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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, UW Tacoma's impressive faculty brings its expertise to students through quality teaching and research and to the community through research, 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, art 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 social work to urban planning, from managing an elementary classroom to bringing the love of literature into the life of a young child. In our Institute of Technology students learn the computing and software systems skills to become industry leaders. 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 setting. We work hard to recruit and retain members of the campus community who can contribute to its diversity. We try to make being at UW Tacoma an experience that is personally affirming and satisfying for everyone who works or studies here.

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 3,500 degrees and recommended students for nearly 350 teaching certificates. We continue to open new buildings and add new programs at a brisk pace.

Although UWT is young, it has already garnered national recognition for achievements, architecture and events. It has attracted U.S. Department of Education and National Science Foundation funding and claims a \$3 million endowment, wholly supported by generous local donors. Of this endowment, \$1.5 million funds full scholarships for the most academically talented 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.



Dr. Vicky Carwein
Chancellor
University of Washington, Tacoma





General Information

The University of Washington, Tacoma serves the South Puget Sound region by offering upper-division, certificate and graduate-level programs of the highest academic quality. The campus schedules its classes in ways that accommodate the needs of students who have substantial commitments to work and family. The various courses of study at UWT produce highly knowledgeable and capable graduates who go on to make impressive contributions in their careers and in their communities.

MISSION

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

VISION

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

DEFINING CHARACTERISTICS AND GUIDING PRINCIPLES

The University of Washington, Tacoma

- ... **engages minds** through creative, rigorous and interdisciplinary approaches to teaching and scholarship that encourage lifelong learning and prepare graduates who will communicate effectively, think critically and creatively, apply technology, act responsibly and effect positive change.
- ... **is a student-centered community** that places high value on quality teaching and learning in a setting that supports the needs and diversity of its undergraduate and graduate student bodies.
- ... **is dedicated to exploring challenging issues** and divergent ideas and opinions in the context of respect for human worth and dignity, while bound to high ethical standards and principles for civil discussion and debate.
- ... **is committed to diversity** through nurturing a campus community where similarities and differences are acknowledged and respected. UW Tacoma welcomes and supports individuals of any age, gender, race, religion, sexual orientation, physical ability, and ethnic, cultural and socioeconomic background.

OVERVIEW

Phone
(253) 692-4000
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(253) 692-4413 (TTY)

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Tacoma, WA 98402-3100

Web site
www.tacoma.washington.edu

Chancellor
Vicky L. Carwein

Vice Chancellor for Academic Affairs
Jack Nelson

Associate Vice Chancellor
for Planning and Assessment
Sharon Gavin Fought

Vice Chancellor for Finance &
Administration
Sandy Boyle

Librarian
Charles Lord

Co-Directors of Diversity
& Minority Affairs
Marcie Lazzari
Stephen Smith

Director of Information Technology
Patrick Pow

Director of Teaching
and Learning Center
Penny Turrentine

Director of Development
and Alumni Relations
Carol Van Natta

Director of Public Relations
and Communications
Michael Wark

- ... **is innovative, entrepreneurial and collaborative** in its approach to teaching, scholarship, creating new educational programs, establishing partnerships, and constructing and renovating campus buildings.
- ... **is connected** with the Washington State Community and Technical Colleges in providing seamless educational pathways for students seeking a baccalaureate education.
- ... **is a catalyst for economic, technological and community development**, helping to attract new and relocating businesses, enriching cultural life, inspiring educational achievement, and serving as a powerful resource for varied segments of the community, including health care, K-12 education, the arts, business, labor, nonprofit services, and government.
- ... **is an urban campus** focusing on local, regional, national and international issues, building on a commitment to provide access to a university education to residents of the South Puget Sound, and fueling the revitalization of downtown Tacoma.
- ... **is proud to be a campus of the University of Washington**, upholding its traditions within higher education while pioneering highly effective, nontraditional approaches to implementing its mission.

ABOUT THE CAMPUS

The campus of UWT is located on a 46-acre site in the historic warehouse district of downtown Tacoma, directly across from the U.S. Courthouse (in the former Union Station) and the Washington State History Museum (see map on inside cover). Long-term construction of the campus is continuing in phases, with a portion of campus property devoted to commercial and retail use. The campus includes academic buildings, a science building with state-of-the-art labs, a 150-seat auditorium, computer labs and an instructional center that supports writing, math and oral communications. Many campus buildings are in historic warehouse structures, with the library—housed in the historic Snoqualmie Falls Power Company Transformer House—forming the architectural heart of the campus. A newly acquired building is being retrofitted to house the Institute of Technology, and five more warehouse buildings are currently undergoing renovation, with opening set for late 2003.

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.)

DEGREES

The University of Washington, Tacoma confers the following degrees:

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

STATE BOARD OF EDUCATION CERTIFICATES

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

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

OFFERINGS UNDER DEVELOPMENT

Even within existing programs, the addition of new faculty members each year is broadening the range of available courses at the University of Washington, Tacoma. Mathematics offerings in particular are expanding. UWT is looking forward to partnerships with the new Museum of Glass and to new opportunities for collaboration with the Tacoma Art Museum when it moves into its new building, currently under construction. To keep abreast of plans for new offerings, visit UWT's Web site at www.tacoma.washington.edu.

CENTER FOR PROFESSIONAL DEVELOPMENT

A Center for Professional Development is slated to open Autumn Quarter 2002. This Center, through *non-degree offerings*, will provide continuing education for individuals who may not be otherwise enrolled in degree programs. When fully operational, the Professional Development Center at UWT will offer a broad array of classes, seminars and other upper-division and master's level courses for public- and private-sector professionals and organizations in a range of disciplines. Technology offerings will be an important feature of the Center and will cover a significant range, from introductory to sophisticated programming seminars.

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ACADEMIC CALENDAR

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

AUTUMN QUARTER 2002

Instruction begins	Sept. 30
Veterans Day holiday	Nov. 11
Thanksgiving holidays	Nov. 28 - 29
Last day of instruction	Dec. 11
Final examinations	Dec. 12 - 19

WINTER QUARTER 2003

Instruction begins	Jan. 6
Martin Luther King Jr. Day holiday	Jan. 20
Presidents Day holiday	Feb. 17
Last day of instruction	March 14
Final examinations	March 17 - 21

SPRING QUARTER 2003

Instruction begins	March 31
Memorial Day holiday	May 26
Last day of instruction	June 6
Final examinations	June 9 - 13
Commencement	June 13

SUMMER QUARTER 2003

Instruction begins	June 23
Independence Day holiday	July 4
Term A ends	July 23
Term B begins	July 24
Quarter ends	Aug. 22

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 three components: the Office of Admissions and Advising; the Office of the Registrar and Financial Aid; and the Office of Student Services.

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 RECRUITMENT AND ADMISSIONS

Admissions

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

Admissions 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. Admissions 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: Advising for UWT academic programs and graduation is provided by the specific academic program in which the student enrolls. Contact the program office for information or to make an appointment to see a program adviser.

OFFICE OF THE REGISTRAR AND FINANCIAL AID

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 admissions advisers and overseeing the campus' special testing services.

OVERVIEW

Phone
(253) 692-4400

Fax
(253) 692-4414

Located in
GWP 102

Campus mailbox
358400

Web site
www.tacoma.washington.edu/oessa

Executive Director
Dan D. García

Associate Director for Student Services
Stephen Smith

Assistant Director for Recruitment & Admissions
Wanda Curtis

Registrar
Roberta Miller Murray

Admissions Advising
Jill Bouchard
Shawnessy Westcott

Career Services Center
Judy Colburn

Counseling Center
Carol Wood

Disability Support Services
Lisa Tice

Financial Aid
Tony Myers
Bruce Metzger

Student Life
Shellie Jo White

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.

Financial Aid

Financial Aid is located in GWP 102. Nearly 80 percent of the students who attend UWT receive some type of financial aid. To qualify for 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 13 for more information and visit our Web site at www.tacoma.washington.edu/financing.html.

Veterans Affairs

Academic programs at the University of Washington, Tacoma, are approved by the Higher Education Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of those eligible to receive educational benefits under Title 38 and Title 10, United States Code. 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 or visit the Web site at 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 SERVICES

Career Services Center

With help from the Career Services Center, students can clarify their career preferences, explore career options, target and organize a job search, or investigate employment and graduate school opportunities. The Career Services Center 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 counseling, 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 Services Center in Keystone 202. For additional

information, visit the Center's Web site at www.tacoma.washington.edu/career.

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). The Counseling Center is located in Science 102. For additional information, visit the Center's Web site at 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); dssuwt@u.washington.edu (e-mail), or visit the DSS Web site at www.tacoma.washington.edu/oessa/dss. Disability Support Services is located in Science 102.

Student Life

The Student Life office provides leadership and assistance in a variety of areas affecting the quality of student life at the University of Washington, Tacoma, including working with student clubs, organizations, associations, honor societies and student publications. The office also works with the Student Events and Programming Committee and ASUWT student government to encourage initiatives 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, the Services and Activities Fee Committee and a variety of other committees.

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 fiction, poetry and visual arts, including 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 Student Life office at (253) 692-4429 or visit their Web site at www.tacoma.washington.edu/oessa/studorgs. The Student Life office is located in BHS 105.

ADDITIONAL SERVICES FOR STUDENTS

Computer Labs

Students have access to two drop-in computer labs 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 labs are 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 labs are 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

The Teaching and Learning Center supports the interdisciplinary focus of UWT through consultations regarding course assignments, and instructional and professional support. The Teaching and Learning Center offers individual and group sessions for students, faculty and staff members from all academic programs.

The Teaching and Learning Center addresses a broad spectrum of needs in: communication, math, reading, study skills, teaching support, test preparation, writing and publication, assessment and review.

Communication

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

Math

Students come with questions about calculus, statistics, Excel applications, solving equations, math modeling, basic math review, computer-related skills and research methods. Consultants specialize in reducing math anxiety and helping clients improve their quantitative reasoning and logic skills. Resources such as computers and additional texts are available for use.

Reading

Students come concerned about what is scholarly, what is not; how to learn what to study in a text; when to read a whole book or article and when to read part; how to analyze text; and how to prepare reading to get the most out of upper-division and graduate classes.

Study skills

Consultants assist students with: active listening, computer applications (Word, Excel, PowerPoint, SPSS and ArcView), exam preparation (both in-class and take-home), group work facilitation, note-taking tips, outlining, search strategies, self evaluation, stress management, study groups and time management.

Test preparation (GRE, GMAT, LSAT)

Students make an appointment for an overview of the test, to schedule an appointment for a diagnostic test (3.5 hours) and to generate raw scores. After scores are received, the client and the consultant set up an individualized study plan, based on the client's time frame and needs. Coaching sessions are scheduled. Computer and text resources are also available for use.

Writing

Writers visit to learn how to: approach an assignment; assess audience and purpose; organize ideas; review drafts 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.

Library Services

The UW Tacoma Library offers students, faculty, and staff a variety of services and resources to support their academic endeavors. Familiarity with library services and the ability to locate and evaluate resources are essential components of undergraduate and graduate education. The Library's reference services and instruction program are tailored to meet the research and information needs of the campus community. Librarians work closely with students and faculty through specialized class sessions, one-on-one reference requests and general library orientations to help library users become proficient navigators of the information world.

The on-site book, periodical and media collections are developed through consultation with faculty to support the specific needs of the campus curricula. As part of the University of Washington Libraries, the Library provides access for UWT students, faculty and staff to more than six million volumes, including thousands of scholarly articles, held by the Seattle and Bothell libraries.

Other services and resources available through the UWT Library include:

- Book delivery to the UWT campus through Cascade, a statewide library cooperative of the four-year colleges and universities
- Significant electronic journal and database collections
- Full-text information resources
- Multimedia and electronic reserves
- At-home computer connectivity for those with Internet connections

Resources provided by the Student Technology Fee (for student use only):

- Full-service workstations
- Full-service laptops for use in the library
- Adaptive technology workstation (for student with ADA-defined disabilities)

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 your user name for access to MyUW. **Because the University relies on e-mail to communicate important information and reminders, it is required 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.

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, apply for short-term loans 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.

STUDENT ORGANIZATIONS

Over 30 student organizations exist on campus. The Office of Student Life (see page 11) 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 to all UWT students. ASUWT officers are elected for one-year terms; elections are held in Autumn and Spring quarters.

GETTING TO CAMPUS

Located in downtown Tacoma just off I-5, the University of Washington, Tacoma is easy to reach by public transportation.

Parking

Because of its urban setting, free parking is limited around campus. Street parking is generally restricted to one hour.

Quarterly permits are available for the two campus parking lots operated by Diamond Parking by calling (253) 383-5825. Rates are subject to change without notice.

Jefferson Avenue and 21st Street	\$110/quarter
Evening-only permit (after 4:30 p.m.)	\$78/quarter
Court D and 19th Street	\$56/quarter

A short-term pay parking lot for students and visitors is located next to the Library on C Street. The cost is \$1 per hour.

Public Transportation

Pierce Transit operates several bus routes that stop on Pacific Avenue directly in front of campus. The free Downtown Connector bus also connects the campus to downtown Tacoma and the Tacoma Dome Station, a major transportation hub for buses and commuter rail. UWT offers students quarterly bus passes (called a UWT Pass or FlexPass) for \$33 per quarter. Bus passes are available from the UWT Cashier in GWP 410.

A light rail line currently under construction will have a station in front of campus on Pacific Avenue when it opens in 2003. The light rail line will connect downtown Tacoma with the Tacoma Dome Station.

HOUSING AND FOOD SERVICES

There is currently no student housing available on campus. The University also does not provide cafeteria services at this time, but the street-level space in the campus buildings on Pacific Avenue is home to a variety of restaurants including both national chains and local businesses.

FINANCIAL AID RESOURCES

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 standard or other simple method of determining whether a student will qualify for need-based financial aid. Any student who thinks he or she needs help should apply.

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

Eligibility for Financial Aid

To qualify for federal financial aid, a student must:

- Be a U.S. citizen, permanent resident or other eligible noncitizen;
- Be admitted to the University in an approved 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.

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 Office of Enrollment Services and Student Affairs for the 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 an application, contact the 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 for priority consideration. 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.

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 Enrollment Services and 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 Development at (253) 692-5641.

World Wide Web Resources for Financial Aid

- The University of Washington Student Guide at www.washington.edu/students/osfa
- The U.S. Department of Education Money Matters at www.ed.gov; click on Student Financial Assistance for federal aid information
- The Financial Aid Information Page at 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

Financial Aid Program Eligibility

	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	■	■	■	■

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. Since 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.

Tuition rates for the 2002-2003 academic year had not been set by the state at the time this catalog was printed. Please consult the quarterly Registration Guide or the UW Tacoma Web site for current tuition rates.

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 2002-2003 school year, other expenses for three quarters as a **resident, nontraditional undergraduate student** were estimated as follows:

Books	\$ 822
Room and Board	9,384
Personal Expenses	2,253
Transportation	798
Total	\$13,257

For the 2002-2003 school year, other expenses for three quarters as a **resident, nontraditional graduate student** were estimated as follows:

Books	\$ 951
Room and Board	9,384
Personal Expenses	2,253
Transportation	798
Total	\$13,386



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 a charge of \$50 for balances of \$50-\$250 and \$120 for balances in excess of \$250. Students with an overdue balance will not be allowed to register for the next quarter.

Options for tuition payment

Plan 1: Tuition in Full

This plan is best for students receiving financial aid (such as loans, grants, scholarships and Chapter 31 V.A. benefits) and those who are able to pay their tuition in full. Payment by check or money order may be made to the UWT Cashier located in GWP 410 or mailed directly to the UW Student Accounts Office, Box 355870 Seattle, WA 98195. Credit card payments may be made online through MyUW. There is a convenience charge assessed when using this option. The amount in full is due by Friday of the third week of the quarter. Tuition may be paid out of the financial aid award or by using emergency loans.

Plan 2: Tuition Installment Plan

This plan is best for students who are not receiving financial aid and who would like to make payments over several pay periods. Students must enroll for this option each quarter in the Office of the UWT Registrar 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. Payments must be made to the UWT Cashier.

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

Tuition Forfeiture

When students drop or withdraw from courses after the first week of the quarter and the drop results in lower tuition, the University reserves the right to collect one-half the tuition through the 30th calendar day of the quarter for the dropped course or courses and full tuition after the 30th calendar day of the quarter. In some circumstances students may petition the registrar to have the tuition forfeiture waived. Details are available in the Office of the Registrar 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 complete a Request to Waive Tuition Forfeiture or Registration Fees form. Failure to receive a tuition bill does not nullify a student's responsibility for payment by the tuition due date and is not an acceptable justification for a waiver. Please refer to the form for appropriate guidelines for granting these requests.

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	\$ 120
If balance is \$50-\$250	\$ 50
If balance is less than \$50	\$ 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

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.

Re-registration Fee

A student who must re-register as a result of a previous quarter's cancellation for nonpayment of tuition must pay a \$75 fee. If circumstances warrant, a waiver or refund of the registration or the re-registration service charge may be sought by petition to the 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.

TRANSCRIPTS

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 or student identification number; current phone number; date of birth; address to which the transcript should be sent and student signature. Additional helpful information includes dates of attendance and former name.

Because 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. The Transcript Request form is available online at www.tacoma.washington.edu/oessa/transcripts.html. Allow three to five working days for processing. Same-day requests are available for an additional \$15 fee. Transcripts may be picked up in the

Office of the Registrar with picture identification or mailed to a third party, per student request. Each transcript will include all coursework taken at the University of Washington, with indication of the campus where the credits were earned.

Students can access their unofficial transcripts online at 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.

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 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. All students participating in the tuition-exemption program will be assessed a quarterly \$30 registration fee and must pay other applicable fees, including the technology fee. **A participating student may not register for any course, including the credits beyond six that the student will be paying for, prior to the student's assigned space-available registration day or the exemption will be canceled.** Matriculated students desiring a higher registration priority to facilitate course enrollment may choose to cancel their exemption for the quarter, register early and pay regular tuition rates. Space-availability applies to degree programs as well as courses, and fully enrolled programs may not have space to accommodate students using the tuition-exemption.

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

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

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

Qualifying Courses

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

Admission Status

Individuals who wish to participate in the tuition exemption program must also apply for admission to the University of Washington, Tacoma. Applicants are subject to the same priority application dates as other new students. Individuals wishing to apply as a matriculated student or as a graduate non-matriculated student, to a UWT academic program, should contact the specific UWT program office for details regarding the application process and space availability in the program. New nonmatriculated students should submit an application for admission to the Office of Enrollment Services and Student Affairs. **Because tuition exempt paperwork must be received no later than 15 working days prior to the start of the quarter new applicants are encouraged to submit their paperwork regardless of their pending application status.**

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

Registration and fees

The Office of the UWT Registrar accepts tuition exempt paperwork for the next quarter beginning the Monday after the 10th day of the current quarter. **Your paperwork must be received no later than 15 working days prior to the first day of the quarter in which attendance is planned.** UWT strictly adheres to this deadline. Paperwork must be complete, including required signatures, or it will be returned to you. Paperwork that has been returned must be completed by the same deadline noted above.

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

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

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

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, postbaccalaureate or graduate) and at the same campus. After a student has earned a baccalaureate degree, he or she must apply for readmission as a postbaccalaureate, nonmatriculated or graduate student.

Newly admitted students and students readmitted to the same or a new classification (undergraduate, postbaccalaureate or graduate) or admitted to a different University campus are eligible to register during a specified time period. See “Registration Periods” on page 22.

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 22) 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 (page 28).

Graduating Senior Priority

Graduating seniors or postbaccalaureate students with a degree application on file in the Graduation Office may register on the first day of Period I (see page 22) for their final two quarters. Students who postpone their graduation may save their priority quarters by not registering before their regular senior or postbaccalaureate priority day. When students have used their Graduating Senior Priority for two quarters, their registration priority reverts to the regular senior or postbaccalaureate schedule.

Registering at Other UW Campuses

Undergraduate students may register for courses on a space-available basis at other University of Washington campuses if they have 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 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 from all courses if he or she is unable to attend. Students may withdraw using the electronic registration systems through the unrestricted drop period. Beginning with the third week of the quarter, official withdrawals must be submitted to the 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.

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 seventh week of instruction and receive a full refund but no academic credit. If you withdraw after that date, you may receive either a full refund or academic credit and no refund. Please consult with the Office of the UWT Registrar for complete details.

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.

REGISTERING FOR CLASSES

Students register for classes on the Web using MyUW. Before you register make sure you:

- Review the instructions in the Registration Guide and note the Registration Periods.
- 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 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 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.

How to Register

You can access MyUW directly at myuw.washington.edu or through the UWT home page at www.tacoma.washington.edu under "Current Students." You will need your UW NetID and password.

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.

Other System Features

Course availability

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

Student account and loan status inquiries

You 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
- Set up direct deposit of your financial aid funds
- Pay tuition electronically
- Apply for short-term loans

Grades

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, but Access students do not pay tuition. As auditors, students do not receive credit, participate in discussions, complete laboratory work or take examinations.

Auditing a Course

Students who intend to audit a course must first register for the class through MyUW and then go in person to the 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 those 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>Lowest passing grade (graduate)</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. Undergraduate students may elect this option only for free electives and cannot be used to satisfy a University, college or department course requirement. With the approval of their program adviser, graduate students may elect to be graded S/NS in any numerically-graded course for which they are eligible. S is not computed in GPA calculations.



*Grades below 1.7 in graduate programs are recorded as 0.0 by the Registrar.

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 a grade of 0.0 by the Office of the Registrar unless the instructor has indicated when assigning the Incomplete grade, that a grade other than 0.0 should be recorded if the incomplete work is not completed. The I (Incomplete) is not removed from the permanent record and appears on the transcript with the completed grade. An instructor may approve an extension of the Incomplete removal deadline by contacting the 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 20). 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 includes both credits granted for courses taken in residence at all campuses of the University of Washington and those with a DL (Distance Learning) suffix taken through UW Educational Outreach (UWEO). The UW transcript also reflects grades for other UWEO courses that are not residence credit and grades for credit by examination. These latter grades do not affect the student's UW cumulative GPA.

Computation of GPA

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

Example 1:

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 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. 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 before the end of the following academic quarter. If the student is not satisfied with the instructor's explanation, the student may submit a written appeal to the director of the student's academic program with a copy of the appeal also to the instructor. This must be done no later than 10 class days after his or her discussion with the instructor. The director consults with the instructor to ensure that the evaluation of the student's performance has not been arbitrary or capricious. Should the director believe the instructor's conduct to be arbitrary or capricious and the instructor 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. Students 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 the UWT Registrar.

Senior in Final Quarter

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

Dean's List

Quarterly Dean's List

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

Annual Dean's List

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

Annual Dean's List Certificate

Annual Dean's List Certificates are awarded to students in the junior and senior classes who have high scholastic records for their 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 10 percent of the students have been awarded baccalaureate honors. Credits earned by extension courses are not counted toward honors eligibility.

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

Faculty Honors

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

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 that would interfere with University functions or endanger the health, safety or welfare of other persons.
- Comply with the rules and regulations of the University, its schools, colleges and departments.

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

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

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. 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 Enrollment Services and 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 submit a Returning Student Application form, available from the program office. No fee is assessed when returning from on-leave status.

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 for 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 Postbaccalaureate

UNDERGRADUATE ADMISSION REQUIREMENTS

The University of Washington, Tacoma offers upper-division (300- and 400-level) courses. Students must complete their first two years of college at a community college or four-year school prior to the quarter for which they are seeking admission.

Because each academic program at UWT has different admission requirements, prospective applicants should be certain to check the individual program sections for details regarding specific admission requirements and 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.

APPLICATION PROCESS

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

Please remember that the application fee is nonrefundable. Make sure you meet General University Requirements and any specific program requirements before submitting your application. It is recommended that you meet with an admissions adviser if you have questions.

Online Application

The online application offers the convenience of using a credit card to pay for the undergraduate application fee of \$35. A link to the online application can be found on the University's Web site at www.tacoma.washington.edu. Follow the instructions provided on the online application.

Once the application is submitted and paid for by credit card, submit your transcripts and any applicable supporting documentation required by the program (see Paper Application below).

Paper Application

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.

OVERVIEW

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- 119 **Urban Studies**

CONTINUED ►

- 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

- Submit any additional application materials (such as personal 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 review the individual program sections of this catalog.)

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

or submit another application fee. Please check with the Office of Enrollment Services and Student Affairs for the petition and its guidelines.

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, will continue to accept applications after the priority deadline. 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

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.

Postbaccalaureate students

Postbaccalaureate is a matriculated status at the University of Washington, Tacoma. Postbaccalaureate 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.

PRIORITY APPLICATION DATES FOR UNDERGRADUATES

	Autumn 2002	Winter 2003	Spring 2003	Summer 2003
Business Administration	April 15	*	*	*
Computing and Software Systems	July 1	Oct. 15	Feb. 1	May 1
Environmental Science	Aug. 1	Nov. 15	Feb. 15	—
Interdisciplinary Arts & Sciences	Aug. 1	Nov. 15	Feb. 15	—
Nursing	*	*	*	Jan. 15
Social Welfare	July 1	—	—	—
Teacher Certification	—	—	—	March 8
Urban Studies	June 15	Nov. 15	Feb. 15	May 15

For priority application deadlines beyond the 2002-03 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.*

Change of Application Quarter

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

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 credits earned as a nonmatriculated student usually transfer to other institutions. If a student is later accepted into a matriculated status at the Tacoma campus, courses earned as a nonmatriculated student may be applied to undergraduate degree requirements, with some restrictions. Students admitted as nonmatriculated may be limited in the number of credits they will be allowed to accrue in this status. The number may vary by program. Students considering switching to matriculated (degree-seeking) status are encouraged to do so as soon as possible as 45 of the last 60 credits of a baccalaureate degree must be earned as a matriculated student in residence at the Tacoma campus.

Students who wish to change their status from nonmatriculated to matriculated must apply to do so by the end of the first week of the quarter. Change-of-status applications received after the first week will be processed the following quarter.

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

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 F-1 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 any language other than English must be accompanied by English translations in the same format as the originals, certified as accurate by a qualified translator and providing an evaluation of the foreign credentials. Interested students should request the International Students Admissions Information packet from the Office of Enrollment Services and Student Affairs.

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
TOTAL (minimum)	90 credits

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 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 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 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, 45 of the student's final 60 credits must be taken in residence at UWT to meet the Final-Year Residence Requirement.

Extension credit from other schools

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

Guidance/Personal development

A maximum of 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 DANTES 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"
- P.E. 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, Tacoma’s absolute deadline for filing an application is Friday of the second 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 Residency Requirement

To be recommended for a first or subsequent baccalaureate degree, a student must complete 45 of his or her last 60 credits as a matriculated student in residence at 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

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

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

Waiver of Graduation Requirements

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.

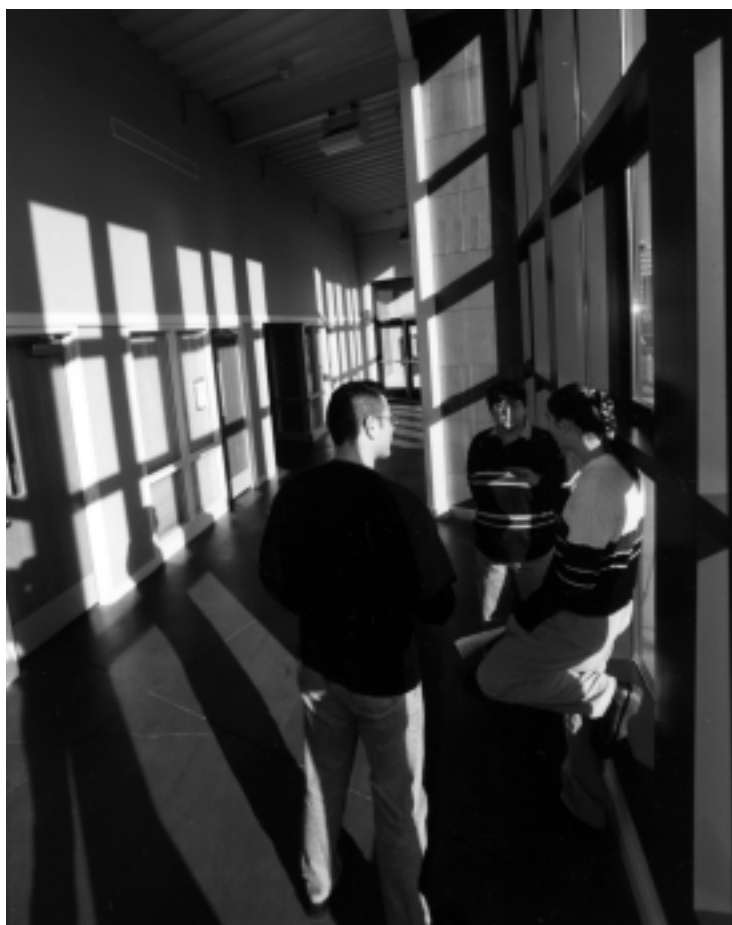
Commencement

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 graduate.

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 by students to succeed in the business environment of the 21st century. Students will learn and apply the specific skills associated with each competency in the core courses, refine and practice the competencies in their 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

Dougan 401

Campus mailbox

358420

Web site

www.tacoma.washington.edu/business

E-mail

business@u.washington.edu

Director

Patricia M. Fandt, Ph.D.

Administrator

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 Qualifications¹

- 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)
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 applicants. When writing the statement, applicants should refer to the current Business Administration Application Packet for specific instructions. Additional application information is located on the Web at www.tacoma.washington.edu/business.

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 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

Visual, Literary and Performing Arts (Humanities)	10 credits College-level foreign language credits may apply to this requirement.
Foreign Language	Two years in high school or 10 credits of one language at the college level
Individuals and Societies (Social Science)	20 credits Must include Micro and Macro Economics and one course in either Psychology, Sociology or Anthropology.
The Natural World (Natural Science)	15 credits Must include pre-calculus and calculus .
Accounting	9-15 credits Must include Introduction to Financial Accounting , Financial Accounting and Managerial Accounting . (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.)
Statistics	5 credits
Law	5 credits
English Composition	10 credits
Electives	varies
TOTAL	90 credits

¹Prerequisites 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
- 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 412	Ethical Issues in Business –or– TBGEN 418 Legal Issues for Business
TBGEN 425	Finance and Investment
TBGEN 426	Portfolio Management
TBGEN 427	Economic Theory for Business
TBGEN 428	Financial Markets and Institutions
TBGEN 429	Real Estate Investment

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

*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 Business electives.

Organizational Leadership

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
- TMGMT 475 Creating, Leading and Implementing Change

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 45 of the last 60 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 that specific 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 an equivalent course. There is no time limit on prerequisite coursework.
- Upper-division courses used for transfer credit are held to the 1.7 grade standard required for all courses by 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 who wish to re-enter the program 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 Business Administration: 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 most 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. At transfer, general electives may be filled by upper-division transfer credits from other accredited 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.

Core Courses

TBUS 300 Managing Organizations (5)

Examines the profession of management and the nature of organizations. Focuses on the key managerial functions and organizational processes needed to plan, organize, lead and control contemporary organizations. Activities provide opportunities to improve communication, strategic thinking, teamwork, integrations and professional capacities. *Prerequisite for most Business courses.*

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 techniques that managers use to locate, organize, distribute and use information for decision making and strategic advantage. Tools for managing information are addressed, including computer hardware, software, telecommunication networks and various information system components. Includes a computer laboratory component in which students address organizational and managerial information requirements. *Prerequisite for Information Systems concentration. 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. *Prerequisite for Financial Services concentration. Business majors or permission of instructor.*

Capstone Courses

TBUS 400 Business Competencies Practicum (5)

Focuses on the integration and application of knowledge and competencies developed by Business Administration students. Major components of the course include the preparation of a career-related portfolio, participation in a team-based computer simulation, and composition of a paper reflecting and analyzing the student's competency development. *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 Methods (5)

Provides statistical tools to analyze business problems and enhance decisionmaking. Utilizes an applied approach to organize, explore and analyze data, design experiments and surveys, understand estimations and significance tests and use quantitative methods.

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)

Examines key accounting elements tied to underlying business processes. Examines issues of maintaining the integrity of accounting information systems. Integrates the accounting function with information technology. Introduces the basic structure of database systems. *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 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 and 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 and TBUS 350*

TBGEN 426 Portfolio Management (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 429 Real Estate Investment (5)

Covers real estate investment from home ownership through medium-size commercial and residential development. Emphasis is on the real estate investment cycle including planning, selection, development, operation and disposal. Residential and commercial real estate are explored with special attention on financing, leverage and taxation. *Prerequisites: TBUS 350, 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 behavioral, social and organizational requisites needed to cultivate competency in managing diversity. Provides experiential opportunities to discover and improve understanding about the self and others. Key interests include skills and strategies needed to manage and support increasingly diverse organizations.

Prerequisite: TBUS 300 and TBUS 310, or permission of instructor

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 468 International Business Field Experience (5-10)

Provides opportunities to gain actual international field experience. Involves applying knowledge and skills learned in business, international business and/or international management classes through an actual internship opportunity in another nation. Application and International Business faculty adviser's approval required. *Prerequisites: Business core and TBGEN 480 or TMGMT 480*

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 students 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 and 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 and 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 E-commerce (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 e-commerce 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 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 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 and 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 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 Social Marketing (5)
Focuses on the preservation or enhancement of individual and social well-being. Applies marketing principles within a social context to public agencies and nonprofit institutions. *Prerequisites: TBUS 300 and 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 E-commerce (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 e-commerce 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 goals 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 permission of instructor*

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**

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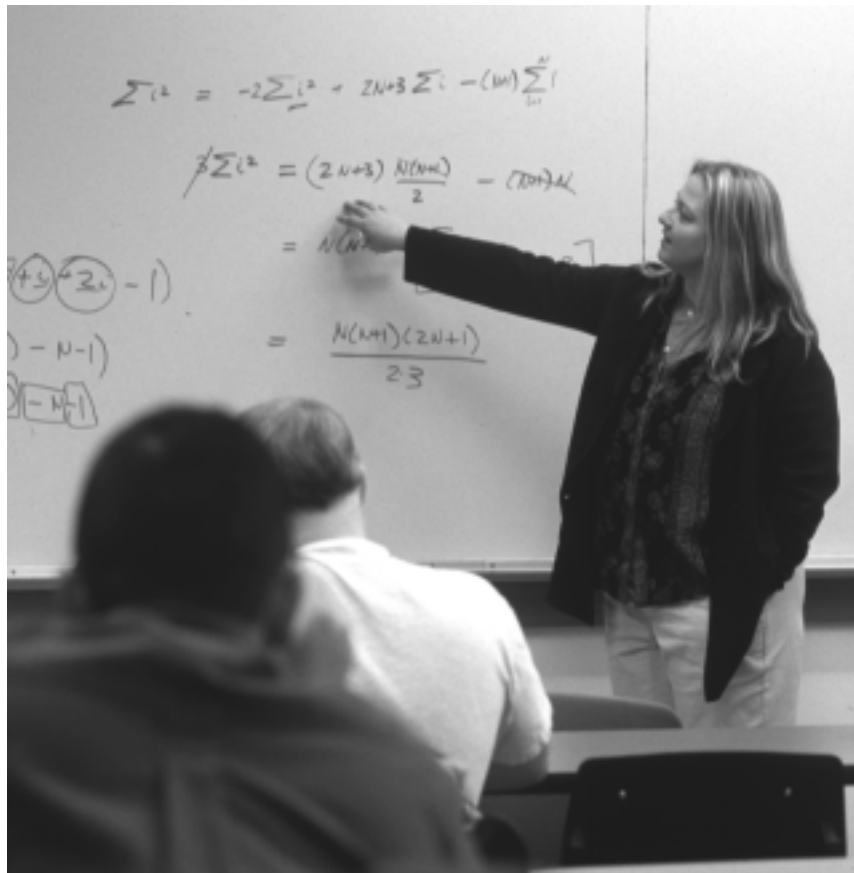
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Computing and Software Systems



The Institute of Technology is a dynamic new, fast-growing addition to the University of Washington, Tacoma that will not only help address the technology industry's need for highly-educated workers, but will encourage all kinds of people to enter the technology field and support them throughout their education. The Institute builds on UW Tacoma's strong tradition of providing opportunities for people to enhance their careers and enrich their lives through challenging, rewarding educational programs.

As part of the Institute of Technology, the Computing and Software Systems (CSS) 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 lifelong 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 undergraduate and 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. Undergraduate courses began during the

fall of 1999. A new master of science degree in Computing and Software Systems will begin offering classes in fall of 2002. 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.

CURRICULUM

The curriculum, which leads to a Bachelor of Science degree 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

OVERVIEW

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Manager of Diversity Enhancement
Glenna Chang

Assistant Director,
Industry Partnerships
Andrew Fry

Student Retention Coordinator
Ed Solem

Computer Support Specialists
Stephen Rondeau
Cormac McGaughey

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 best 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 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 lifelong 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 to and relevant experience with these emerging concepts and technologies.

- Software professionals must have excellent communication skills. Software development and maintenance requires that all participants—from conceptualizers 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.

COMPUTING & SOFTWARE SYSTEMS PREREQUISITES

Visual, Literary and Performing Arts (Humanities)	10 credits* College-level foreign language credits may apply toward the VLPA requirement.
Foreign Language	10 credits 10 credits of one foreign language at the college level or two years of one foreign language in high school.
Individuals and Societies (Social Science)	10 credits*
The Natural World (Natural Science)	15 credits 5 credits of calculus for science majors, 5 credits of statistics (math-based) and 5 credits of physics (calculus-based)
Computing**	10 credits Computer literacy, including competency in word processing, spreadsheets, etc. and completion of 10 credits of computer programming.**
English Composition	10 credits 5 credits of college-level English Composition and 5 credits of Technical Writing or Advanced English Composition
Electives	to complete 90 credits
TOTAL	90 credits

* Students are encouraged to select courses from the Associate in Arts and Sciences distribution list at the community college level.

** Students are expected to have a working knowledge of the design and implementation of medium-sized object-oriented programs (typically 1000 lines). They should be comfortable applying basic design principles, data types, abstraction and modularization, classes, control structures, interfaces, inheritance, exceptions, stream I/O, user interfaces, recursion, elementary data structures and associated algorithms (lists, queues, stacks, trees), and have an introduction to performance analysis and implementation trade-offs. Java is expected to be a language of competence. (This is the equivalent of the University of Washington's CSE 142 and CSE 143 coursework. See www.cs.washington.edu/education/course-webs.html)

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 2.75 in all college-level coursework. (*Effective October 2001*)
- A cumulative GPA of 3.0 in all college-level mathematics, physics and computing courses. (*Effective October 2001*)
- 90 transferrable college-level credits.
- Prerequisites (see chart opposite). 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 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.

DUAL ADMISSION

Beginning in Autumn 2002, students will have an opportunity to simultaneously begin a bachelor of science degree in Computing and Software Systems at the University of Washington, Tacoma, and a transferable associate degree at one of five selected community colleges. With one application, students can be admitted both to the Institute of Technology and one of the selected community colleges.

Qualified students who are admitted to the program have all the rights and privileges of being a student at both their community college and UW Tacoma. Dual admission provides advising and support to keep students on track, access to libraries and computer labs at both the community college and UW Tacoma, expanded opportunities to participate in campus life, and more. During their second year of community college, students will take two five-credit computing courses on the UW Tacoma campus.

Each quarter, an adviser will review the student's progress. To maintain eligibility for the reserved seat in the CSS program, students must maintain a full-time course load, keep on track with the academic program established by the community college and UWT advisers, and maintain at least a 3.0 GPA overall and achieve a 3.0 or better grade in all core courses.

Who should apply for dual admission?

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

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

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

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

GRADUATION REQUIREMENTS

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

- Be a matriculated Computing and Software Systems student in good academic standing with the University of Washington, Tacoma.
- Satisfy all of the 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 2.5 in all Computing and Software Systems classes.
- Apply for graduation with a Computing and Software Systems adviser by the application deadline posted by the Graduation and Academic Records Office for the expected date of graduation.

Students who are admitted to the Computing and Software Systems program with a baccalaureate or master's degree are required to complete the core and concentration courses with a minimum grade of 2.0 and a total of 70 credits to qualify for a second bachelor's degree. Elective credit requirements are waived. In some cases, students may petition the faculty, using the Course Waiver Petition, for permission to use previous coursework or experience in place of core or concentration-level courses. The waiver does not guarantee that credit will be awarded for a course; the petitioning student may be required to complete additional coursework in place of the waived requirement.

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 may repeat the course once with the approval of the program offering the course.* Course credit will be awarded only once, and both grades will be 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) without prior approval of the program.
- Courses in the Computing and Software Systems core and concentration may not be taken S/NS (satisfactory/not satisfactory).
- To substitute for a course in the major, upper-division Computing and Software Systems courses completed at other accredited four-year institutions may not be more than seven years old. If a course is more than seven years old, the student will be required to repeat the course at 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 another major will be required to meet program and academic performance requirements in effect at the time the major is changed.

Low Scholarship

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

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

**If the student does not successfully pass the course with a minimum grade of 2.0 on the second try and wishes to take the course for a third time, the student must submit a petition to repeat the course to the program faculty for approval before being allowed to enroll for the course a third time. Instructions for completing the petition can be found on the Web at: www.tacoma.washington.edu/tech/advising_center/petition_repeat.html.*

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.

COMPUTING LABS

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

COURSE DESCRIPTIONS

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

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. *Prerequisites: Two college-level writing courses. Credit does not satisfy CSS degree requirements.*

TCSS 305 Programming Practicum (5)

Provides a practicum in program design and development. Programming practice on a medium-scale, object-oriented application, consolidating prior programming principles and expanding knowledge of application design. *Prerequisite: TCSS 341*

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. *Prerequisite: College-level calculus. Credit does not satisfy CSS degree requirements.*

TCSS 321 Discrete Structures (5)

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

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

A modern, structured, object-oriented language will be used to introduce the design, implementation, modification, and verification of computer programs. Includes an introduction to program structure, object-oriented design, graphical user interfaces, and event-driven programming. *Credit does not satisfy CSS degree requirements. Prerequisites: computer literacy, college pre-calculus*

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

Fundamental theory and concepts of object-oriented computer programming. Concentrates on program specification, analysis, design, implementation and verification, as well as development of graphical user interfaces and event-driven programming. Emphasizes objects, modular design, inheritance, polymorphisms and reusability. *Credit does not satisfy CSS degree requirements. Prerequisites: TCSS 340 or one college-level Java programming course, pre-calculus, one physical science course*

TCSS 342 Mathematical Principles of Computing I (5)

Integrating mathematical principles with detailed program development. Applies mathematical reasoning, data types, abstract data types and data structures. Explores efficiency of algorithms, sequential and linked lists, trees, searching, sorting, queues, hashing, directed graphs, depth-first algorithms, garbage collection and dynamic storage allocation. *Prerequisite: Structured and Object-Oriented Programming*

TCSS 343 Mathematical Principles of Computing II (5)

Develops competencies associated with problem-solving, algorithms and computational models. Explores developing reusable, object-oriented software using design patterns, and practices applying them. Also explores algorithm analysis and design, and computational complexity. Includes efficient algorithms, models of computation, correctness, time and space complexity, NP-complete problems, and undecidable problems. *Prerequisites: TCSS 301, TCSS 321 and TCSS 342*

TCSS 350 Managing Technical Teams (5)

The study and practice of staged development and project team management. Model projects through the discovery, invention and implementation cycle while learning and experiencing group dynamics, collaborative relationships, conflict management, and feedback. *Prerequisites: TCSS 301, Object-Oriented Programming*

TCSS 360 Software Development and Quality Assurance Techniques (5)

Software design methodologies and Unified Modeling Language (UML). Includes software development life cycle, managing design in a team environment, top-down bottom-up processes, incremental development, rapid prototyping, abstraction, complexity, hierarchy, composition-decomposition, concurrency, software metrics, statistical process control, case tools, and formal analysis and verification. *Prerequisites: 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 398 Directed Readings in CSS (1-5)

Readings in Computing and Software Systems as specified in a contract with a faculty member. *Cannot be taken for CSS technical elective credit. Prerequisite: TCSS 301*

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 (and TCSS 372 effective Winter Quarter 2003)*

TCSS 425 Computers, Ethics, and Society (5)

Social issues including functioning as an effective computer professional, diverse professional/technical literature, representation of controversies, understanding ethical frameworks/value systems underlying views. Refining points of view, determining professional impacts on co-workers, employers, clients, system users, and society. Written, verbal, electronic communications skills necessary in a diverse workplace. *Prerequisites: TCSS 343, TCSS 350 and co-requisite of TCSS 360*

TCSS 430 Networking and Distributed Systems (5)

Computer network architectures & protocol layers, including LANs, MANs, and WANs, OSI protocol TCP/IP, routing, congestion, and flow control; data compression; interface between the network and the program (e.g. sockets, ports, mailboxes), security issues (including authentication and authorization, encryption), distributed file systems, and remote procedure calls. *Prerequisites: TCSS 372 and TCSS 422. Credit does not satisfy CSS degree requirements.*

TCSS 432 Advances in Object-Oriented Design (5)

Prepares students for understanding and using advances in object-oriented design. Emphasizes criteria for modularization, specification of modules, larger-scale design elements such as design patterns and generic programming. *Prerequisite: TCSS 360*

TCSS 435 Artificial Intelligence & Knowledge Acquisition (5)

Introduction to the use of 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 437 Mobile Robotics (5)

Covers the theory and practice of developing algorithms for motion control, navigation, obstacle avoidance and mobile autonomous robotic devices. Using robotic construction kit, students build and program sophisticated mobile robots. Principles of designing and programming embedded, real-time systems are introduced. *Prerequisite: TCSS 372 and TCSS 422*

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 372 and 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)

Enterprise application development; communication among objects in different applications and on different computers; event-driven programming; multi-threaded programming; client-server and n-tier architectures; maintain persistent object state; introduction to component framework such as Enterprise JavaBeans. *Prerequisites: TCSS 360*

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

Examines the languages and techniques for Internet/client server 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. *Prerequisites: TCSS 360 and 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 372 and TCSS 422*

TCSS 470 Software Re-engineering (5)

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

TCSS 475 Entrepreneurship in Computing and Software Systems (5)

A study of the process of developing a product or service in the field of Computing and Software Systems, preparing a plan for commercialization, and implementing that plan. The course will include lectures by professionals who have experience and success in beginning businesses. *Prerequisites: TCSS 301, TCSS 372 and 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 Internship in CSS (1-10, max. 10)

Completion of project as delineated in a contract among student, faculty adviser and community sponsor.
Prerequisite: TCSS 301, TCSS 372 and TCSS 422 or permission of instructor

TCSS 498 Directed Readings in CSS (1-5, max. 10)

Readings as specified in a contract with faculty member.
Prerequisites: TCSS 301 and TCSS 422

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

Design and implementation of a research study as specified in a contract with a faculty member.
Prerequisites: TCSS 301 and TCSS 422

FACULTY**Isabelle Bichindaritz**

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

Joey Caisse

Lecturer, Computing and Software Systems; Business
Administration and Management Information Systems; B.A.,
Washington State University, 1996

Donald Chinn

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

Sam Chung

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

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1996

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Ph.D., Yale University, 1990

Edwin Hong

Assistant Professor, Computing and Software Systems;
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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; Mathematics;
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 Interdisciplinary Arts and Sciences program offers four options for studying environmental science:

- *Bachelor of Science, Environmental Science*
- *Bachelor of Arts concentration in Environmental Studies in the Interdisciplinary Arts and Sciences program (see page 68)*
- *Minor in Environmental Studies for students in any major or concentration at UWT (see page 130)*
- *Certificate in Restoration Ecology (see page 132)*

BACHELOR OF SCIENCE

The Bachelor of Science degree in environmental science is for students who wish to pursue scientific or technical work upon graduation, who plan to apply to graduate programs in scientific fields, or who want a strong grounding in the basic science disciplines. Classroom coursework in fields 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*

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. Completed prerequisites should date no earlier than 1995. If your coursework was completed prior to 1995, please talk with an IAS adviser.

*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.

OVERVIEW

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Program office
WCG 424

Campus mailbox
358436

Web site
www.tacoma.washington.edu/ias

IAS Director
William Richardson, Ph.D.

Environmental Science Coordinators
Cheryl Greengrove, Ph.D.
David Secord, Ph.D.

IAS Program Administrator
Julie Buffington

Advisers
Linda Kachinsky
Loretta Lukaczer

Science Laboratory Coordinator
Lia Wetzstein

GRADUATION REQUIREMENTS

Students must complete 90 upper-division credits.

- TESC 310 Environmental Research Seminar is required for all entering Environmental Science students. This should be taken as early as possible in the student's course of study.

- 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 438 Environmental Biology: Marine Invertebrates (B)
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 363 Philosophical Perspectives on the Environment
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
TURB 310 Urban Society and Culture
TURB 320 Introduction to Urban Planning
TURB 322 Land-Use Planning

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
TCXG 379 Modern Architecture
TCXUS 376 American Architecture
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, senior thesis or other approved capstone sequence. Three credits minimum.

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

COURSE DESCRIPTIONS

For the most current course information, please consult the Interdisciplinary Arts and Sciences Web site at www.tacoma.washington.edu/ias.

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 (6)

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 (6)

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)

This course considers 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: Two or three quarters Introduction to Chemistry sequence and TESC 300 or TESC 310 or equivalent*

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 and 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: Two or three quarters Introduction to Biology sequence and TESC 300 or TESC 310 or equivalent*

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 have an impact on ocean resources. Explores topics including 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. A collaboration with the Sea Education Association (SEA). *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 affect 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). *Some biological background highly recommended.*

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 TESC 310 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: Two or three quarters Introduction to Chemistry sequence and TESC 300 or TESC 310 or equivalent*

TESC 438 Environmental Biology: Marine Invertebrates (6)

Examines the structure, function, life histories, ecology, and evolution of major groups of marine invertebrate animals. Lectures, discussions, images, and library research are augmented by laboratory work with live organisms whenever possible. Integrates details of biodiversity with issues and concepts from ecology and environmental science. *Prerequisite: Two quarters introductory biology*

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: TESC 340 or TESC 438, an introductory biology series 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 among 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: TESC 340 or permission of instructor*

TESC 460 Restoration Ecology Capstone I (2)

Students form assessment groups to review the proposals, plans, installations and other documentation of projects from previous years.

TESC 461 Restoration Ecology Capstone II (3)

Student groups respond to RFPs submitted by firms or groups with viable restoration projects. The first student deliverable is a proposal. The client and UW-REN faculty review the proposal. If the proposal is accepted, student groups prepare an implementation plan for the project.

TESC 462 Restoration Ecology Capstone III (5)

Students oversee site prep, installation and are involved in adaptive management during this process. Preferably the client provides most of the volunteer labor for installation. Students prepare a maintenance plan and train the client to ensure project success.

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 Interdisciplinary Arts and Sciences program 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 Bachelor of Arts degree in Interdisciplinary Arts and Sciences offers 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

The program also offers a Bachelor of Science degree in Environmental Science (see page 62).

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 degree. 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

Phone

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Program office

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Campus mailbox

358436

Web site

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Director

William Richardson, Ph.D.

Program Administrator

Julie Buffington

Advisers

Linda Kachinsky
Loretta Lukaczer

Recruiter/Admissions Coordinator

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 has 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 be allowed 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 selection of courses and professors

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

* Students enrolled in college before Autumn 1985 are exempt from the QSR requirement.

- Offer advice about resources available to help students succeed academically
- Assist students in focusing on career and educational goals
- Help students plan internships and independent studies and apply for graduation In addition, the IAS program is growing rapidly and an appointment with an adviser can help determine if new courses are applicable to the student's concentration requirements.

GRADUATION REQUIREMENTS

To be eligible for graduation with the Bachelor of Arts in Interdisciplinary Arts and Sciences, each student enrolled in the program must meet the scholastic standards outlined on page 36, and 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.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington, Tacoma.
- 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 the Bachelor of Arts degree requirements. (A maximum of 10 credits of internships may count toward the Bachelor of Arts 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 and explore diverse aspects of American experience. Students may also focus on specific subjects such as ethnicity or religion, or on particular modes of inquiry, such as those found in social science, history, or the study of literature, media and the arts. American Studies is recommended for students interested in careers in media, education, government, business, nonprofit agencies and law. Depending on the focus students choose, they may pursue graduate studies in related disciplines.

Concentration graduation requirements

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

Concentration graduation requirements

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 380 Humanities Research and Writing Seminar
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...Arts of the Pacific
TCXIN 477 Patronage, Religion, and Propaganda in European Art (1590-1750)
TCXIN 478 Revolution, Industrialization, and Modernity in European Art (1780-1900)
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 353 Critical Approaches to Mass Communication
TIBCUS 354 Communication History
TIBCUS 451 Cultural Studies: Film and Society (*only this version of the course*)
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 Lit. 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 Lit.
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 background in environmental science, but whose focus is the context in which to evaluate environmental problems. 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 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/L)
TESC 329	Geomorphology and Soils (P)
TESC 332	Issues in Biological Conservation (B)
TESC 333	Environmental Chemistry (P/L)
TESC 336	Plants and 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/L)
TESC 345	Pollution and Public Policy (P)
TESC 347	Maritime History and Science of the Pacific Northwest (P)

*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.

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 & Transport in the Environment (P/L)
TESC 438	Environmental Biology of Marine Invertebrates (B/L)
TESC 442	Marine Ecology (B/F)
TESC 452	Plants, Insects, and their Interactions (B/F)
TESC 460, 461 & 462	Restoration Ecology Capstone courses (B/F if whole sequence is completed)

Off-campus field study may 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 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
TURB 310	Urban Society and Culture
TURB 320	Introduction to Urban Planning
TURB 322	Land-Use Planning

- 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	Philosophical 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 Lit.
TCXIN 384	Society, Self & Worldview in Arts of the Pacific

- Two additional courses in humanities, social science or natural science with an environmental focus.
- Additional credits of upper-division electives to total 90 upper-division credits.

Additional courses may apply; see an adviser for details.

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 United States or globally from List A:

TCSIIN 436 Rural Societies and Development
TIBCIN 450 Contemporary Theories of Culture
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
TCSIUS 456 Community and Labor Organizing: A Multicultural Perspective
TSMG 420 Women in the Global Economy
TSMIN 328 Third World Problems and Prospects
TSMIN 329 Making of Modern Africa
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 United States
TCSIUS 444 Gender, Ethnicity, Class and the Media
TCXUS 382 Cross Cultural Studies in Women's Literature
TCXUS 384 African-American Women's Literature
TCXUS 476 American Women's Literature: 19th & 20th Century Texts
TCXUS 479 Contemporary Native American Women's Lit.
TCXIN 476 Latin American Women Writers
TCXIN 486 Feminist Perspectives in Film and Literature
TSMG 420 Women in the Global Economy

- 5 credits – one course that has race and ethnicity as a central focus from List D:

TCSIG 441 Psychology of Black Women
TCSIUS 441 Black Freedom Movement in Perspective
TCSIUS 443 Ethnicity and the Urban Environment
TCSIUS 444 Gender, Ethnicity, Class and the Media
TCSIUS 452 Minorities and the Law
TCXIN 476 Latin American Women Writers
TCXUS 338 Hispanics in the United States
TCXUS 384 African-American Women's Literature
TCXUS 385 African-American Lit. from Slavery to the Present
TCXUS 478 Literature of the Harlem Renaissance

TCXUS 479 Contemporary Native American Women's Lit.
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

- 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.):

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
TCXG 301 Intensive Spanish: Reading Skills
TCXG 302 Intensive Spanish: Conversational Skills
TCXG 303 Intensive Spanish: Practical Writing Skills
TCXIN 382 Society, Self & Worldview in Arts of China
TCXIN 384 Society, Self & Worldview in Arts of Japan
TCXUS 338 Hispanics in the United States
TIBCG 440 Medieval Technology and Urban Life
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
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
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 to focus on areas that are most pertinent to their needs and interests. Students are encouraged to develop their own areas of focus through the selection of coursework in collaboration with a faculty adviser. This concentration allows students to maximize the potential of interdisciplinary studies, gaining the skills they need to function successfully in a rapidly changing society and world. General Studies students pursue careers in a wide range of areas, including government, business, nonprofit management, journalism, education, and law. Many students planning to earn a post-baccalaureate certificate in elementary education choose this concentration because its flexibility allows them to gain a broad base of knowledge essential to successful elementary teaching. Depending on the focus they choose, General Studies students may pursue graduate studies in a range of disciplines.

Concentration graduation requirements

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, TESC or TQS prefix. In addition, a select list of other possible options is available. The list includes the following courses:
 - TCSIIN 438 Urbanization and the Environment
 - TCSIIN 440 Medieval Technology
 - TCSIUS 438 Environmental Law
 - TCXUS 477 Nature and the Environment in American Lit.
 - TIBCG 437 Technology in the Modern World
 - TIBCG 456 Environmental Ethics
 - TSMUS 421 Economics and the Environment
- 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 examine a variety of subjects and themes in an international context, including historical, cultural, artistic, political and economic patterns among and within nations. Students may choose to focus their studies on one or more world regions or specific themes. Students of Global Studies pursue careers in government, business, nonprofit management, the media, education and international law. Depending on the focus students choose, they may pursue graduate studies in area studies or related disciplines.

Concentration graduation requirements

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
 - OR
 - Two years of lower-division foreign language in a Western-European language
 - OR
 - One 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 its approval at least three quarters prior to graduation.
5. Identify at least two faculty sponsors for the concentration. The faculty sponsors attest to the intellectual soundness of the proposal and agree to provide whatever guidance they and the student may jointly decide is needed. They may also suggest changes in the previously approved written proposal or list of courses.
6. Obtain final approval from an Individually-Designed Concentration adviser.

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 interests, and play a strong role in national and cultural 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. This concentration is recommended for students pursuing a broad range of careers including: publishing, public relations, advertising 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 (5)
 - TQS 310 Statistics With Applications (5)
- And one of the following five-credit 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
 - TCXIN 372 Film Studies
 - TCXIN 481 Film Theory and Criticism
 - TCXUS 485 Media Genres
 - TIBCIN 450 Contemporary Theories of Culture
 - TIBCUS 353 Critical Approaches to Mass Communication
 - TIBCUS 354 Communication History
 - TIBCUS 451 Cultural Studies
 - TIBCUS 458 Children and Television
 - TSMIN 430 Global Networks, Local Identities
 - TSMUS 455 New Media Law and Policy

Student may choose either the Research or Professional track.

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 (*under development*)
 - Photojournalism (*under development*)
 - Web Design (*under development*)

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
 - TIBCUS 451 Cultural Studies
 - Hispanic Pop Culture (*under development*)
 - El Internet en Español (*under development*)
 - 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 Lit. 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 Lit.
 - 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 328 Third World Problems and Prospects
 - TSMIN 418 Interpreting Enigmatic India
 - TSMIN 425 Contemporary Issues in International Political Economy
 - TSMUS 410 Early American Politics, Constitution and Law
 - 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. 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

- TSMIN 300 International Interactions (taught by D'Costa)
- TSMG 312 Understanding the Real Economy
- TSMUS 325 Economics as a Way of Thinking

■ 40 credits with at least 10 credits (two courses) from each of the following categories:

Institutions:

- TSMG 426 History of Money
- 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 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 326 Modern Brazil
- TSMIN 410 Caribbean Basin: Selected Topics
- TSMIN 412 History of Vietnam
- TSMIN 414 Modern China
- TSMIN 415 Modern Japan
- TSMIN 416 Modern Korea
- 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. Drawing on the disciplines of political science, philosophy, sociology, history, economics, cultural studies and policy studies, this concentration examines political processes by emphasizing the role of values and social movements. This concentration prepares graduates to pursue careers or further study in government, law, planning, nonprofit and community work, international non-governmental organizations, social activism, journalism, business, teaching, and other fields of endeavor.

Concentration graduation requirements

Students must complete a total of 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*
- TSMUS 325 Economics as a Way of Thinking*
- TSMUS 417 Urban Problems and Policies*

■ 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
- TCSIUS 454 Communications Law
- 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 336 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

**These courses may be used to fulfill either a concentration context requirement or a concentration area requirement*

TCSIG 451 The Enlightenment
 TCSIG 452 Political Theory of Human Rights
 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
 TCSIUS 456 Community and Labor Organizing: a Multicultural Perspective
 TIBCG 430 Introduction to Public History
 TIBCG 437 Technology in the Modern World
 TIBCUS 354 Communication History
 TIBCUS 360 American Political Theory*
 TSMG 312 Understanding the Real Economy
 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
 TSMIN 435 Contemporary Geopolitics
 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 301 Intensive Spanish: Reading Skills
 TCXG 302 Intensive Spanish: Conversational Skills
 TCXG 303 Intensive Spanish: Practical Writing Skills
 TCXG 370 Understanding Literature: America & the Third World
 TCXG 372 Writing Effectively
 TCXG 380 Humanities Research and Writing Seminar
 TCXG 470 The Material World: Art and Artifacts
 TCXIN 376 Hispanic Film
 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...Arts of the Pacific
 TCXIN 477 Patronage, Religion, and Propaganda in European Art (1590-1750)
 TCXIN 478 Revolution, Industrialization, and Modernity in European Art (1780-1900)
 TCXUS 374 American Literary Movements, Genres and Historical Periods
 TCXUS 384 African-American Women's Literature
 TCXUS 385 African-American Lit. from Slavery to the Present
 TCXUS 476 American Women's Literature: 19th and 20th Century Texts
 TCXUS 477 Nature and Environment in American Literature
 TCXUS 479 Contemporary Native American Women's Lit.
 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*
 TIBGIN 350 Ancient Literature of Western Civilization
 TIBGIN 351 Modern Literature of Western Civilization
 TIBGIN 353 Medieval and Renaissance Literature of Western Civilization

TIBGIN 355 The Mind of Modernity*
 TIBGIN 357 The Greek Mind and Imagination
 TIBGIN 358 History of Philosophy: Medieval and Modern
 TIBGIN 450 Contemporary Theories of Culture
 TIBGIN 461 Religion and Church in Latin America
 TIBGIN 466 Modernity and Its Critics
 TIBGIN 457 Film and Politics
 TIBCUS 457 Ethical Issues in Mass Communications*

- 30 credits of upper-division electives. It is strongly recommended that these electives include one five-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. This concentration prepares students to pursue advanced studies in psychology and human services or careers in professions such as psychology, social work, counseling, community service, health service, and human resources.

Concentration graduation requirements

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

- 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
 TIBCUS 368 Adult Development

- 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

*These courses may be used to fulfill either a concentration context requirement or a concentration area requirement

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
 TCXIN 476 Latin American Women Writers
 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 Lit. from Slavery to the Present
 TCXUS 478 Literature of the Harlem Renaissance
 TCXUS 479 Contemporary Native American Women's Lit.
 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 476 Latin American Women Writers
 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 Lit.
 TIBCUS 368 Adult Development
 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
 TCSIUS 456 Community and Labor Organizing: a Multi-Cultural Perspective
 TSMG 312 Understanding the Real Economy
 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
 TCSIG 452 Political Theory of Human Rights
 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
 TCSIUS 456 Community and Labor Organizing: a Multi-Cultural Perspective
 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
 TIBGIN 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 328 Third World Problems and Prospects
 TSMIN 420 Theories of Political Violence
 TSMIN 433 Exploring Nazism
 TSMIN 435 Contemporary Geopolitics
 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 a total of 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 345 Women and Work in the United States
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 Lit. 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...Arts of the Pacific
TCXIN 481 Film Theory and Aesthetics
TCXUS 371 History of Rock 'n' 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 Lit. 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 Lit.
TIBCIN 350 Ancient Literature of Western Civilization
TIBCIN 351 Modern Literature of Western Civilization
TIBCIN 353 Medieval and Renaissance Literature of Western Civilization
TIBCIN 451 Medieval Quests
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.

COURSE DESCRIPTIONS

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

Communities and Social Institutions

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

Forms of inquiry from empirical laboratory or bench research to field work 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: Statistics or quantitative/symbolic reasoning course*

TCSIG 339 Psychology of Women (5)

Focuses on psychological and feminist framework for the examination of women's lives and development. Emphasis on how gender and sexism interact 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 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. 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 selected films. *May be repeated for credit with instructor's approval.*

TCSIG 431 Organizational Development (5)

Explores theory and research regarding developmental stages in the life of organizations, the role of structure from bureaucracy through modern down-sized, entrepreneurial forms, the relationship of management style and practices to growth in organizations, and the role of the human relations and organizational development practitioner.

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.

TCSIG 436 North American Regions (5)

Examines 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 approval.*

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. Emphasizes at-risk teenagers.

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.

TCSIG 452 Political Theory of Human Rights (5)

Examines understandings and influence of idea of human rights. Considers conflicts and contradictions between human rights claims and national sovereignty, cultural difference, democracy.

TCSIG 490A Special Topics: Abnormal Child and Adolescent Psychology (5)

Major theories of child and adolescent psychopathology are considered, and implications for diagnoses are addressed. Includes childhood depression and other mood disorders, mental retardation and autism, conduct disorders, learning disabilities and attention disorders, attachment disorders and childhood trauma, substance abuse and eating disorders.

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 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 as well as the urban "bias" and subsequent concentration of economic, political and cultural power.

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 seminar 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 term "popular movement," and discussions of contemporary trade unionism, grass-roots peoples' 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) which 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 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 (5)

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 and the American Humanics Certificate in Nonprofit Management.

TCSIUS 433 Organizational Structures and Sociocultural Systems (5)

A study of organizational culture, focusing on identifying archaic and ineffectual organizational principles and on 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)

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. Maximum 10 credits.*

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)

Discusses media's powerful sites for the construction and promotion of ideologies of gender, ethnicity, and class. Studies the socio-historical 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, impoverished communities and the middle class; 3) Americans' concepts of health, illness, and sexuality; 4) the medical care system and public health policy. We will give special attention to the meanings that are associated with AIDS in the media and among diverse groups within American society.

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 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 people 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.

**TCSIUS 456 Community and Labor Organizing:
A Multi-Cultural Perspective (5)**

Explores current community and labor organizing issues through intersections of gender, race, class and immigration. Discussions of labor movements, community and environmental coalitions, living wage, social justice and anti-sweatshop campaigns, in context of globalization. Case studies and issues vary. *Permission of instructor required.*

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

TCXG 302 Intensive Spanish: Conversation Skills (5)

Intensive skills-building course. Focuses on the components of language that will help students understand and speak Spanish: vocabulary development, grammar recognition and strategies to put background knowledge, understanding of cognates and other forms of transferable knowledge to work when listening to and speaking Spanish. *Not open to native speakers of Spanish.*

TCXG 303 Intensive Spanish (5)

An intensive skills-building course. Focuses exclusively on the components of language that will help students become better writers. Practical approach to vocabulary development, grammar review.

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)

Covers principles of news writing and reporting, including lead writing, Associated Press style conventions, news judgment, and ethical and legal issues.

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 369 Shakespeare (5)

Studies selected tragedies, histories and comedies of English playwright William Shakespeare. Students read the plays closely, discuss them in class and advance textually supported interpretations in writing. Covers the historical background both of Shakespeare's England and the settings of the plays themselves, as well as relevant theology, philosophy and natural science.

TCXG 372 Writing Effectively (5)

This course moves from an examination of personal writing toward a close study of interpretive writing that is analytical and critical. We will practice methods of gathering ideas, writing drafts, reorganizing, revising and producing advanced-level essays with clear, complex assertions backed by thorough explanations.

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 in critical, analytical writing teaches ways to evaluate and synthesize research so that it can be woven into sustained, persuasive essays. The class will study how to frame arguments and support them with logical discussion as well as pursue library research to develop bibliographies that emphasize scholarly writing.

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

TCXG 380 Humanities Research and Writing Seminar (5)

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.

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 Two-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. Coursework includes studio projects, journal/drawing book, reading and discussion, and research project. Additional art materials will need to be purchased by the student for this course. *One visit to the Tacoma Art Museum will be required outside of the regular class meeting times.*

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 or near Tacoma, Gig Harbor, Olympia and the Olympic Peninsula.

TCXG 384 Three-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)

Covers principles of drawing. Includes markmaking, outline, negative-positive relationships, proportion, perspective and composition. Intensive, hands-on coursework.

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)
Examines material culture, that is, artifacts created and used by human beings to cope with the physical world. The course will employ interdisciplinary methods drawing from, among other fields, art history, anthropology and museum studies. The combination of these and other methods, known as material culture studies, will be used with hands-on study of everyday objects, such as tools, clothing and buildings, as a means of understanding the world around us.

TCXG 471 Culture and Meaning in the Visual Arts (5)
Considers various ways of exploring the relationship of "art" to its cultural contexts. Specific topics may take either a U.S. or International focus, depending on student interests. *Recommended preparation: TCXG 382, 383, 384*

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. Covers how to establish and defend editorial policy, assemble literary selections, collaborate with writers and editors, conceive of magazine design, and evaluate contemporary literature within the context of current publications. *Recommended: One course each, upper-division writing and literature.*

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 Shakespeare play or a Jane Austen novel? Through investigation of one or two major directors' films, this course will explore not only consistencies of film style and thematic treatment through a director's work, but also important contemporary debates on film aesthetics. *May be repeated for credit with instructor's approval.*

TCXG 484 Writing Creative Nonfiction (5)

Studies the writing of creative nonfiction, a genre that uses the techniques of fiction to write nonfiction prose. Combines study of published writers with a workshop in which students critique each other's work. *Recommended: One other writing or literature course before enrolling*

TCXG 486 Feature Writing for Print Media (5)

Explores 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)

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 20th-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 politics and to other modes of cultural expression. Topics include narrative and non-narrative film; *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. Provides an understanding of different aspects of culture in the Spanish-speaking world and of film as an art form. *No knowledge of Spanish is required.*

TCXIN 377 Mexican Literature and the Search for National Identity (5)

Examines the ways in which Mexican writers represent themselves and their cultural heritage through literary texts. Focuses on Mexican literature and provides students with an understanding of different aspects of the culture. *No knowledge of Spanish required.*

TCXIN 381 Society, Self 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 Society, Self 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 Society, Self 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 Society, Self 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 and/or rejections of European ways, migrations, contemporary sovereignty movements, and vigorous re-assertions of local *mana* (modes of power, knowledge, and prestige) are common features of contemporary life in the Pacific that will be examined through the lenses of specific cases. Selected written and visual sources from and about the Pacific will be utilized as representations of Pacific Islanders’ ways of thinking about self, society and the real world.

TCXIN 476 Latin American Women Writers (5)

Examines novels, short stories, poetry, drama and essays by contemporary Latin American women writers. Includes themes such as dictatorship, political and sexual repression, colonialism, racism, class issues and the obstacles faced by women writers in a society where they are often considered second-class citizens.

TCXIN 477 Patronage, Religion and Propaganda in European Art (1590-1750) (5)

Explores the changing objectives of artists and their subjects under the impact of shifting patronage—public and private, sacred and profane. Emphasis is given to the role of art as propaganda in the service of institutions, governments and individuals during a time span that is referred to as the baroque and rococo periods. Of particular importance for a discussion of the artistic production of the era are the historic circumstances resulting from the Reformation and Counter-Reformation, the rise of the Dutch Republic and the decline of the aristocracy.

TCXIN 478 Revolution, Industrialization and Modernity in European Art (1780-1900) (5)

Covers artistic developments in England, France, Germany and Spain during the 19th century. Emphasizes the analysis of social, economic and political conditions—such as industrial progress and the struggle for democratic forms of government—as key influences on artistic production and the visual expression of the experience of modernity.

TCXIN 481 Film Theory and Aesthetics (Seminar) (5)

An introduction to the ways in which the 20th century's major film theorists have conceived of the raw materials, forms, and values and effects of the film medium. Consideration of what critical theory adds to the understanding and enjoyment of film. Covers a wide range of commercial and experimental films which exemplify—sometimes challenge—the ideas presented in readings.

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)

Provides overview of the diverse groups of people who are called “Hispanic” in the U.S., with emphasis on the significant cultural, political and economic influence that Hispanics have had on U.S. society. Examines literature, film, television shows, internet sites, popular magazines, music and folk art as forms of cultural expression, and discusses how they reflect and interact with political issues.

TCXUS 371 History of Rock 'n' Roll (5)

In-depth look at the musical, social, and political history of rock and roll. Begins with pre-rock era of the 1940s through the fragmented rock styles of the 1990s and beyond. Recorded examples and video clips underscore the tremendous changes in American popular music and culture brought by rock and roll.

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)

Examines the architecture of the United States from early Native American structures to late 20th-century buildings. Through slide lectures, readings and field trips, we will focus on issues concerning style, technology, regionalism, functions and reform to address the diverse forces that have shaped and continue to shape American architecture.

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 Literature (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)

Examines the cultural life of Americans from Colonial times to the eve of the Civil War. Topics will include, but are not limited to, Anglo/Celtic and Afro folk and church music, landscape and genre painting, regional and frontier literature, newspaper humor, popular culture, circus, Chautauqua and minstrel shows.

TCXUS 384 African-American Women's Literature (5)
Examines female slave narratives and novels from the Harlem Renaissance, social protest movement and the contemporary period. Examines how black women illustrate social constructions and intersections of race, gender and class. Readings, lectures and films will explore the political motivation and public response to black women's writing.

TCXUS 385 African-American Literature from Slavery to the Present (5)
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.

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.

TCXUS 478 Literature of the Harlem Renaissance (5)
Examines the images, themes, and characterizations in literature written by African Americans during the Harlem Renaissance. Writers include Johnson, Hughes, Larsen, Hurston, Cullen, Fauset, Thurman, White and McKay.

TCXUS 479 Contemporary Native American Women's Literature (5)
Examines novels, short stories and poetry by contemporary American Indian women authors. Addresses racial and gender oppression, reservation life, acculturation, political and social emergence, as well as the leadership role of Native American women. Writers include Erdrich, Silko, Hogan, Tapahonso and Harjo.

TCXUS 485 Media Genres (5)
Study of genre, the thematic classification of films (e.g. westerns, musicals) and television programming. Specific topics will vary, but might include comedy, news/documentary, musical, and social-problem melodramas.

Natural Science

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. *This course is not for Environmental Science majors.*

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. *Required for Environmental Science (B.S.) students; highly recommended for Environmental Studies (B.A.) students.*

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 (5/6)
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 (lab not offered in all years).

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 interdisciplinary field of conservation biology. Additionally, one or more case studies (e.g. the cleanup of Lake Washington, the Exxon Valdez oil spill, federal listings of northern spotted owls and local salmon runs) from the Pacific Northwest will form fodder for our discussions as we explore the scientific and human elements of biodiversity decision making.

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: Two or three quarters Introduction to Chemistry sequence and TESC 300 or TESC 310 or equivalent.*

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 and exposure.

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, 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 nonrenewable energy resources, their distribution, availability, patterns of use and impact on the environment. It will evaluate relative energy efficiencies as well as political and economic impacts on energy use.

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: Two or three quarters Introduction to Biology sequence and TESC 300 or TESC 310 or equivalent.*

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 the oceans 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 affect ocean resources. Explores topics including the Northwest indigenous seagoing 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. A collaboration with the Sea Education Association (SEA). *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 affect 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). *Some biological background highly recommended*

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 TESC 310 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: Two or three quarters Introduction to Chemistry sequence and TESC 300 or TESC 310 or equivalent.*

TESC 438 Environmental Biology: Marine Invertebrates (6)

Examines the structure, function, life histories, ecology and evolution of major groups of marine invertebrate animals. Lectures, discussions, images and library research are augmented by laboratory work with live organisms whenever possible. Integrates details of biodiversity with issues and concepts from ecology and environmental science. *Prerequisite: Two quarters introductory biology.*

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: TESC 340 or TESC 438, an introductory biology series, 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: TESC 340 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.

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)

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 and/or expressions of primal traditions and seminal thinkers including Thoreau, Muir, Leopold, and Naess. In addition, the ongoing philosophical dialogue attending the contemporary environmental crisis will be examined.

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 (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 448 Arts Administration (5)

Surveys and analyzes the social, cultural, economic and creative foundations of cultural management and arts administration. Emphasis is placed upon critical and creative thinking in evaluating the role and function of nonprofit arts institutions within the complex fabric of contemporary society.

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).
Prerequisite: Permission of instructor

TIBCG 455 Medicine and Morality: Issues in Biomedical Ethics (5)

Provides students with knowledge of ethical theory which is then applied to questions in medicine such as right to die, allocation of scarce medical resources, informed consent and patient confidentiality.

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 versus deep ecology, and environmental aesthetic theory.

TIBGIN 350 Ancient Literature of Western Civilization (5)

Examines works of literature and philosophy of ancient Western civilization as the foundation for subsequent Western writing and thought. May include Homer's *Odyssey*, Sophocles' *Oedipus the King*, Plato's *Apology*, and Virgil's *Aeneid*.

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*.

TIBCIN 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*.

TIBCIN 354 History of the Concept of Culture (5)

Investigation of the history of the concept of culture, from its origins in the 19th-century notions of “race” and “evolution,” through its later development in 20th-century popular and anthropological usages.

TIBCIN 355 The Mind of Modernity (5)

Looks at how since the 16th century, new and competing ways of understanding ourselves, the natural and human worlds, and our place in them, have defined European modernity. Materials are a selection of original artistic, scientific, philosophical and literary texts. Reading, discussion and writing will be emphasized.

TIBCIN 356 History of Christianity (5)

Christian religion, including doctrine, practice and church organization, from the time of Jesus Christ to the present, examining the religion’s influence on culture, politics and society.

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 360 History of Philosophy: Modern and Contemporary (5)

Examines movements including idealism, pragmatism and existentialism in historical context to discover ways in which they are responses to past ideas and ways in which they are new. Focuses on the way issues in philosophy remain the same even as ways of thinking about them change.

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 worldview and of Zen as an East Asian reshaping of Indian Buddhism. Reading and discussion of Taoist and Zen materials.

TIBCIN 450 Contemporary Theories of Culture (Seminar) (5)

Recent anthropological theory and contemporary cultural theory. The course will be organized either around trends in cultural theory, such as structuralism and semiotics, British cultural studies, critical theory and postmodernism; or topically, such as ideology, culture, and cultural resistance; ethnocentrism, relativism; class and race; the social body; self and other; gender and sexuality. *May be repeated for credit with instructor’s approval.*

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.

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 socio-economic 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.

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. Themes selected will include the impact of Cartesian philosophy, science and rationality on our concepts of the world, ourselves, our bodies, time and human relations.

TIBCUS 353 Critical Approaches to Mass Communication (5)

Critically examines the role of mass communication in producing and reproducing cultural meaning in contemporary U.S. society. Various media will be studied, including print, sound and film recording, broadcast and new media.

TIBCUS 354 Communication History (5)

Considers communication history not merely in terms of media history but as a complex matrix of patterns, systems and technologies that are central to human history. Includes development of different forms of communication and the intertwining of the history of mass communication with the history of other social institutions.

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 368 Adult Development (5)

This course examines adult development, beginning with the transition to adulthood through young, middle and old adulthood. Special attention is placed on examining diverse individual experiences and social/contextual factors in the United States and their effect on the changes, choices, opportunities, and paths through adulthood.

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 (Seminar) (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 Communication (5)

Critically examines the relationship between the mass media and American society. Focuses on the individual journalist as a link between the two. Through a study of ethical theories and of the social, political and economic context of the media, evaluates the professional and ethical dilemmas of the journalist.

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)

Explores the religious traditions of a specified North American cultural area. A particular course of study is offered on the following rotation: a.) Arctic-Subarctic, b.) Eastern Woodlands-Southeast, c.) Plains-Basin, d.) Southwest-California, and e.) Northwest Coast-Plateau. Mythological themes, metaphysical beliefs, values and ritual practices are explored for each cultural area. *May be repeated for credit with instructor's approval.*

TIBCUS 466 Life and Thought: Martin Luther King, 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.

Quantitative Studies**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.*

States and Markets**TSMG 312 Understanding the Real Economy (5)**

Offers a matter-of-fact understanding of the economic system we live in. Covers economic concepts and research on an institution of choice, such as the commercial enterprise, banking, the new economy, the environment and the agricultural sector, and the prison system.

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. Major theories include liberal, Marxist, modernization, dependency, world systems, and the “new comparative 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. Critical analysis of assumptions about women’s responses to social change which have guided research and development planning. Examines cultural practices, economic arrangements and government policies in order to understand opportunities and obstacles confronting women in developing countries today.

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 examines the question whether economic and technological backwardness will be a permanent feature of the modern world.

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, world views, 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 on the historical origins, theories, basic documents, personalities, institutions, and legal and political processes which have promoted international human rights as a widely accepted legal and moral foundation for a just world order.

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 the 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 Nicaragua. The course will begin with political theories of revolution; then it will discuss the historical process which accomplished each of the four revolutions and end with a discussion of how these revolutions established political legitimacy and culture.

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, sociological analysis of various Latin American institutions (the Church, the military, the labor movement, etc.), a consideration of migration issues and development economics, and a brief section on culture. The course concludes with an examination of contemporary Latin American political and social issues.

TSMIN 326 Modern Brazil (5)

This interdisciplinary course will trace the development of modern Brazil from independence to the present. Of particular interest will be the development of the military, the modernization of the Brazilian economy and the role of the popular sectors. The concepts of modernization/developmentalism, populism, and corporatism will be discussed. The course will also cover contemporary issues such as environmental degradation and urban violence. The course will be comprised of both lectures and seminar-style discussions. Through class discussions, readings, lectures, and papers, students should develop their skills of critical analysis and enhance their expressive capabilities—both oral and written.

TSMIN 328 Third World Problems and Prospects (5)

An examination of contemporary issues and problems faced by the developing world. Economic development, resource use and aspects of neocolonialism are considered. Selected topics relevant to individual Third World regions are discussed and case studies are presented.

TSMIN 329 Making of Modern Africa (5)

This course aims at seeing how Africa's societies came to be as they are today. The course concentrates on international and global movements of capital, technology, commodities, people and ideas and with their effects on the way people live. It will focus on the part played by Africa and African peoples in these global movements.

TSMIN 410 Caribbean Basin: Selected Topics (5)

Selected themes concerning the region comprised of the Caribbean Islands, Central America, Venezuela, and Colombia. The course will focus on a different topic or micro-region each quarter. *May be repeated for credit with instructor's approval.*

TSMIN 412 History of Vietnam (5)

Examines Vietnamese history, culture and society from the earliest days through the 1980s.

TSMIN 413 Premodern 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 premodern 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 an historical framework, this course will examine China's transformation from imperial rule to "People's Republic" by exploring political and economic change, and just as importantly, social, cultural and intellectual change.

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)

Establishes broad, inclusive definitions of violence. Review of the theoretical discourse on the nature of violence as a political phenomenon. Themes include terrorism (both nonauthoritative 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.

TSMIN 421 Human Rights in Emerging Democracies: Eastern Europe and Latin America (5)

Examines the role of human rights in the context of democratization. Compares emerging democracies in Eastern Europe with counterparts in Latin America and develops an understanding of the relationship between the two phenomena.

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 21st century opens, pressing issues confronting both industrialized and underdeveloped societies are addressed. Topics and themes will vary and may include one or more of the following: the international debt crisis; the changing international division of labor; poverty and inequality in the world economy; liberation movements; internationalization of production and regional disruptions in the U.S.

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.

TSMIN 434 The Pacific War

Traces the Pacific War, examining the emergence of modern Japan, the sources of conflict in Asia and between Japan and the United States, the battles that comprised the war, the homefronts of the involved nations and the war's end and its impact on Asia and the world.

TSMIN 435 Contemporary Geopolitics (5)

This course explores geopolitical concepts and relates them to contemporary global issues and debates. It examines both the influence of geography on politics and the geography of politics.

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 321 Civil War (5)

Traces the reasons for the bloodiest of our wars, using contemporary and primary sources. Details the political and military strategies of both the North and South. Addresses the question of whether this war that cost the lives of over 600,000 Americans was a triumph or a tragedy.

TSMUS 322 American Labor Since the Civil War (5)

A history of workers and labor institutions from the era of industrialization to the postindustrial era, focusing on labor-management conflict, the rise and fall of unions, and on the role of government, the media and other forces in determining events. The course will conclude with an assessment of labor today.

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. *May be repeated for credit with instructor's approval.*

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 a 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 individuals' educational attainment; debate over school vouchers; and the economic returns of 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 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 the public subsidy of stadiums can be justified.

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.*

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.*

TIAS 498 Directed Readings (1-5; max. 15)

Individual advanced research projects 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 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.*

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.*

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.*

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

Luther Adams

Assistant Professor, Interdisciplinary Arts and Sciences; History, Ph.D., University of Louisville, 2002.*

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.

Kima Cargill

Assistant Professor, Interdisciplinary Arts and Sciences; Clinical Psychology, Ph.D., University of Texas at Austin, 2002.*

Robert Crawford

Associate Professor, Interdisciplinary Arts and Sciences; American and Cultural Studies; Ph.D., University of Chicago, 1974.

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.

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Professor, Interdisciplinary Arts and Sciences; Film Studies, Comparative Literature, Women's Studies; Ph.D., University of Washington, 1978.

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Mary Hanneman

Senior 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.

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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.

Rachel May

Associate Professor, Interdisciplinary Arts and Sciences; Latin American Studies; Ph.D., Tulane University, 1993.

Nita McKinley

Assistant Professor, Interdisciplinary Arts and Sciences; Developmental Psychology, Ph.D., University of Wisconsin-Madison, 2002.

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.

Solimar Otero

Assistant Professor, Interdisciplinary Arts and Sciences; Folklore and Folklife, Ph.D., University of Pennsylvania, 2002.*

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

Associate 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.

**Degree pending.*

Nursing



The Nursing program focuses on the discovery and dissemination of knowledge that promotes health. The curriculum emphasizes and fosters the integration of teaching, inquiry and service within a community of learners. Partnerships with the community assist the program in providing learning environments in which learners build upon their skills and knowledge to strengthen their understanding of local, national and global health issues. The Nursing program at the University of Washington, Tacoma, provides two degree opportunities for registered nurses: a Bachelor of Science in Nursing (B.S.N.) and a Master of Nursing (see page 168). 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. The Nursing program is 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 lifelong learning.

PROGRAM OVERVIEW

Students in the B.S.N. program are registered nurses who have completed the initial phase of their education through an associate degree or diploma nursing program. As most students in the 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 B.S.N. 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 B.S.N. curriculum focuses on critical thinking, responses to health and human functioning, nursing intervention and person-environment interaction within a context of cultural diversity. An interdisciplinary emphasis encourages an understanding of a broad range of ideas, knowledge and methods of study.

OVERVIEW

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WCG 223

Campus mailbox
358421

Web site
www.tacoma.washington.edu/nursing

Director
Marjorie Dobratz, R.N., D.N.Sc.

Program Administrator
Nan West

Adviser
Dannah Madden

PROGRAM GOALS

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 B.S.N. program must meet the following requirements:

- Current unrestricted 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; nursing clinicals apply)
- A cumulative GPA of at least 2.0 in all college coursework

- A minimum of 90 credits in associate and prerequisite coursework
- A minimum grade of 2.0 in each of the prerequisites shown in the chart on the next page.
- Advanced placement amounting to 45 credits earned through successful completion of **RN licensure examination**.
- Meets essential behaviors for admission.

APPLICATION PROCESS

The UWT B.S.N. 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 B.S.N. adviser before mailing application.
- Two official transcripts reflecting all previous academic and nursing coursework. High school transcripts should be submitted if foreign language was completed in high school.
- Goal statement addressing reason for pursuing a B.S.N., expectations and outcomes desired for 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, current CPR certification and unrestricted RN license. 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 B.S.N. 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 B.S.N. 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 (four to nine 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.

NURSING (BSN) PREREQUISITES	
Visual, Literary and Performing Arts (Humanities)	15 credits May be met through coursework at UWT
Foreign Language	Two years in high school or 10 credits of one language at the college level
Individuals and Societies (Social Science)	15 credits May be met through coursework at UWT; college-level foreign language or composition can meet this requirement
Writing	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
General or Inorganic Chemistry	5 credits
Anatomy and Physiology	10 credits May be satisfied by Excelsior exam
Microbiology	3-5 credits May be satisfied by Excelsior exam
Advanced Mathematics	5 credits May be petitioned
Statistics	3-5 credits May be taken at UWT
Electives	varies
TOTAL	90 credits

GRADUATION REQUIREMENTS

To earn the B.S.N. degree, students must:

- 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 advanced placement credits via R.N. licensure examination
 - 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 institutional 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. *Prerequisites: 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. *Prerequisites: 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 Initial Connected Learning (1)

Small group learning community. Focuses on dialogue, understanding others' perspectives, building community and integration of concurrent learning in other courses.

TNURS 451 Final Connected Learning (1)

Dialogue with faculty and peers about professional goals and the effects of the B.S.N. program on scholarship and practice. Discusses transition from the BSN program into a new role in professional practice.

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.

Electives

THLTH 305 Statistics: Learning from Data (5)

Examines concepts and practice of statistics in health and social sciences. Emphasizes applications in the three major areas of statistical practice: data analysis, organizing and describing data; data production, sampling and design; and statistical inference, drawing conclusions. Uses working with genuine data to enhance abilities to actively apply statistical concepts.

THLTH 410 Environmental Justice (3)

Explores the relationships between environmental issues and people of color and low-income communities from both local and global perspectives. *Offered jointly with TURB 410.*

THLTH 420 Holistic Health (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 450 Perspectives in Medical Anthropology (5)

This course is an introduction to the field of medical anthropology. We will examine the relationship between society, illness and healing by applying theoretical perspectives used by medical anthropologists. While examples from other cultures will be used, the goal of this course is to gain an understanding of Western society through a comparative approach to the symbolic, social and political construction of the body in illness and health.

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), in 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 Projects 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

Associate Professor, Nursing; R.N.; Ph.D., University of Washington School of Nursing, 1996.

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Associate Professor, Nursing; R.N.; Ph.D., University of Texas, 1983.

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.

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.

Christine Stevens

Lecturer, Nursing; M.P.H.; Ph.C., University of Washington, 2001.

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.

Social Welfare



Developed in collaboration with and under the auspices of the University of Washington School of Social Work, the Alternative Bachelor of Arts degree in Social Welfare prepares learners for entry level and generalist practice as providers of social services and includes a combination of field experience and classroom learning. The Social Welfare program at the University of Washington, Tacoma is accredited by the Council on Social Work Education as the Alternative Bachelor of Arts degree in Social Welfare for the University of Washington, Seattle School of Social Work.

The Social Welfare program is dedicated to preparing competent, ethical, and culturally sensitive social workers with specialized knowledge and skills who are committed to evidence-based practice and to planned social change.

A deep commitment to equity and cultural diversity is brought to the development of the program. The program's mission gives special attention to the poor and oppressed, including people of different ethnic and racial groups, sexual orientations, physical and mental abilities and women.

The Bachelor of Arts degree program in Social Welfare is designed for students in the South Puget Sound region who are committed to providing more effective social services to populations experiencing social and economic difficulties.

Graduates with a degree in Social Welfare are prepared to accept professional social work positions in a variety of settings. Typical positions for social welfare graduates are those that serve children, families, older persons, individuals with developmental disabilities, persons with severe and persistent mental illness, individuals who abuse alcohol and drugs, and those

who are in the criminal justice system, health and long-term care agencies, and public social services. In providing these services in agencies and organizations, graduates are engaged in a wide range of roles, including caseworkers, family advocates and social services employees at community agencies, mental health centers and chemical dependency settings, to identify just a few.

CURRICULUM OBJECTIVES

Graduates of the Bachelor of Arts program in Social Welfare are expected to:

- Apply entry-level social work practice skills to individuals, families, groups, communities and organizations;
- Demonstrate a professional use of self and the ability to use supervision and consultation;
- Practice effectively within agencies and delivery systems and to identify, plan and pursue needed agency and system improvements;
- Demonstrate knowledge of and commitment to social work values and ethics;

OVERVIEW

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Web site
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Director
Marcie Lazzari, Ph.D.

Program Administrator
Terri M. Simonsen

Adviser
Jill Haugen

- Demonstrate understanding and tolerance for differences based on gender, ethnicity, religious creed, sexual orientation, class, and physical and developmental disabilities;
- Understand the ways in which oppression and discrimination, and social and economic disadvantage put people in need of social work intervention;
- Understand the strengths and empowerment perspectives in social work practice and research;
- Understand the history of the American social welfare system, the emergence of the social work profession, and the relations between the two;
- Understand the growing prevalence of economic inequality, the distribution of poverty and societal remedies to resolve these problems;
- Analyze the impact of social policies on client systems, workers, and agencies;
- Apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, and communities);
- With the help of supervision, demonstrate knowledge and skills in the basic processes of scientific inquiry to guide and evaluate practice;
- Understand the ethical application of information technology in generalist social work practice;
- Apply basic critical thinking skills to generalist social work practice;
- Use effective oral and written communication skills with a range of client populations, colleagues and members of the community.

ACCREDITATION

The curriculum for the program mirrors the course of study that has been approved for the Bachelor of Arts degree in Social Welfare at the University of Washington, School of Social Work in Seattle. As the Alternative Bachelor of Arts degree in Social Welfare at UWT, and with regard to the requirements for accreditation by the Council of Social Work Education (CSWE), the course of study is prescribed accordingly and meets the standards for accreditation.

SOCIAL WELFARE PREREQUISITES

Foreign Language	Two years in high school or 10 credits of one language at the college level. American Sign Language may be used to meet this requirement.
Visual, Literary and Performing Arts (Humanities)	15 credits College-level foreign language credits may apply to this requirement.
Individuals and Societies (Social Science)	15 credits • Introductory or survey course in psychology • Introductory or survey course in sociology • Introductory, survey, micro or macro course in economics
The Natural World (Natural Science)	15 credits Must include approved* course in human biology.
Mathematics	Three years of high school math to include algebra, geometry and second-year algebra or a course in intermediate algebra at the college level.
Quantitative/Symbolic Reasoning**	5 credits A course in quantitative or symbolic reasoning above the level of intermediate algebra (e.g., symbolic logic, statistics,*** Math 107, microeconomics).
Writing	15 credits Five credits of English composition, plus 10 credits of writing-intensive courses are required. The writing-intensive courses may also count toward the Humanities, Social Science or Natural Science requirements.
Electives	varies
TOTAL	90 credits

* Please contact the Social Work program office at (253) 692-5820.

** Students who enrolled in college for the first time prior to Autumn 1985 are exempt from this requirement.

*** Please note, statistics is a required course in this program; however, applicants who completed statistics with at least a grade of 2.0 within the last five years will not be required to take a statistics course at UWT.

COURSE OF STUDY

The Social Welfare program admits students in Autumn Quarter only as a cohort. Required classes must be taken in sequence over a two-year period. The Social Welfare curriculum consists of a 90-credit program comprised of these major areas:

- Foundation courses
- Social work practice courses
- Practicum combined with practicum seminars
- Social welfare electives
- General electives

Students will be required to complete 15 credits of social welfare approved electives, including a statistics course at UWT. Applicants who have completed statistics with a grade of 2.0 or better within the last five years will not be required to take a statistics course at UWT.

ADMISSION REQUIREMENTS

Applicants for the Social Welfare program must fulfill the following minimum qualifications.

Educational Qualifications

- A cumulative GPA of at least 2.0 in all college-level coursework
- A minimum grade of 2.0 in each Social Welfare prerequisite course (psychology, sociology, economics and human biology).
- Completion of prerequisite coursework (see chart at left). Social Welfare prerequisites may not be taken satisfactory/not satisfactory (S/NS).

Admissions Essay

The Social Welfare Program Admissions Committee asks that each applicant write a two-page essay that covers the following guidelines. The essay should be type written, double-spaced with a font size of 12.

Please give a brief (one page maximum) autobiographical statement that supports your interest in a social work career. To the extent possible, include information regarding:

- Any specific obstacles that you have met or overcome;
- Examples of leadership;
- Other influences (either positive or negative) that shaped your interest in social work.

Please describe your volunteer or work experiences that relate to social services (one page maximum). Include a brief discussion of:

- Your duties as a social service provider;
- What you learned from the experience;

- How the experience has influenced your career goals;
- Any involvement with disadvantaged populations;
- Any involvement with social issues.

The admissions essay is a critical element in the review of each applicant's qualifications. Applicants are urged to carefully follow the instructions provided regarding the essay and to be as thorough as possible within the essay length limits.

Resume

Please provide a resume of experience that would include the following:

- Any social service experiences (paid or volunteer) – dates and total hours of involvement;
- Any special awards, achievements, honors that you may have earned;
- Special skills (e.g., bilingual skills, artistic talent, research skills).

Social Welfare Requirements Form

The Social Welfare program admits students as a cohort in Autumn Quarter only.

Background Check Forms

- Washington State Patrol Request for Criminal History Information (*Complete Section C only*)
- Disclosure Statement
- Authorization for Repeat Background Checks and Dissemination of Results

ACADEMIC STANDARDS

In order to maintain satisfactory progress in the Social Welfare program, an admitted student must meet the following criteria:

- **Maintain a 2.5 cumulative GPA in required Social Welfare courses and a 2.0 cumulative UWT GPA.**

A student whose Social Welfare cumulative GPA falls below 2.5 in any quarter will be placed on academic probation. Once on academic probation, the student must contract with the Social Work Program Director to formulate an action plan for improving his or her GPA and attain at least a 2.75 GPA for each succeeding quarter until the Social Welfare GPA is raised to a 2.5. Students who continue on probation will be reviewed by the Director and may be suspended from the program for low scholarship.

A student is removed from probation at the end of the quarter in which a Social Welfare GPA of 2.5 or better is achieved and a UWT cumulative GPA of 2.0 or better is reached, and any conditions for reinstatement and satisfactory progress have been met.

- **Earn a minimum 2.0 grade (or credit in courses taken C/NC) in each required Social Welfare course.** A student who earns a grade of less than 2.0 in any required Social Welfare course will be placed on academic probation for one or more quarters. A student placed on probation may be asked to retake a required course the next time it is offered. This may delay the student's practicum by one year. With the approval of the program offering the course, a student may repeat a course once. Both the original grade and the second grade will be computed in the student's GPA, but credit will be given only once.

Required Social Welfare courses are TSOCW 300, 311, 312, 320, 390, 402, 403, 404, 405 and 415.

- **Satisfactorily complete the first year required courses before proceeding into the practicum and practicum seminar.** Social Welfare students are guaranteed access into first- and second-year TSOCW required courses. In order to begin the practicum (TSOCW 415), the student's TSOCW 311 instructor must recommend that the student is ready for placement.
- **Maintain continuous enrollment.** A student who begins the program and then withdraws from the University for more than one quarter (excluding Summer Quarter) will have to re-apply to the program to be re-admitted. If re-admitted, the student must meet with the program director to prepare a revised program of study. The director will determine which courses may or may not be applicable to the current curriculum and which courses must be completed for the degree.

GRADUATION REQUIREMENTS

To qualify for graduation with a Bachelor of Arts degree in Social Welfare from the University of Washington, Tacoma, a student must:

- Be a matriculated Social Welfare student in good academic standing with the University of Washington, Tacoma.
- Satisfy all General University Requirements for graduation.
- Satisfy all prerequisite requirements for entrance into the Social Welfare program.
- Must complete a recent introductory statistics course with a minimum grade of 2.0. Please see a program adviser for details.
- Complete a minimum of 180 credits, 90 of which must be upper-division (300-400 level) coursework. At least 45 of the last 60 credits of upper-division work must be taken in residence at UWT.
- Must maintain a minimum cumulative GPA of 2.5 in all required Social Welfare coursework.

- Earn a minimum grade of 2.0 in each required departmental course.
- Must have a minimum 2.0 GPA for all UWT coursework at graduation.
- Complete 52 credits of core courses in Social Welfare to include:
 - TSOCW 300 Social Welfare: Historical Approaches (3)
 - TSOCW 310 Social Welfare Practice I (3)
 - TSOCW 311 Social Welfare Practice II (3)
 - TSOCW 312 Social Welfare Practice III (3)
 - TSOCW 320 Social Welfare: Contemporary Approaches (3)
 - TSOCW 390 Introduction to Social Welfare Research (5)
 - TSOCW 402 Human Behavior & the Social Environment I (3)
 - TSOCW 403 Human Behavior & the Social Environment II (3)
 - TSOCW 404 Cultural Diversity and Justice (5)
 - TSOCW 405 Practicum Seminar (3-9)
 - TSOCW 415 Practicum (4-12)
- Complete 15 credits of approved Social Welfare electives.
- Complete 23 credits of additional (general) electives.
- Apply for graduation with a program adviser by the deadline posted by the Social Work program for your expected date of graduation.

COURSE DESCRIPTIONS

For the most current course information, please consult the Social Work Web site: www.tacoma.washington.edu/social.

TSOCW 300 Social Welfare: Historical Approaches (3)

Stresses the origin of social welfare policies, beginning with the Elizabethan Poor Law of 1601. Issues of poverty, as well as the development of publicly-funded income maintenance programs, and an understanding of the historical roots of social work are central to this course. *Required for all Social Welfare majors. Open to non-majors.*

TSOCW 310 Social Welfare Practice I (3)

Provides an introduction to the roles, tasks and functions of the social welfare practitioner and to theories and methods of intervention; a conceptual framework for social work practice with individuals, families and small groups; and an opportunity to develop skills in problem assessment, intervention, termination and evaluation.

TSOCW 311 Social Welfare Practice II (3)

Provides an introduction to the roles, tasks and functions of the social welfare practitioner and to theories and methods of intervention; a conceptual framework for social work practice with individuals, families and small groups; and an opportunity to develop skills in problem assessment, intervention, termination and evaluation. *Pending course approval. Prerequisite: TSOCW 310*

TSOCW 312 Social Welfare Practice III (3)

Focus on macro systems in a diverse society using the generalist perspective. The implications of system resources and configurations for meeting human needs are considered. The role and function of generalist social workers to understand and advocate for system development and change is emphasized. *Pending course approval. Prerequisites: TSOCW 310, 311*

TSOCW 320 Social Welfare: Contemporary Approaches (3)

Current policy and program developments in the social welfare field. Topics include income maintenance proposals, the emergence of programs to treat specific social dysfunctioning (mental health services) and the growth of a service-oriented society. *Required for Social Welfare majors. Open to non-majors. Prerequisite: TSOCW 300*

TSOCW 350 Human Biology for Human and Social Services (3)

Examination of human life at the cellular level contextualized through the social environment. Emphasis upon cells, systems and individual development and functioning. Coverage of relevant theoretical frameworks commonly used in biological sciences, human services and social work will be used to address biological issues with clients in social and community contexts.

TSOCW 390 Introduction to Social Welfare Research (5)

Introduction to the logic of the scientific method as applied to social work/welfare practice, design and conduct of a research study, data collection and summarization. Skill development in critical consumption of social welfare research. *Pending course approval. Prerequisite: Completion of an introductory statistics course with a 2.0 (C) grade or higher*

TSOCW 402 Human Behavior and the Social Environment I (3)

Focuses on person-in-the-environment for individuals and family development across the lifespan. Utilizes developmental and social systems perspectives in seeking to understand and influence human behavior across diverse backgrounds. Addresses dynamics and processes of families, small groups, organizations and community systems. *Required for Social Welfare majors.*

TSOCW 403 Human Behavior and the Social Environment II (3)

Focuses on person-in-the-environment for individuals and family development across the lifespan. Utilizes developmental and social systems perspectives in seeking to understand and influence human behavior across diverse backgrounds. *Prerequisite: TSOCW 402*

TSOCW 404 Cultural Diversity and Justice (5)

History and culture of disadvantaged and oppressed groups served in social welfare generalist practitioners. *Pending course approval.*

TSOCW 405 Practicum Seminar (3-9)

Integrates social work practicum experiences with prior and concurrent coursework in social sciences, social work and research. Includes discussion of class presentations and simulations of practice situations that combine knowledge and skill utilization. Student logs provide a basis for individual goal identification and achievement. *Pending course approval. Open only to Social Welfare seniors. Prerequisite: TSOCW 312*

TSOCW 415 Practicum (4-12)

Students are placed in selected social service agencies and accept beginning social service assignments under the supervision of competent agency personnel. *Pending course approval. Credit/no credit only. Prerequisites: TSOCW 312*

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.

Marian S. Harris

Assistant Professor, Social Work; Kinship Care, Child Welfare and Mental Health; Ph.D., Smith College School for Social Work, 1997.

Robert L. Jackson

Associate Professor, Social Work; Rural and Community Mental Health, Group Work, Direct Social Work Practice; Ph.D., University of Utah, 1991.

Janice H. Laakso

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.

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 on page 110 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

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Program office
WCG 324

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Web site
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, Campus Box 358435, 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.

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 for learning to teach mathematics; also develops 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*

TEACHER CERTIFICATION PREREQUISITES

Writing	3 credits
Math	5 credits One course at 100-level or above to cover the essential areas of number sense, measurement, algebraic sense
Life Science	3 credits Courses in biology, botany, zoology, physical anthropology or environmental science
Physical Science	3 credits Courses in astronomy, chemistry, geology, physics or environmental science
U.S. History	3 credits
Arts	3 credits Courses in visual arts, performing arts or art history
Child Development	3 credits
Technology	3 credits One technology-related course or demonstrated competence
TOTAL	26 credits (minimum)

TEDUC 462 Social Studies Methods (3)

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 490 Service Learning Practicum in Education (3)

Course takes a service-learning approach to introduce undergraduate students to the profession of teaching. Roles and responsibilities in teaching and learning are experienced through directed K-8 classroom observations, and university instruction, using individual and group reflection. Required for all students completing the IAS Education minor. Meets the requirement of 40 hours of experience, prerequisite to entry into the UWT Teacher Certification program.

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.

Robert W. Howard

Assistant Professor, Education; Cultural Foundations; Ed.D., Harvard University, 1986.

Diane B. Kinder

Associate Professor, Education; Elementary Education; Ph.D., University of Oregon, 1987.

Richard K. Knuth

Assistant Professor, Education; Educational Administration (secondary area in Business Administration); Ph.D., University of Washington, 1983.

Belinda Y. Louie

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 bachelor of arts degree. This program takes an interdisciplinary approach to the to the social, economic, historical, environmental and political processes and issues affecting urban areas.

WHY URBAN STUDIES?

The degree explores both the theoretical nature of societies and the practical application of working to change or improve the society. Course topics include society and culture, urbanization, environment, planning, race and poverty, and economic development, all of which can be enhanced by field experience, internships, or research projects. A strong research component is required so the application of theory may be tested in a real-world situation. This prepares strong graduates to enter the workforce or continue their education with graduate or professional study in fields such as law, public administration, planning and education.

Students who complete the program may qualify for a wide variety of jobs in the public and private sectors including housing and community development, planning, transportation, government agencies and human services. These are areas that interact in ways that the entire community benefits.

Various academic minors complement the degree so as to broaden students' understanding of certain topics such as nonprofit management, environmental studies, human rights, public history, restoration ecology, education and computing and software systems.

EDUCATIONAL EMPHASIS

Urban Studies has built its curriculum around three **competency goals**, which are to:

- 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.

Learning outcomes:

- Approach urban issues from an interdisciplinary perspective;
- Apply analytic and quantitative skills to assess and develop strategies to resolve urban issues;

OVERVIEW

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Director
Brian Coffey, Ph.D.

Program Administrator/Adviser
Julia Smith

- Compare and contrast approaches used in designing and undertaking research in urban studies;
- Demonstrate effective written and oral communication skills;
- Demonstrate appreciation for the diverse nature of urban populations and the social justice issues many of these populations face.

COURSE OF STUDY

The Urban Studies program admits students for all quarters (except summer). The curriculum consists of a 58- or 59-credit set of required core area coursework:

- Core courses 33-34 credits
- Core electives 25 credits

In addition to the core areas, students will be required to complete 31-32 credits of general electives at UW Tacoma. Students may focus on an in-depth area of study (i.e. minor or certificate) or explore the liberal arts, business administration, social work, education, or health-related fields. Upper-division transfer credits from other four-year institutions may apply to the general elective category. An adviser will evaluate transcripts upon request.

Core

Urban Studies students begin their course of study with 33-34 credits of required foundation 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 a techniques course (statistical analysis, qualitative methods, or GIS).

- TURB 301 The Urban Condition (5)
- TURB 310 Urban Society & Culture (5)
- TURB 316 Cities and Citizenship (5)
- TURB 320 Introduction to Urban Planning (5)
- *One of the following courses:*
Quantitative Methods/Statistics (5)
Qualitative Methods (5)
Maps and GIS (6)
- *One of the following courses:*
Community and Economic Development (3)
Housing Policy and Programs(3)
Planning and Development in the Puget Sound Region (3)
Urban Government and Organizations (3)
- Capstone Research Seminar (5) (taken during final quarter)

URBAN STUDIES PREREQUISITES	
Visual, Literary and Performing Arts (Humanities)	15 credits
Foreign Language	Two years of one foreign language in high school or 10 credits of one language at the college level
Individuals and Societies (Social Science)	15 credits
The Natural World (Natural Science)	15 credits
Mathematics	Three years of high school math through intermediate algebra or college-level intermediate algebra (usually not transferable)
Quantitative/Symbolic Reasoning	5 credits Above the level of intermediate algebra (e.g., Logic, Math 107, statistics, precalculus, micro- or macro-economics)
Writing	15 credits Must consist of five credits of English composition and two additional writing-intensive courses
Electives	Varies
TOTAL	90 credits

Core Electives

Students must complete 25 credits from the Urban Studies approved core elective list:

- TURB 312 Race and Poverty in Urban America (5)
- TURB 314 Gender & the Urban Landscape (5)
- TURB 316 Cities & Citizenship (5) (offered 2003)
- TURB 320 Introduction to Urban Planning (5)
- TURB 321 History of Planning Theory and Practice (5)
- TURB 322 Land Use Planning (5)
- TURB 330 City Worlds (5)
- TURB 405 The Image of the City (3)
- TURB 410 Environmental Justice (3)
- TURB 415 Urban Institutions and Government (3-5)
- TURB 000 Economic and Community Development
- TURB 000 Growth and Development in the Seattle-Tacoma Region
- TURB 000 History of Urban Form
- TURB 000 Housing Policy and Programs (3)
- TURB 000 Principles of Urban Design
- TURB 000 Socialist/Post Socialist China (3)
- TURB 000 Sustainable Cities
- TURB 000 Transportation Planning and Policy
- TSOCW 501 Social Policy and Economic Security (3)
- TSOCW 504 Cultural Diversity and Societal Justice (3)
- TSMUS 417 Urban Policies and Problems (5)
- TNURS 407 Diversity: Issues of Exclusion and Inclusion (3)
- TNURS 504 Communities, Populations, and Health: An Overview (3)
- TMKTG 348 Nonprofit Marketing (5)
- TMGMT 348 Nonprofit Management (5)
- THLTH 460 Strategies for Community Change (3)
- THLTH 501 Race, Racism, and Health (3)
- TESC 311 Maps & GIS (6)
- TEDEC 540 At-Risk Students: Critical Issues (3)
- TCXUS 376 American Architecture (5)
- TCXUS 478 Literature of the Harlem Renaissance (5)
- TCXG 379 Modern Architecture (5)
- TCSIUS 335 Social Class and Inequality (5)
- TCSIUS 428 Labor, Race, Gender, and Poverty: Research and Readings (5)
- TCSIUS 431 Community Organizations and the Nonprofit Sector (5)
- TCSIUS 433 Organizational Structures and Sociocultural Systems in Nonprofit Environments (5)
- TCSIUS 436 History of Social Welfare Policy in the United States (5)
- TCSIUS 437 Doing Community History (5)
- TCSIUS 443 Ethnicity and the Urban Landscape (5)
- TCSIUS 445 History of Tacoma (5)
- TCSIUS 450 Black Labor (5)
- TCSIUS 451 Essentials of Grant Writing and Fund Raising (5)
- TCSIUS 452 Minorities and the Law (5)
- TCSIIN 342 Third World Cities (5)
- TCSIIN 438 Urbanization and the Environment (5)
- TCSIG 445 The Metropolis (5)
- TBUS 310 Effective Managerial Communication (5)
- TBGEN 314 Interpersonal Skills (5)
- TBGEN 412 Ethical Issues for Business (5)
- TBGEN 433 Managing Organizational Diversity (5)

General Electives

Complete 31-32 credits of upper-division general electives complete the degree.

ADMISSION REQUIREMENTS

All students who have completed General University Requirements with a cumulative GPA of 2.0 and 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 at left.

Personal Goal Statement

A one-page personal statement is required with the undergraduate application. The personal statement should address your motivation for pursuing the Urban Studies degree, your educational and career goals, your activities and accomplishments, personal strengths and experiences. It should also include your name, address, telephone number, e-mail address, desired quarter of admission, full- or part-time status. The personal statement is an important part of your application and will be used to assess your qualifications and fit within the program.

Transcripts

Two official transcripts must be submitted 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:

- Completion of all General University Requirements
- Personal goal statement
- Previous academic performance

GRADUATION REQUIREMENTS

To qualify for graduation with a Bachelor of Arts degree in Urban Studies from the University of Washington, Tacoma, each student must complete the following requirements:

- Be a matriculated Urban Studies student in good academic standing with the University of Washington, Tacoma.
- Satisfy all General University Requirements for graduation.

- Complete all Urban Studies core and core elective coursework with a minimum 2.0 grade-point average in each class.
- Maintain a minimum *cumulative* grade-point average of a 2.0.
- Complete 180 credits, 90 of which must be upper division (300-400) level coursework.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington, Tacoma.
- Apply for graduation with an Urban Studies adviser by the application deadline posted by the department.

PROGRAM STANDARDS

The following standards apply to all admitted students in the Urban Studies program. These standards may be in addition to other academic standards at UW Tacoma.

- Students must satisfactorily complete all Urban Studies core and core elective coursework by achieving a minimum 2.0 grade point average in each course. If a grade below 2.0 is received, the student must repeat the course. Course credit will only be awarded once and both grades will be computed into the grade point average.
- If a grade below a 1.7 is received in a general elective course, it will not count toward their graduation, but they are *not required* to repeat the course.
- Courses in the Urban Studies core area may not be taken by correspondence (distance learning).
- Courses in the Urban Studies core area may not be taken S/NS (satisfactory/not satisfactory).
- Upper-division Urban Studies courses completed at other accredited four-year institutions may be applied toward the general elective requirement. Adviser transcript evaluation available upon request.
- Upper-division courses considered for transfer credit are held to the 1.7 grade standard.

COURSE DESCRIPTIONS

For the most current course information, please consult the Urban Studies program Web site: www.tacoma.washington.edu/urban_studies.

TURB 301 The Urban Condition (5)

An overview of the city as a place of residence, commerce and industry. Consideration is given to urban form and function. Social, economic and political factors affecting urban life and development are discussed. This course is designed to serve as the introductory course for urban studies majors.

TURB 310 Urban Society and Culture (5)

An examination of the social structure of cities. Issues related to class, race, ethnicity and gender are discussed. The impact of societal differences on urban form, residential patterns and labor markets is considered.

TURB 312 Race and Poverty in Urban America (5)

Examines current research, policy and debate surrounding race and poverty in urban America. Includes affirmative action, the changing family, cultural identity, the inner-city crisis, interracial relationships, residential segregation, and the working and non-working poor.

TURB 314 Gender and the Urban Landscape (5)

Examines linkages between cultural, physical and symbolic urban landscapes and gender ideologies, structures and practices. Major themes from gender and urban studies include domestic/public divisions, sexuality and city spaces, consumption and urban design. Integration of theoretical positions and ideas into students' work is emphasized. *Fulfills a core elective requirement.*

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 whose emphasis will be in planning, and a prerequisite for other planning-related courses.

TURB 321 History of Planning, Theory and Practice (5)

An examination of planning theory and practice with an emphasis on 20th-century theorists and advocates. The impacts of planning theories and movements on planning practice and urban form are examined.

TURB 322 Land-Use Planning (5)

Examines the land-use planning process at the local level with a focus on the contemporary United States. Review of theories of land-use change, arguments for and against planning intervention, and the role of the land-use planner in the local land-development arena. *Prerequisite: TURB 320*

TURB 330 City Worlds (5)

Examines world urbanization and the shifting geographies associated with economic restructuring and globalization. Ethnicity, gender, urban form, local governance strategies and resistance to those strategies are considered. Includes examples from cities in both the developed and developing worlds.

TURB 379 Urban Field Experience (5-10)

Designed as a field course to be offered during the summer. Based in a city sufficiently different from the Tacoma metropolitan area to expose students to a distinct “urban laboratory.” These differences will revolve around city size/structure in that major metropolitan centers will be selected as sites for the course. In addition, cultural differences will be a consideration in that many of the offerings will be in foreign cities. Examples of anticipated locales are New York, Mexico City, London, and Amsterdam. Course content will vary depending on the destination. The course is part of the newly developed Urban Studies program and is intended to enhance students’ perspectives on urbanism through an experience that provides an in-depth look at a global city. Intended to increase students’ ability to critically assess urban issues and problems through direct observation/experience. Further, through interaction with experts from the local area, the course is designed to acquaint students with the techniques practitioners use to address urban issues.

TURB 389 Foreign Study (12)

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)

Courses taken through UWT Urban Studies foreign study program for which there are no direct University of Washington, Tacoma course equivalents.

TURB 405 Images of the City (3)

Examines how the city is portrayed through various mediums and how those portrayals affect society’s perception of urban places. Discusses imagery from films, literature, television, newspapers and magazines. Considers images linked to such elements as crime, ethnic enclaves, downtown areas and suburbia.

TURB 410/THLTH 410 Environmental Justice (3)

Explores the relationships between environmental issues and people of color and low-income communities from both local and global perspectives. Emphasizes issues of race/ethnicity, socioeconomic status, and policy and politics in environmental justice.

TURB 415 Urban Government and Organizations (3-5)

Examines the structure and workings of urban government and non-governmental agencies and organizations. Considers the relationship between non-governmental and governmental organizations along with their impact on the physical and social development of the city.

TURB 492 Urban Studies Seminar (5)

An interdisciplinary approach to the study of urban issues and problems. The course is designed to provide the opportunity for in-depth analysis of selected issues. Each seminar will focus on one aspect of the city (e.g. gentrification, housing, segregation, sprawl). *This course may serve as a capstone course in the Urban Studies Program.*

TURB 494 Undergraduate Research (1-5)

Undergraduate Research is intended to afford students the opportunity to undertake independent research. Collaboration with a faculty member on a project of mutual interest is encouraged. Goals are to strengthen skills in research design, improve student understanding of the appropriate application of research techniques and methodologies, and enhance writing skills. *This course may serve as the capstone research experience. Core or Core Elective.*

TURB 496 Community Service Project (3-6)

Under the direction of a faculty member students propose and develop a project intended to benefit the local community. The purpose of the course is to encourage students to think about new strategies in dealing with urban problems or to devise new methods of assisting disadvantaged groups. Students may develop and implement their project by working with a particular governmental unit or not-for-profit organization or they may work independently. *The community service course may serve as the capstone experience if the project is research-based. Core or Core Elective.*

TURB 498 Urban Internship (3-15)

Offers students an opportunity to gain experience and increase their understanding of the urban environment by working with a government agency, not-for-profit organization or private-sector firm. Students apply the skills and knowledge gained in the classroom to urban problems/issues. May serve as the capstone experience if a research project is the primary focus of the internship.

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 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.

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 on 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 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 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 that 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)

Examines 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.

TCXUS 376 American Architecture (5)

Examines 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 (6)

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 as well as 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.

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.

Lisa Hoffman

Assistant Professor, Urban Studies; Ph.D., University of California, Berkeley, 2000.

Minors and Certificates

The University of Washington, Tacoma, offers seven minors and two certificate programs for undergraduate students.

COMPUTING AND SOFTWARE SYSTEMS MINOR

Offered by the Institute of Technology/Computing and Software Systems program. Check with an Institute adviser to learn more about this minor.

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
- 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

CONTINUED ►

OVERVIEW

Minors

**Computing and Software Systems
Education
Environmental Studies
Human Rights
Nonprofit Management
Public History
Urban Studies**

Certificates

**Certificate in
Nonprofit Management
Restoration Ecology**

EDUCATION MINOR

Offered by the Interdisciplinary Arts and Sciences program. Check with an IAS adviser to learn more about this minor.

Add to your undergraduate degree by earning a Minor in Education. Increase your awareness of employment opportunities in educational settings. Selected coursework can also be applied to the UW Tacoma Teacher Certification Program (TCP) as well as meet undergraduate elective requirements.

Benefits of a Minor in Education:

- Develop broad perspectives on educational issues
- Work closely with professors, teachers and others interested in public education and schooling
- Get a head start on your post-baccalaureate Teacher Certification

Requirements

The minor requires a minimum of 29 credits of coursework including a 14-credit core. Students who are interested in pursuing teacher certification may apply 6 credits of specified coursework toward certification requirements upon completion of the Education minor. Any course taken for the purpose of fulfilling a Teacher Certification program curriculum requirement or prerequisite must be passed with a 2.0 minimum grade. A 3.0 GPA is required for admission to the Teacher Certification program. Students should consult with a program adviser prior to enrolling in classes.

Students completing the Education minor are encouraged to apply for the Teacher Certification program. However, completion of the minor does not guarantee admission.

Core (14 credits)

- TCSIG 434* Theories of Child Development (or equivalent)
- TEDUC 471 Diversity and Equity in Schools and Curriculum
- TEDUC 482 Schools in American Society

Practicum

- TEDUC 490* Service Learning Practicum in Education

Electives (15 credits)

Children and Youth

Select one of the following courses:

- TCSIG 438 Family Violence
- TCSIG 447 Adolescent Psychology
- TIBCUS 458 Children and Television

History and Diversity

Select one of the following courses:

- TCSIUS 441 Black Freedom Movement in Perspective
- TCSIUS 443 Ethnicity and the Urban Environment
- TCXUS 338 Hispanics in the United States
- TIBCUS 464 Native American Cultural Areas

TIBCUS 466 Life and Thought: Martin Luther King, Malcolm X, and Angela Davis

TSMUS 300* Making of America

Supporting Courses

Select one of the following courses:

- TCXG 377* Art of the Americas
- TCXG 381 Introduction to Creative Writing: Fiction
- TCXG 470* The Material World: Art and Artifacts
- TCXG 471* Culture and the Meaning of Visual Art
- TCXUS 383* Early American Music, Art, Literature, Education, and Theater
- TESC 300* Introduction to Environmental Science
- TESC 341* Oceanography
- TQS 311* Calculus and Its Practical Applications
- TSMUS 420 The Economics of Education

Other courses may apply. Consult an adviser for details.

ENVIRONMENTAL STUDIES MINOR

Offered by Interdisciplinary Arts and Sciences. Check with an IAS adviser to learn which concentrations are most compatible with this 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

- 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 course (TESC prefix)
- One additional environmental science or environmental studies course (TESC/TEST prefix)

*Course also fulfills Teacher Certification program prerequisite.

**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.

HUMAN RIGHTS MINOR

Offered by Interdisciplinary Arts and Sciences. Check with an IAS adviser to learn which concentrations are most compatible with this minor.

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.

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
TCSIG 452 Political Theory of Human Rights
(Faculty offering appropriate courses may approve substitutions.)

Bothell:

BLS 335, BLS 353, BLS 403, BLS 414,

Seattle:

PHIL 338, POLS/SOJU 363, SOCSOCI 201, WOMEN 405

- 5 credits of courses concerned with human rights in a broad context, e.g. poverty, race/ethnicity, gender.

Tacoma:

TSMG 313 Theories of Economic Development & 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 Lit. from Slavery to the Present
(Faculty offering appropriate courses may approve substitutions.)

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

- 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.

NONPROFIT MANAGEMENT MINOR

Offered by Interdisciplinary Arts and Sciences. Check with an IAS adviser to learn which concentrations are most compatible with this minor.

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

PUBLIC HISTORY MINOR

Offered by Interdisciplinary Arts and Sciences. Check with an IAS adviser to learn which concentrations are most compatible with this minor.

Public history engages with the past and its presentation to the public by training historians to be active participants in society. This interdisciplinary field draws on traditional historical scholarship while incorporating knowledge and methods from a variety of other disciplines including art history, anthropology, historic preservation, and library science. Public historians learn how to convey history to a wide range of audiences using new and innovative methods. Most importantly, public historians strive to teach the public about the value of history and the need to learn about the past to better understand the present and shape the future.

Over the past two decades an explosion in the number of museums, historical societies, and historic sites has led to increased demand for public historians. These historians work as consultants, archivists, historic preservationists, curators, educators, oral historians, media and public relations professionals, and public policy analysts. Students interested in history or education would benefit from this minor by having the opportunity to apply their historical knowledge to the public sphere. This minor develops skills in historical research and methods, complementing IAS concentrations, such as Arts, Media, and Culture and American Studies. An internship component allows students to gain hands-on experience working for a local or regional organization in the field of public history. The South Puget Sound region has numerous opportunities for internships, including a number of institutions located just steps away from the UWT campus.

Required courses in Public History (35 credits):

(all courses listed below are currently offered at UWT)

■ 10 credits:

- TSMUS 300 The Making of America
- TSMIN 300 International Interactions
or one U.S. history course at UWT (see attached list of courses)

■ 20 credits:

- TCSIG 430 Introduction to Public History
- TCXG 380 Research Seminar in the Humanities
- TCXG 470 The Material World: Art and Artifacts
- TIASUS 496 Internship (5 credits)

■ 5 credits (one of the following courses):

- TCSIUS 445 History of Tacoma
- TCSIUS 437 Doing Community History
- TCXUS 376 American Architecture

URBAN STUDIES MINOR

Offered by Urban Studies. Check with an Urban Studies adviser to learn more about this minor.

Urban Studies is multi-disciplinary by nature and, hence, can serve to complement a variety of degree programs at UWT. The Urban Studies minor is intended to provide students from other programs an understanding of and appreciation for urban issues and problems.

Requirements

Core Courses (10 credits):

- TURB 301 The Urban Condition
- TURB 310 Urban Society and Culture

Core Electives (15 credits):

Select 15 credits from approved Urban Studies core elective list, to include at least one 400-level course.

One Capstone Course (5 credits)

- TURB 492 Urban Studies Seminar
- TURB 494 Urban Research
- TURB 496 Community Service Project
- TURB 498 Urban Internship

CURRICULUM IN NONPROFIT STUDIES

Offered by Interdisciplinary Arts and Sciences. Check with an IAS adviser to learn more about this certificate.

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. In addition to the minor in nonprofit management, students 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.

RESTORATION ECOLOGY CERTIFICATE (REC)

Offered by Interdisciplinary Arts and Sciences. Check with an IAS adviser to learn more about this certificate.

The University of Washington Restoration Ecology Network (UW-REN) was established to prepare students to meet the multidisciplinary 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.

Graduate Programs

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.

More information about the UW Graduate School can be found online at:

www.grad.washington.edu

Admission Procedures

Admission to the Graduate School is granted by the Dean of the Graduate School. Application for admission is made to the Office of Graduate Admissions and to the academic program of choice on the Tacoma campus. Contact the specific program of choice for application requirements and procedures. At a minimum, prospective students must:

- Hold a baccalaureate degree from an accredited college or university in this country or its equivalent from a foreign institution.
- Have earned a 3.0 or B grade point average in the most recent two years of study or 90 quarter credits (60 semester credits).
- Submit a completed University of Washington Graduate School application form and the application fee.
- Arrange for the receipt of scores on the Graduate Record Examination (GRE) or an alternative test if the program requires. Scores must be received directly from ETS.
- Submit two official transcripts from all previously attended colleges, universities and institutions 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.

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HOW TO APPLY FOR GRADUATE ADMISSION

Application materials 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.

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 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.

PRIORITY APPLICATION DATES FOR GRADUATES

	Autumn 2002	Winter 2003	Spring 2003	Summer 2003
Master of Arts	Aug. 1	Nov. 1	—	—
Master of Business Administration	Apr. 15	—	—	—
Computing and Software Systems	July 1	—	Feb. 1	—
Master of Education	Aug. 28	Dec. 4	Feb. 26	May 21
Educational Administrator	—	—	—	Dec. 1
Master of Nursing	*	*	*	*
Master of Social Work	Mar. 1	—	—	—

* Contact the program office for application deadlines.

Priority Dates for Graduate Applications

The priority dates for application to the graduate programs are listed in the table above. Please note that this is the date that application materials must actually reach the appropriate offices, *not* the postmark date.

Applying to the UW Graduate School

Applicants must apply both to the UW Graduate School and to their program of choice at UWT. The Graduate School now requires applicants to apply online at: (*note that the URL begins with "https://"*)

<https://www.grad.washington.edu/application>

An application fee of \$45 must be paid by credit card with the online application. Students who cannot use the online application, can download a paper application form at:

<http://www.grad.washington.edu/admission/application/>

The paper application fee may be paid by check but requires an additional \$5 processing fee (for a total application fee of \$50). Fees are subject to change without notice.

A printout or copy of the applicant's UW Graduate School application must be included with application materials sent to their UW Tacoma program of choice.

Applying to a UW Tacoma graduate program

In addition to submitting an application to the UW Graduate School, applicants must complete a separate application and submit additional materials directly to the UWT program to which they wish to apply.

Notification of admission status

When all required documents have been received, an evaluation is made and the applicant is notified of his or her admission status. An offer of admission is generally valid only for the quarter indicated. Applicants who wish to be considered for a different quarter must file a new application and fee. In some situations, the program office may be willing to update 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.

Graduate credits taken as an undergraduate

University of Washington students who are within six credits of completing their undergraduate work and who have met the requirements for admission to the Graduate School may register the quarter immediately preceding admission to 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 graduate students 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 advanced degree. Further registration for graduate work is contingent upon completion of the requirements for the bachelor's degree.

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 fees and tuition at the regular graduate-student rate based on residency of the student including the Student Services and Activity Fee and the Technology Fee. GNM students are not eligible for financial aid because most financial aid is governed by federal regulations that require students to be enrolled in degree programs. Students will be assigned a 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 a graduate program 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.

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.

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 and be in good academic standing. An On-Leave student is permitted to use the University Library but is not eligible for other University privileges. On-Leave status forms are available from 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 Enrollment Service and 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.

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. 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.

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.

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.

MASTER OF BUSINESS ADMINISTRATION

The Master of Business Administration (M.B.A.) 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 M.B.A. program is to provide current and future managers with the knowledge necessary to succeed in an increasingly dynamic and complex 21st-century environment. By design, the program integrates leadership, technological, analytical, interpersonal and communication skills. Students will learn to:

- Analyze organizations as complex systems;
- Diagnose organizational problems and design solutions;
- Implement change effectively;
- Support people and build teams;
- Scan the global business environment and identify important trends;
- Make strategic decisions under conditions of risk and uncertainty;

- Choose technologies that support productivity;
- Allocate organizational resources strategically;
- Consider the social, political, ethical and environmental consequences of management decisions.

The program's emphasis on change prepares students to predict 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

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PROGRAM DESIGN

The 72 quarter-credit, non-thesis M.B.A. 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. Applications must be submitted in time to meet the UW Tacoma Business Administration deadline listed on the Web site, as this supersedes the Graduate School admissions deadline. The M.B.A. program 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 postbaccalaureate 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.

- Applicants holding Permanent Residence Status and an international baccalaureate degree (or higher) must submit scores for the TOEFL exam. Minimum scores are 580 (paper-based) or 237 (computerized).

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 completed prior to admission to the M.B.A. program must be submitted to the Graduate Committee during the first quarter of enrollment in the M.B.A. program (Autumn Quarter). Current UWT M.B.A. students who take courses at another institution with the intent of transferring the credits should first seek approval from the graduate program coordinator (GPC). These students should submit a written petition to transfer credits to the GPC within one academic quarter of completing a course at another institution.

MINIMUM REQUIREMENTS FOR THE MBA DEGREE

Along with the Graduate School requirements, courses taken to complete the 72 credits required for the M.B.A. degree must receive a passing grade (2.7 or higher or Satisfactory or Credit).

If a student does not pass a required course, the course must be repeated. Another course cannot be substituted for a failed required course. Students completing a course on a Satisfactory/Not Satisfactory (S/NS) basis must earn at least a 2.7 grade in order to receive a grade of "Satisfactory."

Students are reminded to read and carefully adhere to the University's policies. Please refer to the Graduate Admissions, Graduation Requirements for Master's Degree, and Graduate Student Policies sections in this catalog or refer to the Graduate School web site at www.grad.washington.edu for more information regarding graduate degree requirements.

*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 successfully complete tutorials.

COURSE DESCRIPTIONS

For the most current course information, please consult the Business Administration Web site: 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.

TBUS 503 Current Business Trends (3)

Provides insights into current business trends that have a significant impact on the economy, on firms and/or on business professionals. *Prerequisite: TBUS 502 and permission of instructor.*

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)

Focuses on the measurement and trade-offs made by organizational members in the pursuit of desired market, social, financial and human outcomes. In addition to the drivers of the desired organizational outcomes, emphasis is placed on research methodologies and devices, and cost measurement principles and strategies employed by managers.

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 Managing Integrated Systems (2)

Challenges students to address the full complexity of organizational life in which change occurs simultaneously in multiple systems but in different ways and at different rates. Uses online simulation to demonstrate the interplay of various subsystems in organizations while competitive forces create an environment of ongoing change.

Change Focus (15 credits)

TBUS 560 Tools for Forecasting and Assessing Change (4)

Emphasizes research design, data collection and data analysis as critical elements of forecasting and managing change. Provides practical and theoretical insights into gathering information about forthcoming problems and opportunities.

TBUS 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 (4)

Examines planned change using behavioral-science knowledge and practices; focuses on goals and organizational values and emphasizes individual involvement to achieve effectiveness. Challenges students to develop and enhance skills in an experiential learning environment.

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 two to three 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)

Prepares students to become Chartered Financial Analysts (CFAs). Examines 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 532 Strategic Human Resource Management (4)

Addresses the design of human resource management systems to create and sustain competitive advantage. Focuses on how managers can diagnose their organization's alignment with competitive realities and develop human resource systems that produce the levels of commitment, coordination and competence required by the organization's competitive strategy.

TIS 542 Topics in Managing Technology (2)

Examines current technology issues and developments that affect managers and organizations. Traces the implications of technology change at the societal, organizational and individual levels and presents frameworks for evaluating the opportunities and threats posed by such change.

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 individuals, 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, 2000.

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Assistant Professor, Business Administration; Management Information Systems; Ph.D., University of Arizona, 1992.

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.

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

Douglas T. Wills

Associate Professor, Business Administration; Economics; Ph.D., Texas A&M University, 1995.

Computing and Software Systems



The Institute of Technology is a dynamic new, fast-growing addition to the University of Washington, Tacoma that will not only help address the technology industry's need for highly-educated workers, but will encourage all kinds of people to enter the technology field and support them throughout their education. The Institute builds on UW Tacoma's strong tradition of providing opportunities for people to enhance their careers and enrich their lives through challenging, rewarding educational programs.

As part of the Institute of Technology, the Computing and Software Systems (CSS) 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 lifelong 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 (CSS) program is to offer high-quality, upper-division undergraduate 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.

MASTER OF SCIENCE IN COMPUTING AND SOFTWARE SYSTEMS

The Master of Science degree in Computing and Software Systems will prepare graduates for high-tech careers as system analysts, support specialists, computer engineers, database administrators, software developers and project managers, as well as for many positions with related titles. The Bureau of Labor Statistics within the U.S. Department of Labor reports that starting salaries for graduates with a master's degree in CSS are approximately 25 to 30 percent greater than starting salaries for graduates with a bachelor's degree in CSS.

The M.S. program accommodates both students who have a baccalaureate degree in a computing field (such as computer science, computing and software systems or computer engineering) as well as those

OVERVIEW

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Manager of Industrial Partnerships and Internships
Andrew Fry

Student Retention Coordinator
Ed Solem

whose baccalaureate degree was awarded in non-computing-related disciplines. To accommodate such a diverse population of students, as well as those students who may not have the necessary background to immediately matriculate into a master's program, multiple paths of entry, transition, progression and completion will be available within the degree program.

ENTRY TRACKS

The M.S. offers two tracks for entry to the program: Entry Track 1 is for those whose baccalaureate degree was awarded in non-computing-related disciplines, Entry Track 2 is for students who have a baccalaureate degree in computing (such as computer science, computing and software systems and computer engineering). To accommodate such a diverse population of students, as well as those students who may not have the necessary background to immediately matriculate into a master's program, multiple paths of entry, transition, progression, and completion are available within the degree program.

Entry Track 1

The M.S. Entry Track 1 for persons whose bachelor's degree is from a non-computer science-related discipline is a 60-credit hour program. The M.S. degree differs from the bachelor's degree in the degree of exposure to theoretical concepts, and in the requirement that the student demonstrates his/her ability to synthesize and apply these concepts outside of the classroom through a thesis, significant capstone design project or internship. Students would be expected to come to the program with a working knowledge of object-oriented programming.

The Entry Track 1 consists of the following courses:

- TCSS 443 Mathematical Principles of Computing II (5 credits)
- TCSS 560 Software Development and Quality Assurance Techniques (5)
- TCSS 422 Computer Operating Systems (5)
- TCSS 445 Database System Design (5)
- TCSS 558 Distributed Applied Programming (5)
- TCSS 540 Theory of Computing (5)
- TCSS 4** Electives from 400-level courses (5)
- TCSS 5** Electives from 500-level courses (10)
- TCSS 598 Master's Seminar in CSS¹ (5)
- TCSS 697/699/700 Internship/Project/Thesis (10)

Entry Track 2

The M.S. Entry Track 2 is for persons whose bachelor's degree is from a CSS/CS/CEG program at an accredited university. It is a 40-credit hour program.

The M.S. Entry Track 2 consists of the following courses:

- TCSS 558 Distributed Applied Programming (5)
- TCSS 540 Theory of Computing (5)
- TCSS 4** Electives from 400-level courses (5)
- TCSS 5** Electives from 500-level courses (10)
- TCSS 598 Master's Seminar in CSS¹ (5)
- TCSS 697/699/700 Internship/Project/Thesis (10)

THE MASTER OF SCIENCE CURRICULUM

The Master of Science in the CSS program will provide a broad overview of the technologies and theories supporting computing and software systems, with a focus on distributed and networked (for example, Internet-based) computing. The master's program will differ from the bachelor's program in the degree of exposure to theoretical concepts and the requirement that students demonstrate their ability to synthesize and apply these concepts outside of the classroom. This goal is achieved in three stages:

- Foundational courses to emphasize theoretical (conceptual) as well as practical (embodied) knowledge;
- Theory courses refine critical thinking skills and breadth of knowledge;
- A thesis, significant capstone design project or internship to strengthen confidence, leadership ability and communication skills.

Students completing an M.S. in CSS from the Institute of Technology should have the following competencies:

- An understanding of the business and team communication models as they apply to software design and development;
- Familiarity with the software development cycle, both in application and theory;
- Skill in developing distributed, or Web-based, applications using the C++ and Java programming languages, along with the knowledge and skill to rapidly learn new languages as they enter the workplace;
- Field experience through participation in a cooperative software development project, industrial internship or directed research;
- A foundation for self-directed learning to stay at the leading edge of this fast-changing field.

ADMISSION REQUIREMENTS

Applicants must provide evidence of the successful completion of a baccalaureate degree from an accredited institution with at least a 3.0 GPA. For those who have a bachelor's degree in a computing-related discipline, there are no further prerequisites. Those with a bachelor's degree in another field must demonstrate successful completion of coursework in:

- Calculus
- Science (physics preferred)
- Proficiency in object-oriented design and programming (Java preferred)
- Discrete Structures
- Data Structures

APPLICATION PROCESS

Those interested in enrolling in the Master of Science in Computing and Software Systems should make an appointment with an adviser by calling (253) 692-5860. Details about the curriculum and prerequisites are available from advisers.

COURSE DESCRIPTIONS

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 443*

TCSS 443 Advanced Algorithms (5)

Prepares students for analysis and use of advanced algorithms. Provides students with more challenging analytic techniques needed for these algorithms. Covers advanced graph, number theoretical (with applications to cryptography), online, approximation (with performance guarantees) and probabilistic algorithms. Turing machines and NP-completeness are covered. *Prerequisite: TCSS 343*

TCSS 445 Database Systems Design (5)

Examines the fundamental concepts, system organization, and implementation of database systems. Particular emphasis will be placed upon 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, and issues involving distributed database systems. *Prerequisite: TCSS 443*

TCSS 540 Theory of Computing (5)

Computational models including finite automata, regular expressions, context-free grammars, pushdown automata, Turing machines, and techniques for analyzing them. Basic computability theory and undecidability. Fundamentals of computational complexity theory and NP-completeness. Deterministic, nondeterministic, alternating, and probabilistic Turing machines. Time and space complexity, complexity classes, complexity hierarchies, and provably intractable problems. *Prerequisite: TCSS 443*

TCSS 558 Applied Distributed Computing (5)

Covers techniques and concepts associated with constructing software that is distributed, reliable, efficient and extensible; programming multi-threaded applications, communication among objects on different computers, creating a server accessed by multiple clients, using common object design patterns, locating and tailoring components and more. *Prerequisites: TCSS 443, TCSS 445*

TCSS 560 Software Engineering (5)

Prepares students for developing software applications within a human and organizational setting. Focuses on the software development lifecycle, requires gathering and analysis, design methodologies and notations, verification and validation, software measurement and quality assurance.

TCSS 598 Master's Seminar in CSS (5)

Surveys the canonical literature pertinent to a Master of science in CSS. Readings in research and applied computing will be assigned to provide grounding in master's-level work. Weekly discussions of topics taken from the readings. *Prerequisite: TCSS 443*

TCSS 600 Independent Study or Research in CSS (1-5, max. 10)

Examines current topics and issues associated with Computing and Software Systems. *Prerequisites: TCSS 540, TCSS 558 and permission of instructor*

TCSS 697 Internship in CSS (1-10)

Completion of project as delineated in a contract among student, faculty adviser, and community sponsor. *Prerequisites: TCSS 540, TCSS 558 and permission of faculty adviser*

TCSS 699 Design Project in CSS (1-10)

Significant design and implementation project lead by a CSS faculty member. *Prerequisites: TCSS 540, TCSS 558 and permission of faculty adviser*

TCSS 700 Master's Thesis in CSS (1-10)

Research project lead by a CSS faculty member. *Prerequisite: TCSS 540, TCSS 558, and permission of faculty adviser*

FACULTY

Isabelle Bichindaritz

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

Donald Chinn

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

Sam Chung

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

Larry A. Crum

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

Rogene Eichler West

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

Steve Hanks

Professor, Computing and Software Systems; Computer Science;
Ph.D., Yale University, 1990

Edwin Hong

Assistant Professor, Computing and Software Systems;
Computer Science; Ph.D., University of Washington, 2001

George Mobus

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

Moshe Rosenfeld

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

Josh Tenenberg

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

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 Graduate School requires all applicants to either apply online at <https://www.grad.washington.edu/application> or download paper forms from their Web site at <http://www.grad.washington.edu/admissions/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. Visit the UWT Education program Web site for the most current information.

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
- GRE scores
- Two sets of official transcripts from each institution attended
- Goal statement
- Two letters of recommendation

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

Director

Ginger MacDonald, Ph.D.

Program Administrator

Sara Contreras

Adviser

Mary Kubiszewski

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.

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.
- Obtain at least 18 of the minimum 36 quarter credits for work numbered 500 and above.
- Earn a minimum of 30 credits at the University of Washington, Tacoma.
- Earn numerical grades in at least 18 quarter credits of coursework taken at the University of Washington, Tacoma.
- Be registered for and successfully complete a minimum of two quarter credits at 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 requirements, 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. Students completing the project pathway must submit a bound copy of their final project to the Education program as fulfillment of the culminating experience.
- 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 125 for more information.
- Complete all work for the master's degree 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 127).
- Students must satisfy the requirements for the degree that are in force at the time the degree is to be awarded.
- Complete the Course of Study form and submit to the Education program office in Room WCG 324. The form is available online at www.tacoma.washington.edu/education/med_grad.html.

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, or	TEDSP 541	TEDUC 567
TEDUC 541	TEDUC 532	TEDUC 512	TEDSP 542	TEDUC 568
TEDUC 542, or	TEDUC 537	TEDUC 513	TEDSP 543	
TEDUC 543			TEDSP 544	
			TEDSP 545	
			TEDSP 546	
			TEDSP 547	
12 Credits	12 Credits	9 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.

DEGREE REQUIREMENTS

The Master of Education focuses 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:

<u>COURSE NO.</u>	<u>TITLE</u>	<u>CREDITS</u>
TEDUC 501	Education in Society	3
TEDUC 502	Learning about Learning	3
TEDUC 503	Educational Measurement	3
	<i>Prerequisite to TEDUC 504</i>	
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.

These courses can be taken from Interdisciplinary Arts and Sciences, Nursing, Social Work, Computing and Software Systems, Business Administration or Urban Studies. Choice of electives should be made in conjunction with an adviser. *Note:* For the Integrated Curriculum and Science Education study options these electives must be within the content area.

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 credits)

Winter Quarter

TEDUC 599
Culminating Project (3 credits)

Spring Quarter

TEDUC 599
Culminating Project (3 credits)

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. The Comprehensive Examination is a written essay exam. The test will take approximately four hours. The exam will be graded on a pass/fail basis.

Autumn Quarter

TEDUC/TEDSP 593
Practicum Seminar I (3 credits)

Winter Quarter

TEDUC/TEDSP 594
Practicum Seminar II (3 credits)

Spring Quarter

Comprehensive Examination

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 Educational Administrator program at the University of Washington, Tacoma, applicants must simultaneously be admitted to the Graduate School of the University of Washington. The Graduate School requires all applicants to either apply online at <https://www.grad.washington.edu/application> or download paper forms from their Web site at <http://www.grad.washington.edu/admissions/application>. It is very important to submit all application documents in

time to meet the published deadline, as this will supersede graduate admissions deadlines. Visit the UWT Education program Web site for the most current information.

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.

Professional Certificate

The UWT Education program will offer a Professional Certificate program beginning in Spring 2003. Students will have the option of completing the certificate program alone or as part of the Master of Education degree. For more information, contact Mary Kubiszewski at (253) 692-4437.

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 it applies 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 the 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 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 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 high, 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 537 Classroom Assessment: Content Area Assessment (3)

This course guides teachers to understand the curricular standards and methods of inquiry in science, social studies, health and the arts. The emphasis is to develop curriculum, instruction and assessment alignment in classrooms.

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 (3, max. 9)

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 the assessment of student performance, the evaluation and modification of instructional curricula, and 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 affect 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.

Robert W. Howard

Assistant Professor, Education; Cultural Foundations; Ed.D., Harvard University, 1986.

Diane B. Kinder

Associate Professor, Education; Elementary Education; Ph.D., University of Oregon, 1987.

Richard K. Knuth

Assistant Professor, Education; Educational Administration (secondary area in Business Administration); Ph.D., University of Washington, 1983.

Belinda Y. Louie

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 Arts Interdisciplinary Studies



Building on the success of the undergraduate program, Interdisciplinary Arts and Sciences offers a Master of Arts. The graduate courses offer opportunities to pursue questions of interest across a wide range of fields, spanning the humanities, social sciences and environmental sciences, with special emphasis on the relation of knowledge to public action.

WHAT ARE INTERDISCIPLINARY STUDIES?

Our concept of interdisciplinary studies is founded on a recognition that our experience of phenomena—such as the public problems of poverty, violence, social justice or environmental degradation—do not come in neatly bounded, disciplinary or professional packages. While disciplinary divisions of labor are convenient and necessary to the efficient pursuit of in-depth knowledge, the application of that knowledge in the sphere of public action requires its broader re-integration with the rich, multidisciplinary dimensions and complexities of actual, live situations.

The structure of the Master of Arts program is highly flexible, building on the wealth of interdisciplinary expertise among members of the faculty. A required series of four core courses and a capstone course addresses issues of models, problem formation, evidence, and values. The core courses examine the basic foundations of knowing and acting, making them relevant to diverse areas of specific inquiry. Through electives and a thesis (or masters project), students are encouraged to apply the lessons of the core courses to their own chosen areas of interdisciplinary interest. A broad range of student interests can be accommodated due to the interdisciplinary nature of the program.

The program integrates the sociology of knowledge, philosophy, social and political theory, history, cultural studies, anthropology and systems theory to shed light on domains of public action. Examples of possible areas of interest, broadly defined, might include the environment, education, ethnicity, gender, families, arts policy and administration, children and the media, human rights, labor, immigration, trade, development, urban studies, the role of state and local government, nonprofit organizations, or international non-governmental organizations.

Students will learn:

- How alternative paradigms or models condition our knowledge of the world and how our choice of potential responses connects to how we perceive things to be organized.
- How to gain insight into the impact of culture and history on the way certain phenomena come to be defined in the public arena as problems, and how they are variously imagined to be caused or solved in relation to diverse professional and disciplinary claims of ownership over them.
- How evidence can be justified, generated, evaluated and used with varying degrees of validity within diverse frames of application.

OVERVIEW

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IAS Director
William Richardson, Ph.D.

IAS Program Administrator
Julie Buffington

M.A. Faculty Coordinator
Samuel Parker, Ph.D.

M.A. Admissions, Advising and
Recruitment
Linda Kachinsky

- How to gain insight into the ways in which values are implicitly or explicitly present in every arena socially deemed to be problematic, and how it may be possible to facilitate communication, negotiations, or trade-offs among and across diverse value frames.

WHAT IS PUBLIC ACTION?

Public action entails a series of determinations that are reached as a result of the following considerations:

- What is the nature of the problem to be addressed?
- What mode of analysis is to be employed?
- What will count as evidence?
- What values are considered relevant or irrelevant?
- What options are included or excluded?
- What outcomes of the action are anticipated or unanticipated?

By exploring these questions the master's program becomes a sustained investigation of factors that critically shape actions, procedures and outcomes. The factors to be investigated include:

- Conceptual models, or paradigms
- Social, professional and institutional cultures
- Various types of data used to support alternative perspectives and decisions
- How various value frameworks shape perspectives, decisions and actions

These factors provide a foundation for knowledge and action in the public sphere. The core course of study in this program may therefore apply to virtually any profession or endeavor in our shared public life; whether one works in a large organization or a one-person shop, whether one seeks knowledge for utilitarian ends or to achieve a richer understanding of the world in which we all must live and act.

PROGRAM DESIGN

The Master of Arts program emphasizes foundations of public action and is a 55-credit master's degree. The curriculum includes:

Four core courses	24 credits
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

Capstone Course

Students enroll in the capstone course after the completion of the core course series. The capstone provides a forum for re-integrating the separate themes of the four core courses and considering how they can be applied to the students' areas of interest.

Area of Emphasis

Students will work with a faculty adviser to develop a focus within the student's chosen area of interest. The required 15 credits of electives are to be chosen carefully in consultation with the academic adviser, as stepping stones toward the substance of the thesis or project. In addition to elective courses developed specifically for the Master of Arts degree, students can select from a wide range of courses offered at UWT, including some of those offered in other UWT graduate programs. Undergraduate courses appropriate to the student's thesis topic can be taken as graduate courses by enrolling in them as TIBCG 590, Independent Study courses. This option requires completion of all the undergraduate requirements, as well as additional work to be negotiated with the instructor that will raise the course demands to graduate level.

Thesis or Project

The final product of the graduate program must be a thesis or a scholarly project that demonstrates a level of competence equivalent to a thesis. Students negotiate specific thesis questions and plans in consultation with faculty, focused on their own chosen goals and areas of interest. It is the student's responsibility to recruit a thesis chair and at least one other reader to constitute a thesis committee. The chair may be the academic adviser or may be someone else whose area of expertise most overlaps with the focus of the thesis or project.

ENROLLMENT & CURRICULUM SEQUENCING

Admission is competitive and is based on space availability in the core courses. Core courses are offered at 7 p.m., alternating between Monday/Wednesday and Tuesday/Thursday.

ADMISSION REQUIREMENTS

- Baccalaureate degree from an accredited institution of higher learning with at least a 3.0 GPA
- Competitive GRE scores on a test taken within the last five years
- Completed application form
- Statement of intended area of focus compatible with the aims of the program
- Resume of relevant experiences describing the candidate's most significant work, educational background or volunteer experience and how these experiences relate to his or her goals
- Three letters of reference
- Admission to the UW Graduate School

COURSE DESCRIPTIONS

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 505 IAS Master of Arts Capstone (6)

Provides an opportunity to explore the themes of the four core courses to the specific substance of the student's master's thesis or project. *Prerequisites: TIBCG 501, 502, 503 and 504*

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 513 Teaching Writing as Public Action (5)

Examines writing as a profoundly social act, a means of articulating discoveries for multiple audiences, and a strategy for positioning concepts in organizations. Also examines the teaching of writing as a public action. Explores the way writing instruction is informed by transparent and oblique assumptions about authority, authorship, learning and literacy.

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

Mike Allen, Ph.D.

University of Washington, 1985:
American History and Folklore

John Banks, Ph.D.

University of Washington, 1997:
Agroecology, Mathematical Biology, Plant-Animal Interactions

Katie Baird, Ph.D.

University of Massachusetts, 2000:
Economics of Social Issues, Economics of Education

Robert Crawford, Ph.D.

University of Chicago, 1974:
American and Cultural Studies

Anthony D'Costa, Ph.D.

University of Pittsburgh, 1989:
Political Economy, International Development

Cynthia Duncan, Ph.D.

University of Illinois at Champaign-Urbana, 1983:
Latin American literature and culture, with a focus on Mexico

Michael Forman, Ph.D.

Rutgers University, 1995:
Modern European Thought and Culture

James Gawel, Ph.D.

Massachusetts Institute of Technology, 1996:
Environmental and Aquatic Chemistry, Civil and
Environmental Engineering

Sarah Glenn, Ph.D.

Boston College, 2000:
American Philosophy, Metaphysics

Claudia Gorbman, Ph.D.

University of Washington, 1978:
Film Studies, Comparative Literature, Women Studies

Cheryl Greengrove, Ph.D.

Columbia University, 1996:
Geoscience, Oceans and Atmospheres

Michael Honey, Ph.D.

Northern Illinois University, 1988:
American History, Labor and Ethnic Studies

Beth Kalikoff, Ph.D.

Indiana University, 1983:
Composition Studies, Writing Pedagogy

Michael Kalton, Ph.D.

Harvard University, 1977:
Comparative Religion, East Asian Languages and Civilization

Rachel May, Ph.D.

Tulane University, 1993:
Latin American Studies

Divya McMillin, Ph.D.

Indiana University, 1998:
Communications

David Morris, Ph.D.

University of Washington, 1984:
American Literature

Jack Nelson

Professor, Interdisciplinary Arts and Sciences; Ph.D., University
of Chicago, 1970.

Julie Nicoletta, Ph.D.

Yale University, 1993:
Art History, Public History

Samuel Parker, Ph.D., Faculty Coordinator

University of Chicago, 1989:
Anthropology, Art History, Asian Studies

John Peterson, M.F.A.

University of Alaska, 1985:
Expository and Creative Writing, Composition Studies

Guido Preparata, Ph.D.

University of Southern California, 1998:
Political Economy

Deirdre Raynor, Ph.D.

University of Washington, 1997:
American Literature, African-American Literature

William Richardson, Ph.D., Director

University of California, Berkeley, 1976:
Russia and the former U.S.S.R., Mexico

David Secord, Ph.D.

University of Washington, 1995:
Marine Ecology, Evolution, Conservation Biology & Marine
Invertebrates

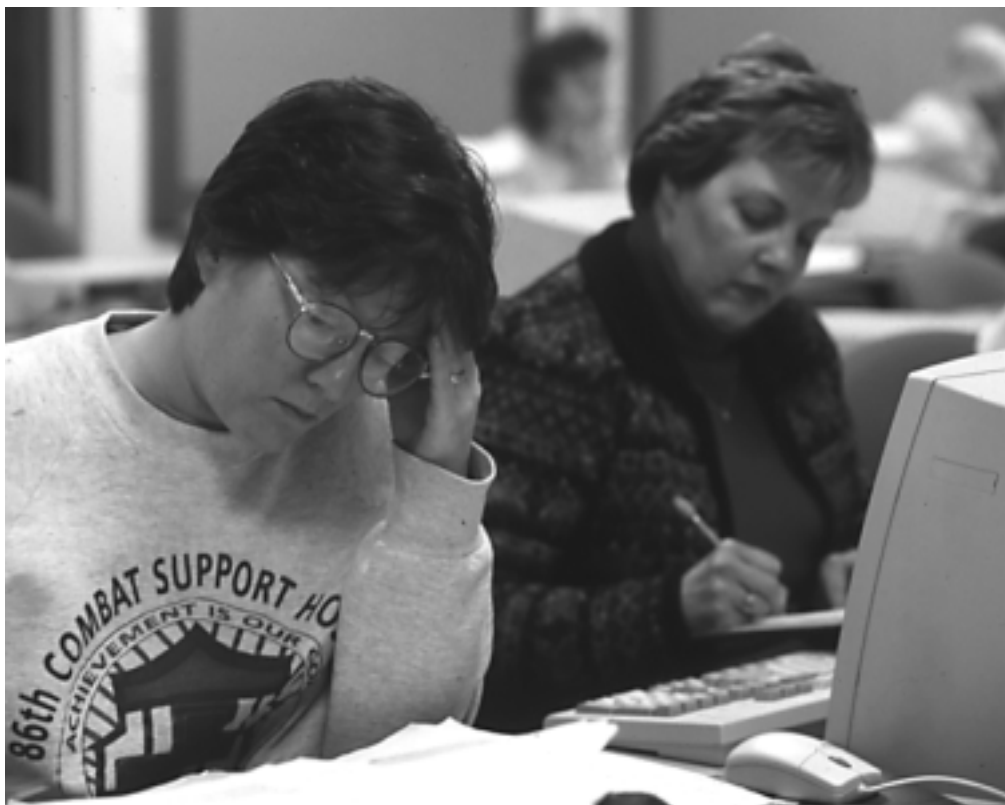
Emmett Joseph Sharkey, Ph.D.

University of California, Davis, 1988:
Comparative Literature

Carolyn West, Ph.D.

University of Missouri-St. Louis, 1994:
Clinical Psychology

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**
- **Nurse Educator**
- **Independent Study**

Within these emphases, students may choose to take elective coursework in education, health, business, social work 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.

The program is designed for both part-time and full-time students. The length of time required to complete the program varies from five quarters on a full-time basis to seven or eight quarters on a part-time basis. While it is possible to enroll during any quarter, beginning in the Autumn Quarter is best for course sequencing.

Communities, Populations and Health

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 such as those in an elementary school, census tract, neighborhood or those with a common diagnosis or health care problem.

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

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Marjorie Dobratz, R.N., D.N.Sc.

Program Administrator
Nan West

Adviser
Ginger Dunston 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 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. Students can elect to take courses in UWT's M.B.A. program.

Graduates will be prepared to function as nurse leaders, managers or administrators in health care systems, governmental agencies or community organizations

Nurse Educator

The Nurse Educator study option prepares nurses to teach in nursing programs, work in continuing education and staff development, or become patient educators. Curriculum focuses on adult learning theory, teaching methods, curriculum development and evaluation. Fieldwork experiences focus on the nurse educator role. Students work with a faculty adviser to select four education-related courses. Courses are offered jointly with the University of Washington's Bothell and Seattle campuses. Distributed learning technologies (videoconferencing and Web-based instruction) are used in these courses.

Independent Study

It is possible to develop an independent study option. Students who want to individualize their program plan must write a statement identifying their specific study goals and their rationale for the independent study option. A faculty adviser works with the student to help select appropriate courses and develop the plan of study.

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 a nationally-accredited nursing program with a minimum grade-point average of 3.0 on a 4.0 scale for the last 90 graded quarter credits.

OR

An associate of arts degree or diploma from a nationally-accredited R.N. program **and** a baccalaureate degree in a field other than nursing with a minimum grade-point average of 3.0 on a 4.0 scale for the last 90 graded quarter credits. The applicant must either take two specific Excelsior Exams and/or request to petition one or both of the exams.

- Completion of a three-credit basic course in descriptive and inferential statistics with a grade of at least 2.0 on a 4.0 scale.
- Competitive scores on the Graduate Record Examination General Test taken within the last 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 R.N.
- Educational and personal goal statement relevant to the program objectives.
- Resume describing educational background as well as relevant work, professional and volunteer experiences.
- Current unrestricted Washington state R.N. license.
- Criminal history/background check clearance.
- Review and agree to adhere to the Essential Behaviors for Admission, Continuation and Graduation (available on the UWT Nursing Web page at www.tacoma.washington.edu/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 may be required depending on course requirements.
- Current unrestricted licensure as a registered nurse in the state of Washington may be required depending on course requirements.

Petitions will be considered for applicants not meeting the above criteria and should include information 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
Study option courses	12 credits
Fieldwork	6 credits
Research	6 credits
Related coursework	6 credits
Scholarly Inquiry	6-9 credits

Total credits (minimum)	45-48 credits
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COURSE DESCRIPTIONS

For the most current course information, please consult the Nursing program Web site at www.tacoma.washington.edu/nursing.

TNURS 503 Advanced Fieldwork (2-6, 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; at least four courses in 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 transition from hospital-based structures 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. *Prerequisites: TNURS 507, TNURS 520, TNURS 521 and TNURS 527 or permission of instructor*

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 occur 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. *Prerequisite: TNURS 504*

TNURS 527 Managing Effective Access and Utilization Within Care Systems (3)

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)

Explores strategies to address challenges of optimizing resources utilization in a dynamic, changing health care environment that has an increasingly business-oriented focus. Examines human and fiscal resource management strategies, 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 communitywide interventions. *Prerequisites: TNURS 504 and TNURS 523*

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 assesses community projects around health promotion and protection.

TNURS 590 Special Topics in Nursing Research (2-3, max. 9)**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.

Health 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 shape people's lives. Considers the medical and scientific constructions of categories of race and ethnicity, how race has been used in science, and the health consequences of racism.

THLTH 505 Participatory Action Research (3)

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 590 Independent Study (varies)

Faculty-supervised independent study, readings and special projects for graduate students as developed through faculty-student agreement. *Prerequisite: Graduate standing and permission of instructor*

FACULTY

Vicky Carwein

Professor, Nursing; R.N.; D.N.S., Indiana University, 1981.

B. Jane Cornman

Senior Lecturer, Nursing; R.N.; Ph.D., University of Washington, School of Education, 1988.

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, School of Nursing, 1991.

Denise Drevdahl

Associate 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.

Lorrie Grevstad

Lecturer, Nursing; R.N.; M.N., University of Washington, School of Nursing, 1976.

Ginger Dunston Hill

Lecturer and Graduate Adviser, Nursing; R.N.; M.N., University of Washington, Tacoma, 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.; Ph.D., University of Texas at Austin, School of Nursing, 1987.

Christine Stevens

Lecturer, Nursing; R.N.; M.P.H.; Ph.C., University of Washington, School of Nursing, 2001.

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 (M.S.W.) program prepares learners for advanced and specialized practice as providers of social services and includes a combination of field experience and classroom learning. 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 M.S.W. 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 M.S.W. 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.

Pursuant to the achievement of the Social Work program's mission, the M.S.W. 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 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;

OVERVIEW

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WCG 203

Campus mailbox
358425

Web site
www.tacoma.washington.edu/social

Director
Marceline M. Lazzari, Ph.D.

Program Administrator/Adviser
Terri M. Simonsen, M.Ed.

- 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 M.S.W. 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 M.S.W. 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 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 M.S.W. 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 M.S.W. 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 his or her 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 M.S.W. 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* M.S.W. 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* M.S.W. 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 Programs section 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.

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 I & II (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 overrepresented in public sector practice. The course presents information regarding the history and status of people of color, women, individuals with disabilities, gay men and lesbians, and poor and working-class people. A major theme of the course is to provide an opportunity for exploration of how prejudice, discrimination and exclusion affect the experiences of members of these groups. Another theme is the unique strengths and capacities within each group that should be recognized and utilized in effective social work practice. The course also provides students with a framework for developing a social-change orientation for working toward social justice and equality.

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 curriculum. The practicum is determined by the Practicum Coordinator in collaboration with the student and is based on an in-depth interview with each student. The Advanced Practicum may not begin until all foundation requirements are completed. 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; Supervision and Leadership; Attachment and Resilience in Children's Mental Health; and Gerontological Social Work: Health and Mental Health in Older Adults.

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 M.S.W. 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 M.S.W. 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.

Marian S. Harris

Assistant Professor, Social Work; Kinship Care, Child Welfare and Mental Health; Ph.D., Smith College School for Social Work, 1997.

Robert L. Jackson

Associate Professor, Social Work; Rural and Community Mental Health, Group Work, Direct Social Work Practice; Ph.D., University of Utah, 1991.

Janice 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

Members of the faculty are also listed by program at the end of each academic program's section. This is a comprehensive list of the University of Washington, Tacoma faculty, not including faculty members with appointments of less than one academic year.

Richard O. Abderhalden

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

Luther Adams

Assistant Professor, Interdisciplinary Arts and Sciences; History, Ph.D., University of Louisville, 2002.*

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

Assistant Professor, 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.

Joey Caisse

Lecturer, Computing and Software Systems; Business Administration and Management Information Systems; B.A., Washington State University, 1996

Kima Cargill

Assistant Professor, Interdisciplinary Arts and Sciences; Clinical Psychology, Ph.D., University of Texas at Austin, 2002.*

Vicky Carwein

Chancellor; Professor, Nursing; R.N.; D.N.S., Indiana University, 1981.

Donald Chinn

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

Vanessa Chio

Assistant Professor, Business Administration; Management; Ph.D., University of Massachusetts, 2000.

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; Electrical Engineering; Ph.D., Marquette University, 1971.

Sergio V. Davalos

Assistant Professor, Business Administration; Management Information Systems; Ph.D., University of Arizona, 1992.

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, 2002.

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

Associate 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.

*Degree pending

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Assistant Professor, Social Work; Aging, Medical Social Work, Public and Mental Health, HIV/AIDS; Ph.D., Case Western Reserve University, 1998.

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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.

Sharon Gavin Fought

Associate Professor, Nursing; R.N.; Ph.D., University of Texas, 1983.

Andrew Fry

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

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

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Lorrie Grevstad

Lecturer, Nursing; M.N., University of Washington, School of Nursing, 1976.

Steve Hanks

Professor, Computing and Software Systems; Computer Science; Ph.D., Yale University, 1990

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Robert W. Howard

Assistant Professor, Education; Cultural Foundations; Ed.D., Harvard University, 1986.

Subin Im

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

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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.

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Associate Professor, Education; Elementary Education; Ph.D., University of Oregon, 1987.

Richard K. Knuth

Assistant Professor, Education; Educational Administration (secondary area in Business Administration); Ph.D., University of Washington, 1983.

Michael Kucher

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Kären Landenburger

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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.

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Assistant Professor, Interdisciplinary Arts and Sciences; Developmental Psychology, Ph.D., University of Wisconsin-Madison, 2002.

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Jack Nelson

Vice Chancellor; Professor, Interdisciplinary Arts and Sciences; Ph.D., University of Chicago, 1970.

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Director and Professor, Interdisciplinary Arts and Sciences; Russia and the former U.S.S.R., Mexico; Ph.D., University of California, Berkeley, 1976.

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Assistant Professor, Education; Science Education/Zoology; Ph.D., University of Wisconsin, 1995.

Moshe Rosenfeld

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

Christine Salazar

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Craig Sanders

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

David Secord

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

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Tracy A. Thompson

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Staff

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Marcily Brown, *Academic Affairs*
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Julie Buffington, *Interdisciplinary Arts and Sciences*
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Sandra Carson, *Business Administration*
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Oliver Dunagan, *Facilities and Operations*
Donna DuVal, *Business Administration*
Eric Elkins, *Computer Services*
Beckie Etheridge, *Academic Technologies*
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Trish Fiacchi, *Human Resources*
Christine Franzkeit, *Enrollment Services and Student Affairs*
Shelby Fritz, *Academic Affairs*
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Dan García, *Enrollment Services and Student Affairs*
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Teresa Gregory, *Development and Alumni Relations*
Alisha Gregory-Davis, *Social Work*
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Jill Haugen, *Social Work*
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Dennis Hug, *Facilities*
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Gwen Lewis, *Library*
Mia Limbrick, *Finance*
Charles Lord, *Library*
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The University of Washington reaffirms its policy of equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam-era veteran. This policy applies to all programs and facilities including, but not limited to, admissions, educational programs, employment, and patient and hospital services.

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

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

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