., University of Washington, 1991.

**Denise Drevdahl**

Assistant Professor, Nursing; R.N.; Ph.D., University of Washington School of Nursing, 1996.

**Cynthia Duncan**

Associate Professor, Interdisciplinary Arts and Sciences; Spanish, Portuguese and Latin American Literature; Ph.D., University of Illinois, 1983.

**Janet S. Duris**

Teaching Associate, Title IV-E, Social Work; Child Welfare Training and Advancement Program Practicum Instructor; Group Work, Child Welfare; M.S.W., University of Michigan, 1971.

**Rogene Eichler West**

Assistant Professor, Computing and Software Systems; Computational Neuroscience, Ph.D., University of Minnesota, 1996.

**Charles A. Emler**

Assistant Professor, Social Work; Aging, Medical Social Work, Public and Mental Health, HIV/AIDS; Ph.D., Case Western Reserve University, 1998.

**Patricia M. Fandt**

Director and Professor, Business Administration; Management, Organizational Behavior, Organizational Leadership; Ph.D., Texas A&M University, 1986.

**Mark K. Fiegenger**

Assistant Professor, Business Administration; Strategic Management, Management, Information Technology; Ph.D., University of Pennsylvania, 1990.

**Michael Forman**

Assistant Professor, Interdisciplinary Arts and Sciences; Modern European Thought and Culture; Ph.D., Rutgers University, 1995.

**Andrew Fry**

Lecturer, Computing and Software Systems; Psychology, B.A., University of Washington, 1984.

**Sharon Gavin Fought**

Associate Professor, Nursing; R.N.; Ph.D., University of Texas, 1983.

**James Gawel**

Assistant Professor, Interdisciplinary Arts and Sciences; Environmental and Aquatic Chemistry, Civil and Environmental Engineering; Ph.D., Massachusetts Institute of Technology, 1996.

**Sarah Glenn**

Assistant Professor, Interdisciplinary Arts and Sciences; American Philosophy and Metaphysics; Ph.D., Boston College, 2000.

**Claudia Gorbman**

Professor, Interdisciplinary Arts and Sciences; Film Studies, Comparative Literature, Women's Studies; Ph.D., University of Washington, 1978.

**Suzanne Goren**

Associate Professor, Nursing; A.R.N.P., Ph.D., New York University School of Nursing, 1974.

**Cheryl Greengrove**

Assistant Professor, Interdisciplinary Arts and Sciences; Geoscience, Oceans, Atmospheres; Ph.D., Columbia University, 1986.

**Lorrie Grevstad**

Lecturer, Nursing; M.N., University of Washington, School of Nursing, 1976.

**Mary Hanneman**

Lecturer, Interdisciplinary Arts and Sciences; Asian History, Pacific Rim Studies; Ph.D., University of Washington, 1991.

**Mark K. Harniss**

Assistant Professor, Education (special education); Ph.D., University of Oregon, 1996.

**Michael Honey**

Professor, Interdisciplinary Arts and Sciences; American History, Labor and Ethnic Studies; Ph.D., Northern Illinois University, 1988.

**Robert W. Howard**

Assistant Professor, Education (cultural foundation); Ed.D., Harvard University, 1986.

**Subin Im**

Assistant Professor, Business Administration; Marketing; Ph.D., University of North Carolina at Chapel Hill, 1999.

**Beth Kalikoff**

Senior Lecturer, 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.

**Diane B. Kinder**

Associate Professor, Education (elementary education); Ph.D., University of Oregon, 1987.

**Martyn Kingston**

Assistant Professor, Urban Studies; Urban Sociology; Ph.D., Harvard University, 1993.

**Richard K. Knuth**

Assistant Professor, Educational Administration (secondary area in business administration); Ph.D., University of Washington, 1983.

**Lisa Krupp**

Lecturer, Nursing; M.S., Old Dominion University, 1998.

**Michael Kucher**

Assistant Professor, Interdisciplinary Arts and Sciences; History; Ph.D., University of Delaware, 2000.

**Janice M. Laakso**

Assistant Professor, Social Work; Welfare Reform and Child Support Policy, Women's Issues, Medical Social Work, Gerontological Social Work, Cultural Diversity, Social-Justice Issues; Ph.D., University of Texas at Austin, 1999.

**Kären Landenburger**

Associate Professor, Nursing; R.N.; Ph.D., University of Washington School of Nursing, 1987.

**Marceline M. Lazzari**

Director and Professor, Social Work; Feminist Social Work Practice, Education and Administration, Human Diversities, Qualitative Research; Ph.D., University of Denver Graduate School of Social Work, 1990.

**James Andrew Lingwall**

Lecturer, Interdisciplinary Arts and Sciences; Newswriting; M.Ed., University of Washington, 1997.

**Belinda Y. Louie**

Associate Professor, Education (reading/language arts); Ph.D., University of Washington, 1991.

**June Lowenberg**

Associate Professor, Nursing; R.N.; Ph.D., University of California San Diego Sociology, 1985.

**Ginger L. MacDonald**

Director and Professor, Education (counseling/psychology); Ph.D., University of Washington, 1990.

**Rachel May**

Associate Professor, Interdisciplinary Arts and Sciences; Latin American Studies; Ph.D., Tulane University, 1993.

**Don McLane**

Senior Lecturer, Computing and Software Systems; Electrical Engineering; M.S., Notre Dame University, 1987.

**Divya McMillin**

Assistant Professor, Interdisciplinary Arts and Sciences; Communications; Ph.D., Indiana University, 1998.

**George Mobus**

Associate Professor, Computing and Software Systems: Computer Science, Ph.D., University of North Texas, 1994

**Janet L. Mobus**

Assistant Professor, Business Administration; Accounting; CPA; Ph.D., University of North Texas, 1997.

**David Morris**

Associate Professor, Interdisciplinary Arts and Sciences; American Literature; Ph.D., University of Washington, 1984.

**Stern Neill**

Assistant Professor, Business Administration; Marketing; Ph.D., Louisiana State University, 2000.

**G. Kent Nelson**

Senior Lecturer, Business Administration; Organizational Management and Strategic Communication, Communications; Ph.D., University of Washington, 1994.

**Jack Nelson**

Professor, Interdisciplinary Arts and Sciences; Ph.D., University of Chicago, 1970.

**Julie Nicoletta**

Associate Professor, Interdisciplinary Arts and Sciences; Art History, Public History; Ph.D., Yale University, 1993.

**A. Myrth Ogilvie**

Assistant Professor, Social Work; Social Work and Social Research, Direct Social Work Practice, Attachment Disorders; Ph.D., Portland State University, 1999.

**Dorothy J. Parker**

Assistant Professor, Business Administration; Accounting; CPA; Ph.D., University of Arkansas, 1992.

**Samuel Parker**

Associate Professor, Interdisciplinary Arts and Sciences; Anthropology, Art History, Asian Studies; Ph.D., University of Chicago, 1989.

**Sondra Perdue**

Senior Lecturer, Nursing; Dr.P.H., University of California, Los Angeles, School of Public Health, 1985.

**John Peterson**

Senior Lecturer, Interdisciplinary Arts and Sciences; Expository and Creative Writing, Composition Studies; M.F.A., University of Alaska, 1985.

**Guido Preparata**

Assistant Professor, Interdisciplinary Arts and Sciences; Political Economy and Economic History; Ph.D., University of Southern California, 1998.

**Janet Primomo**

Associate Professor, Nursing; R.N.; Ph.D., University of Washington School of Nursing, 1989.

**Jill M. Purdy**

Associate Professor, Business Administration; Organizational Behavior, Organization Theory, Management; Ph.D., Pennsylvania State University, 1994.

**Deirdre Raynor**

Assistant Professor, Interdisciplinary Arts and Sciences; American Literature, African-American Literature; Ph.D., University of Washington, 1997.

**Ruth Rea**

Assistant Professor, Nursing; R.N.C.; Ph.D., University of Texas at Austin School of Nursing, 1987.

**Johann Reusch**

Assistant Professor, Interdisciplinary Arts and Sciences; Art History; Ph.D., University of California, Los Angeles, 1994.

**William Richardson**

Director and Professor, Interdisciplinary Arts and Sciences; Russia and the former USSR, Mexico; Ph.D., University of California, Berkeley, 1976.

**José M. Rios**

Assistant Professor, Education (science education/zoology); Ph.D., University of Wisconsin, 1995.

**Moshe Rosenfeld**

Professor, Computing and Software Systems; Computer Theory; Ph.D., Hebrew University of Jerusalem, 1967.

**Christine Salazar**

Senior Lecturer, Computing and Software Systems; Computer Science, Ph.D., University of California, 2000.

**Craig Sanders**

Lecturer, Computing and Software Systems; English, M.A., University of Idaho, 1962.

**David Secord**

Assistant Professor, Interdisciplinary Arts and Sciences; Marine Ecology, Evolution, Conservation Biology & Marine Invertebrates; Ph.D., University of Washington, 1995.

**Emmett Joseph Sharkey**

Assistant Professor, Interdisciplinary Arts and Sciences; Comparative Literature; Ph.D., University of California, Davis, 1998.

**Richard W. Stackman**

Assistant Professor, Business Administration; Organizational Behavior, Management; Ph.D., University of British Columbia, 1995.

**Marcy L. Stein**

Associate Professor, Education (special education/learning disabilities); Ph.D., University of Washington, 1988.

**Cathy Tashiro**

Assistant Professor, Nursing; F.N.P., Ph.D., University of California San Francisco Sociology, 1998.

**Josh Tenenberg**

Associate Professor, Computing and Software Systems; Computer Science, Ph.D., University of Rochester, 1988.

**Tracy A. Thompson**

Associate Professor, Business Administration; Organizational Behavior, Strategic Management, Management; Ph.D., Northwestern University, 1994.

**Carolyn West**

Assistant Professor, Interdisciplinary Arts and Sciences; Clinical Psychology; Ph.D., University of Missouri-St. Louis, 1994.

**Alexis Wilson**

Assistant Professor, Nursing; R.N.; Ph.D., Union Institute Graduate College Health Policy and Management, 1997.

# Staff

Patricia Adams, *Chancellor's Office*  
Ana Alvernaz, *Computing and Software Systems*  
Brian Anderson, *Campus Advancement*  
Andrea Arrington, *Finance*  
Darren Bailey, *Campus Safety*  
Timothy Bostelle, *Library*  
Stephanie Brock, *Chancellor's Office*  
Cecil Brower, *Library*  
Marcily Brown, *Interdisciplinary Arts and Sciences*  
Julie Buffington, *Interdisciplinary Arts and Sciences*  
Caroline Calvillo, *Business Administration*  
Sandra Carson, *Business Administration*  
Janice Carter-Wright, *Library*  
Joe Chynoweth, *Facilities and Operations*  
Dana Clark, *Media Services*  
Judy Colburn, *Career Services*  
Gary Comfort, *Finance*  
Sara Contreras, *Education*  
Wanda Curtis, *Enrollment Services and Student Affairs*  
Karin Dalesky, *Interdisciplinary Arts and Sciences*  
Danelle Dauron, *Finance*  
Kim Davenport, *Education*  
Anne Davis, *Education*  
Eileen Dennis, *Career Services*  
Rebecca Drewes, *Enrollment Services and Student Affairs*  
Donna DuVal, *Business Administration*  
Eric Elkins, *Computer Services*  
Beckie Etheridge, *Media Services*  
Alice Few, *Computer Services*  
Trish Fiacchi, *Finance*  
Shelby Fritz, *Chancellor's Office*  
Linda Gilbert, *Interdisciplinary Arts and Sciences*  
Dale Goodvin, *Library*  
Alisha Gregory-Davis, *Social Work*  
Alice Hague, *Enrollment Services and Student Affairs*  
Jill Haugen, *Enrollment Services and Student Affairs*  
Don Higgins, *Library*  
Jean Jacobsen, *Teaching and Learning Center*  
Melody James, *Business Administration*  
Darcy Janzen, *Computer Services*  
Fiona Johnson, *Business Administration*  
Tim Jones, *Facilities and Operations*  
Linda Kachinsky, *Interdisciplinary Arts and Sciences*  
Jackie Kang-Badua, *Enrollment Services and Student Affairs*  
Joe Kapler, *Media Services*  
Christine Keith, *Enrollment Services and Student Affairs*

Suzanne Klinger, *Library*  
Mary Kubiszewski, *Education*  
Jeremy Kunkel, *Campus Safety*  
Bob Lading, *Facilities and Operations*  
Daniel Lawson, *Facilities and Operations*  
Jennifer Lee, *Computer Services*  
Julie Lin, *Campus Advancement*  
Loretta Lukaczer, *Interdisciplinary Arts and Sciences*  
Dannah Madden, *Nursing*  
Wade Maroney, *Enrollment Services and Student Affairs*  
Jamie Martin-Almy, *Chancellor's Office*  
Carolyn Maxson, *Media Services*  
Diane McGuinn, *Career Services*  
Bruce Metzger, *Enrollment Services and Student Affairs*  
Bobbe Miller-Murray, *Enrollment Services and Student Affairs*  
Christopher Miranda, *Computing and Software Systems*  
Chanborom Mom, *Computer Services*  
Marcia Monroe, *Library*  
Tony Myers, *Enrollment Services and Student Affairs*  
Susan Neff, *Ombudsman's Office*  
John Nelson, *Interdisciplinary Arts and Sciences*  
Heather Normand, *Nursing*  
James Norton, *Media Services*  
Joan Norton, *Library*  
Lisa Oldoski, *Library*  
Ray Orlowski, *Finance*  
Sarah Papadopoulos, *Social Work*  
Brenda Philip, *Library*  
Bronwyn Pughe, *Teaching and Learning Center*  
Lisa Rankin, *Enrollment Services and Student Affairs*  
Karen Reed, *Campus Advancement*  
Jennifer Reyes, *Enrollment Services and Student Affairs*  
Valerie Robertson, *Computing and Software Systems*  
Stephen Rondeau, *Computing and Software Systems*  
Jessica Roshan, *Finance*  
Kate Rossman, *Teaching and Learning Center*  
Janet Rutledge, *Finance*  
Robin Sikula, *Enrollment Services and Student Affairs*  
Terri Simonsen, *Social Work*  
Deborah Sklar, *Computer Services*  
Hugh Smith, *Facilities and Operations*  
Julia Smith, *Urban Studies*

Justin Smith, *Facilities and Operations*  
Stephen Smith, *Chancellor's Office*  
Linda Spence-Noyer, *Enrollment Services and Student Affairs*  
Scott Spooner, *Library*  
John Stevens, *Computer Services*  
Carole Svensson, *Library*  
Catherine Thompson, *Enrollment Services and Student Affairs*  
Lisa Tice, *Disability Support Services*  
Lisa Tigges-Smith, *Interdisciplinary Arts and Sciences*  
Sheryl Tingley, *Enrollment Services and Student Affairs*  
Susan Torgerson, *Enrollment Services and Student Affairs*  
Amy Tuliao, *Finance*  
Penny Turrentine, *Teaching and Learning Center*  
Forrest Tyree, *Computer Services*  
Julie Utterback, *Chancellor's Office*  
Keith Ward, *Copy/Mail Center*  
Michael Wark, *Campus Advancement*  
Crystal Weiblen, *Nursing*  
Nanette West, *Nursing*  
Sharyl Westcott, *Interdisciplinary Arts and Sciences*  
Shawnessy Westcott, *Education*  
Lia Wetzstein, *Interdisciplinary Arts and Sciences*  
Kim Wheeler, *Campus Safety*  
Shellie Jo White, *Enrollment Services and Student Affairs*  
Robert Whitfield, *Campus Safety*  
Stephen Winch, *Media Services*  
Carol Wood, *Enrollment Services and Student Affairs*  
James Woods, *Computer Services*  
Stephen Woolworth, *Education*  
Tammi Wren, *Enrollment Services and Student Affairs*  
Carson Wright, *Campus Safety*

# Index

- academic calendar 7
- academic policies 23
- academic probation 25
- academic programs 6
- academic standards 25
- academic warning 25
- Access program for older adults 22
- Accounting 41
- accreditation 6
- administration, officers of 6
- admission
  - appealing decision 31
  - categories 30
  - completing deficiencies for 34
  - notification 30
- admission requirements
  - Arts, Master of 124
  - Business Administration 38
  - Business Administration, Master of 128
  - Computing and Software Systems 52
  - Education, Master of 133
  - Environmental Science 59
  - Interdisciplinary Arts and Sciences 66
  - Nursing, Bachelor of Science 100
  - Nursing, Master of 144
  - Social Work 150
  - Teacher Certification 107
  - undergraduate 29
  - Urban Studies 112
- advising 9
- American Humanics (AH) 80
- American Studies 68
- application, change of quarter 30
- application deadlines
  - graduate 118
  - undergraduate 30
- application fees 31
- Arts, Media and Culture 69
- Associated Students of the University of Washington, Tacoma (ASUWT) 12
- attendance 24
- auditors 31
  
- baccalaureate honors 26
- bachelor's degree programs
  - Business Administration 37
  - Computing and Software Systems 51
  - Environmental Science 59
  - Interdisciplinary Arts and Sciences 65
  - Nursing (BSN) 99
  - Social Welfare 6, 149
  - Urban Studies 111
- Blackboard 12
- Board of Regents 6
- Business Administration
  - Bachelor of Arts in 37
  - Master of (MBA) 127
  
- calendar, academic 7
- campus, about the 5
- campus map (inside front cover)
- cancellation of tuition 31
- Career Services, Center for 10
- certificate programs
  - Nonprofit Studies, Curriculum in 80
  - Restoration Ecology 78
- Chancellor, message from 2
- change of grade 25
- change of registration fee 17
- class standing 33
- commencement 35, 120
- Communication Studio 11
- Communities, Populations and Health 143
- computer lab 11
- computer use policy 26
- Computing and Software Systems 51
- Computing and Software Systems, minor in 54
- conduct code, student 26
- consortium agreements 14
- counseling services 10
- course descriptions
  - Arts, Master of 124
  - Business Administration 43
  - Business Administration, Master of 128
  - Computing and Software Systems 54
  - Education, Master of 137
  - Environmental Science 60
  - Interdisciplinary Arts and Sciences 80
  - Nursing, Bachelor of Science 102
  - Nursing, Master of 145
  - Social Work 151
  - Teacher Certification 108
  - Urban Studies 113
- courses receiving no credit 32
- credit/no credit grade 23
- Curriculum in Nonprofit Studies 80
  
- Dean's List 26
- degrees with two majors 35
- Destination UWT 30
- diploma distribution 35, 120
- directory information, release of 27
- disability support services 10
- diversity 3
- dropping a course 20
  
- Education, Master of 133
- education records, student 27
- Educational Administrator 136
- e-mail access 12
- English composition requirement 34
- Enrollment Services, Office of 9
- Environmental Science 59
- Environmental Studies 70, 78
- equal opportunity 27
- Ethnic, Gender and Labor Studies 71
- expenses, estimated non-tuition 16
  
- faculty
  - Arts, Master of 125
  - Business Administration 48
  - complete list 154
  - Computing and Software Systems 56
  - Education 109, 140
  - Environmental Science 63
  - Interdisciplinary Arts and Sciences 96
  - Nursing 103, 147
  - Social Work 153
  - Urban Studies 116
- fees 17
- final-year residence requirement 34
- financial aid
  - applications 12
  - eligibility 12
  - FAFSA 12
  - office of 10
  - resources 12
- financial obligations 17
- Financial Services 41
- foreign language requirement 34
- Foundations of Public Action, Master of Arts 123
- full-time status 22
  
- General Business 41
- general information and policies 7
- General Studies 72
- General University Requirements 31
- Global Studies 72
- grade appeal procedure 25
- grade, change of 25
- grade reports 25
- grade-point average (GPA) 24
- grade-point average, transfer 20
- grading procedures 25
- grading system 23
- graduate admission procedure 117
- graduate application 118
- graduate courses, restrictions 27
- graduate degree application 120
- graduate nonmatriculated (GNM) status 118
- graduate student policies 27
- graduating senior priority 19
- graduation requirements
  - bachelor's degree 34
  - Business Administration 39
  - Computing and Software Systems 53
  - Education, Master of 134
  - Environmental Science 60
  - Interdisciplinary Arts and Sciences 67
  - master's degree 119
  - Nursing, Bachelor of Science 102
  - Nursing, Master of 145
  - Urban Studies 113

hardship withdrawal policy 20  
 Health Care Leadership and Management 144  
 Human Rights, minor in 79

incomplete grade 24  
 independent study courses 67  
 individually-designed concentration 73  
 Information Systems 41  
 insurance, student 12  
 Interdisciplinary Arts and Sciences 65  
 International Business 41  
 international students 31

late add period 22  
 late course drop period 22  
 late registration fee 17  
 Ledger 11  
 library 11  
 low scholarship 25

Management 42  
 map of campus (inside front cover)  
 Marketing 42  
 Mass Communication 73  
 master's degree
 

- applying for 120
- Arts 123
- Business Administration 127
- Computer Science 6
- Education 133
- Foundations of Public Action 123
- Nursing 143
- Social Work 149

Math Lab 11  
 matriculated students 30  
 media services 11  
 military personnel 21, 22  
 minors
 

- Computing and Software Systems 54
- Environmental Studies 78
- Human Rights 79
- Nonprofit Management 79

MyUW 12, 21

NetID 12  
 nonmatriculated students 17  
 Nonprofit Studies, Curriculum in 80  
 Nonprofit Management, minor in 79  
 notification of admission decision 16  
 Nurse Educator Preparation 144  
 Nursing
 

- Bachelor of Science (BSN) 101
- Master of 143

officers of administration 6  
 Ombudsman, Office of 11  
 on-leave status, graduate student 27  
 Organizational Leadership 42

parking 17  
 part-time status 22  
 Political Economy 74  
 Politics and Values 75  
 post-baccalaureate students 30  
 pre-major admission 31  
 prerequisites
 

- Business Administration 38
- Computing and Software Systems 52
- Environmental Science 59
- Interdisciplinary Arts and Sciences 66
- Nursing (BSN) 101
- Teacher Certification 108
- Urban Studies 112

Principal Certification (*see Educational Administrator*)  
 priority application dates
 

- for undergraduate admission 30
- for graduate admission 118

private access code (PAC) 21  
 Psychology 76

quarter-off policy 19

re-registration fee 17  
 readmission, graduate student 28  
 registering for classes 21  
 registering at other UW campuses 20  
 Registrar, Office of 9  
 registration
 

- eligibility 19
- guide 21
- periods 22
- policies 19
- using MyUW 21
- using STAR 21

reinstatement 25  
 repeating courses 24  
 residence classification requirements 22  
 Restoration Ecology certificate 78  
 returning former students 31

satisfactory/not satisfactory grade 23  
 scholarships 14  
 scholastic standards required 22  
 second baccalaureate degree 23  
 Self and Society 77  
 semester credit, converting to quarter 33  
 sexual harassment complaint procedure 27  
 Social Welfare, Bachelor of (BASW) 6, 149  
 Social Work, Master of (MSW) 149  
 STAR registration, using 21  
 Student Affairs, Office of 9  
 student conduct code 26  
 Student Counseling Center 10  
 student directory information, release of 27  
 student education records 27  
 student insurance 12  
 Student Life, Office of 10  
 student organizations 12  
 student rights and responsibilities 26  
 summer quarter 22

Tahoma West 11  
 Teacher Certification 107  
 Teaching and Learning Center 11  
 technology fee 17  
 technology institute 6  
 transcripts
 

- official 17
- unofficial 21

transfer credit 32
 

- applicability of 33
- restrictions on 32

transfer GPA 33  
 tuition
 

- exemption 18
- forfeiture 16
- payment 16
- rates 15
- refund 16
- request to waive 16

two majors (or two degrees) 35

undergraduate
 

- admission requirements 29
- application process 29
- transfer credit 32

university policies 23  
 unrestricted drop period 22  
 Urban Studies 111  
 UW NetID 12

Veterans Affairs 10  
 visiting graduate students 119

waiver of graduation requirements 22  
 waiver of tuition forfeiture or registration 31  
 withdrawal policies 20  
 Writing Center 11