



2007-2008 Student Catalog

UNIVERSITY OF WASHINGTON TACOMA

2ND EDITION – UPDATED JANUARY 2008



PROGRAM OFFICES:

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

OTHER OFFICES:

Admissions Advising.....	SCI 105
Advancement, Office of.....	GWP 407
Career Development Center.....	MAT 106
Chancellor, Office of.....	GWP 312
Computer Labs.....	WG 108/CP 005
Copy/Mail Center.....	WCG 105
Disability Support Services.....	MAT 206
Diversity Resource Center.....	WCG 102
Enrollment Services.....	GWP 102
Equity and Diversity, Office of.....	GWP 326
General Education Center.....	SCI 102
International Programs.....	WCG 223
KeyBank Professional Development Center.....	Carlton Ctr., 4th floor
Media Services.....	MAT 253
Registrar, Office of the.....	GWP 102
Safety and Security Services.....	DOU 180
Student Affairs.....	MAT 206
Student Counseling Center.....	MAT 206
Student Life Office.....	MAT 108
Student Government (ASUWT).....	MAT 109
Teaching & Learning Center.....	KEY 202

KEY TO ABBREVIATIONS:

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

Contents

General Information	5
Academic Calendar	7
Financial Aid.....	8
Tuition and Fees.....	10
Registration	13
Academic and University Policies.....	16
Undergraduate Academic Programs	
Admission and Graduation Requirements	20
Business Administration.....	27
Computer Engineering and Systems.....	37
Computing and Software Systems	43
Environmental Science	67
Global Honors	51
Interdisciplinary Arts and Sciences	53
Nursing (RN to BSN)	93
Social Welfare	99
Urban Studies.....	105
Minors and Certificates.....	111
Graduate Academic Programs	
Admission and Graduation Requirements	117
Business Administration.....	121
Computing and Software Systems.....	125
Education.....	129
Educational Administrator	135
Professional Certification.....	133
Secondary Science Education.....	132
Teacher Certification (K-8).....	130
Interdisciplinary Studies.....	141
Nursing	145
Social Work.....	151
Index	155



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

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

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

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

About this catalog

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

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

The content of this catalog is subject to change without notice and does not constitute an agreement between the University of Washington Tacoma and the student.

General Information

The University of Washington Tacoma serves the South Puget Sound region by offering baccalaureate, certificate and graduate-level programs of the highest academic quality. The various courses of study at UW Tacoma produce highly knowledgeable and capable graduates who go on to make impressive contributions in their careers and in their communities.

Mission

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

Vision

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

Defining Characteristics and Guiding Principles

The University of Washington Tacoma

- ... **engages minds** through creative, rigorous and interdisciplinary approaches to teaching and scholarship that encourage lifelong learning and prepare graduates who will communicate effectively, think critically and creatively, apply technology, act responsibly and effect positive change.
- ... **is a student-centered community** that places high value on quality teaching and learning in a setting that supports the needs and diversity of its undergraduate and graduate student bodies.
- ... **is dedicated to exploring challenging issues** and divergent ideas and opinions in the context of respect for human worth and dignity, while bound to high ethical standards and principles for civil discussion and debate.
- ... **is committed to diversity** through nurturing a campus community where similarities and differences are acknowledged and respected. UW Tacoma welcomes and supports individuals of any age, gender, race, religion, sexual orientation, physical ability, and ethnic, cultural and socioeconomic background.
- ... **is innovative, entrepreneurial and collaborative** in its approach to teaching, scholarship, creating new educational programs, establishing partnerships, and constructing and renovating campus buildings.
- ... **is connected** with the Washington State Community and Technical Colleges in providing seamless educational pathways for students seeking a baccalaureate education.

Phone

(253) 692-4000
1-800-736-7750 (outside local area)
(253) 692-4413 (TTY)

Mailing address

1900 Commerce St.
Tacoma, WA 98402-3100

Web site

www.tacoma.washington.edu

E-mail

uwinfo@u.washington.edu

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

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

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

Degrees

The University of Washington Tacoma confers the following degrees:

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

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

State Board of Education Certificates

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

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

Accreditation

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

Key Bank Professional Development Center

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

University of Washington Tacoma Officers of Administration

Patricia Spakes
Chancellor

Beth Rushing
Vice Chancellor for Academic Affairs

Ysabel Trinidad
Vice Chancellor for Administrative Services

Carol Van Natta
Vice Chancellor for Advancement

James Coolsen
Special Assistant to the Chancellor

Sharon Parker
Assistant Chancellor for Equity and Diversity

Cedric Howard
Associate Vice Chancellor for Student Affairs

Derek Levy
Interim Associate Vice Chancellor for Enrollment Services

Michael Wark
Director of Public Relations and Communications

University of Washington Board of Regents

Frederick C. Kiga, *Chair*
Craig W. Cole, *Vice Chair*

Stanley H. Barer
Kristianne Blake
Jeffrey H. Brotman
William H. Gates
Sally Jewell
Constance L. Proctor
Herb Simon

University of Washington Officers of Administration

Mark A. Emmert
President, University of Washington

Phyllis M. Wise
Provost and Vice President for Academic Affairs

Weldon E. Ihrig
Executive Vice President

Eric S. Godfrey
Vice Provost for Student Life

Ronald A. Johnson
Vice President for UW Technology

Constance H. Kravas
Vice President for Development and Alumni Relations

Sheila Edwards Lange
Vice President and Vice Provost for Minority Affairs and Diversity

Paul Ramsey
Vice President for Medical Affairs

Ed Taylor
Vice Provost and Dean, Undergraduate and Academic Affairs

Scott Woodward
Vice President for External Affairs

ACADEMIC CALENDAR

AUTUMN QUARTER 2007

Instruction begins.....	Sept. 26
Veterans Day holiday	Nov. 12
Thanksgiving holidays.....	Nov. 22 - 23
Last day of instruction.....	Dec. 7
Final examinations.....	Dec. 10 - 14

WINTER QUARTER 2008

Instruction begins.....	Jan. 7
Martin Luther King Jr. Day holiday	Jan. 21
Presidents Day holiday.....	Feb. 18
Last day of instruction.....	March 14
Final examinations.....	March 17 - 21

SPRING QUARTER 2008

Instruction begins.....	March 31
Memorial Day holiday	May 26
Last day of instruction.....	June 6
Final examinations.....	June 9 - 12
Commencement	June 13

SUMMER QUARTER 2008

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.

Financial Aid

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

There are four basic types of aid.

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

What is Financial Need?

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

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

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

Eligibility for Financial Aid

To qualify for federal financial aid, a student must:

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

Application and Important Dates

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

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

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

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

Renewal Application

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

Priority Dates

For priority consideration, the FAFSA, Renewal FAFSA or FAFSA on the Web must be dated as received by the federal application processor by Feb. 28 of each year. Students are encouraged to mail the FAFSA no sooner than Jan. 1 and no later than Feb. 15 before the upcoming academic year. Students who submit their FAFSAs after the priority date, fifth-year students and part-time students may be eligible to borrow funds through the Federal Stafford Loan or the Federal PLUS/Federal Supplemental Loan programs. Undergraduates may qualify for a Federal Pell Grant.

Because the priority date falls before the income tax deadline, students and parents can use estimated income figures if their tax information is not prepared. Tax and asset documents may be requested at a later date to verify information provided on the initial application.

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

Consortium Agreements

UW Tacoma students will occasionally need to enroll at a community college to complete admission deficiencies. The credits at the community college may be counted toward the student's total quarter enrollment credits using a Financial Aid Consortium Agreement. Both UW Tacoma and the community college must approve Consortium Agreements. If approved, Consortium Agreements enable the student to receive financial aid based on the total

credits being taken at both institutions. Agreements must be submitted to the Office of Enrollment Services no later than three weeks prior to the start of the quarter.

Scholarships

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

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

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 and State Work Study	■	■	■	■

Tuition and Fees

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

Tuition and Fee Payment

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

Options for tuition payment

Plan 1: Tuition in Full

This plan is best for students receiving financial aid (such as loans, grants, scholarships and Chapter 31 V.A. benefits) and those who are able to pay their tuition in full. Payment by check or money order may be made to the UW Tacoma Cashier or mailed to the UW Tacoma Cashier's Office, Campus Box 358433, 1900 Commerce Street, Tacoma, WA 98402. 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 5 p.m. on the third Friday of the quarter. Tuition may be paid out of the financial aid award or by using emergency loans.

Plan 2: Tuition Installment Plan

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

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

Tuition Forfeiture

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

Request to Waive Tuition Forfeiture or Registration Fees

If a student feels that he or she has been charged a tuition forfeiture or registration fee in error or wishes to contest a forfeiture or fee, he or she may complete a Request to Waive Tuition Forfeiture or Registration Fees form. Failure to check your tuition balance on MyUW does not nullify a student's responsibility for payment by the tuition due date and is not an acceptable justification for a waiver. Please refer to the form for appropriate guidelines for granting these requests.

Petitions must be received by the UW Tacoma Registrar no later than the last day of instruction.

Tuition and Fee Refund

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

Other Fees

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

Application Fees

There is no reduction in fees for auditors.

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

Late Payment of Tuition

If balance exceeds \$250	\$ 120
If balance is \$50-\$250	\$ 50
If balance is less than \$50	\$ 0

Registrar's Office Service Fees

Late Registration	
<i>First through 10th day of class</i>	\$ 25
<i>After 10th day of class</i>	\$ 75
Change of Registration	\$ 20
<i>Only charged after the first week of the quarter</i>	
Duplicate diploma with paper cover	\$ 10
Replacement of Student ID Card	\$ 10
Transcript (Official)	\$ 4

Change-of-Registration Fee

On the first day 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 day before the quarter begins) and through the 10th day of the quarter. If circumstances warrant, waiver of the service charge may be petitioned to the UW Tacoma Registrar using the Request to Waive Tuition Forfeiture or Registration Fees form.

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 is included on the quarterly tuition billing.

2007-2008 Quarterly Tuition Rates*

Tuition rates are subject to change without notice.

Undergraduate

(includes nonmatriculated and postbaccalaureate students taking undergraduate courses)

	RESIDENT	NON-RESIDENT
10 – 18 credits.....	\$ 2,101	\$ 7,349
<i>Fee per credit over 18 credits</i>	\$ 195	\$ 720
9 credits.....	\$ 1,891	\$ 6,614
8 credits.....	1,681	5,879
7 credits.....	1,471	5,144
6 credits.....	1,261	4,409
5 credits.....	1,051	3,674
4 credits.....	841	2,939
3 credits.....	631	2,204
2 credits (min.).....	421	1,469

Master of Arts Master of Social Work

	RESIDENT	NON-RESIDENT
7 – 18 credits.....	\$ 3,111	\$ 7,127
<i>Fee per credit over 18 credits</i>	\$ 423	\$ 996
6 credits.....	\$ 2,667	\$ 6,109
5 credits.....	2,223	5,091
4 credits.....	1,778	4,073
3 credits.....	1,334	3,055
2 credits (min.).....	890	2,037

Master of Nursing & Master of Education

	RESIDENT	NON-RESIDENT
7 – 18 credits.....	\$ 3,278	\$ 7,294
<i>Fee per credit over 18 credits</i>	\$ 446	\$ 1,020
6 credits.....	\$ 2,810	\$ 6,252
5 credits.....	2,341	5,210
4 credits.....	1,873	4,168
3 credits.....	1,405	3,126
2 credits (min.).....	936	2,084

Master of Science in Computing and Software Systems

	RESIDENT	NON-RESIDENT
7 – 18 credits.....	\$ 3,445	\$ 7,460
<i>Fee per credit over 18 credits</i>	\$ 470	\$ 1,044
6 credits.....	\$ 2,953	\$ 6,395
5 credits.....	2,461	5,329
4 credits.....	1,969	4,263
3 credits.....	1,477	3,198
2 credits (min.).....	985	2,132

Master of Business Administration

	RESIDENT	NON-RESIDENT
7 – 18 credits.....	\$ 4,836	\$ 8,667
<i>Fee per credit over 18 credits</i>	\$ 669	\$ 1,216
6 credits.....	\$ 4,145	\$ 7,429
5 credits.....	3,455	6,191
4 credits.....	2,764	4,953
3 credits.....	2,073	3,715
2 credits (min.).....	1,383	2,477

Postbaccalaureate and Graduate Nonmatriculated Students

(Postbaccalaureate and nonmatriculated students enrolled in courses at the 500-level or above)

	RESIDENT	NON-RESIDENT
7 – 18 credits.....	\$ 3,445	\$ 7,460
<i>Fee per credit over 18 credits</i>	\$ 470	\$ 1,044
6 credits.....	\$ 2,953	\$ 6,395
5 credits.....	2,461	5,329
4 credits.....	1,969	4,263
3 credits.....	1,477	3,198
2 credits (min.).....	985	2,132

*The Student Technology Fee, based on the number of credits taken, is already included in the tuition rates shown.

Financial Obligations

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

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

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

Tuition Exemption

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

Eligible students must hold one of the following statuses on the day the exemption

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

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

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

Qualifying Courses

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

Admission Status

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

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

Registration and fees

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

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

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

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

Registration

Registration Eligibility

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

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

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

Quarter-Off Policy

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

Graduating Senior Priority

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

Registering at Other UW Campuses

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

For more information on cross-campus registration, please go online to: www.washington.edu/uaa/gateway/advising/registration/ccregi.php

Dropping a Course

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

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

During Summer Quarter, the timeline for dropping a course is abbreviated due to the shortened session. Please consult the “Important Dates” page on the Registration Web site for specific dates (www.tacoma.washington.edu/enrollmentservices/registration).

Hardship Withdrawal Policy

Students may petition the UW Tacoma Registrar in writing for a Hardship Withdrawal if they are unable to complete a course due to physical or mental debilitation or unusual or extenuating circumstances beyond their control that may have arisen and prevented them from dropping the course by the seventh week. Petitions must

be filed promptly after the occurrence of the event that gave rise to the need for dropping, preferably prior to the end of the quarter. Only in rare circumstances will petitions be accepted after the close of the quarter in which the withdrawal is being petitioned. Students who have completed the requirements for the course are generally not eligible for a hardship withdrawal.

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

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

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

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

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

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

The following principles apply to complete withdrawal from the University:

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

- A recipient of veterans benefits should immediately notify the veterans benefits coordinator of withdrawal.

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

Withdrawal for Military Service

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

Important Dates

Each quarter, the Office of the Registrar publishes a list of important dates for the upcoming quarter online on the Registration Web site at www.tacoma.washington.edu/enrollmentservices/registration/reg_guide.cfm. This page contains links to 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.

Registering for Classes

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

- Review the Important Dates and on the Registration Web site (see above).
- Talk with the program adviser before selecting courses. Academic advising is highly recommended.
- Obtain entry codes from the appropriate program office for any courses requiring entry codes.
- Have all registration materials handy. Know the schedule line number (SLN) for each course section (SLNs change every quarter). Prepare an alternate course list in case any courses are full.
- Take care of all University financial obligations. The system will not permit students to register if there is a hold on their registration.

Once initially registered, students can log in to MyUW as often as they want to check the status of sections, list their confirmed schedule, add or drop courses or check account balances.

How to Register

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

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

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

Other System Features

Course availability

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

Student account and loan status inquiries

Use MyUW to:

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

Grades

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

Registration Periods

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

Registration Period I

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

Registration Period II

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

Registration Period III

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

Late Add Period

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

Unrestricted Drop Period

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

Late Course Drop Period

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

Full-Time and Half-Time Status

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

Military Personnel

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

Access Program for Older Adults

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

Auditing a Course

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

Summer Quarter

Students should note that due to the shortened session, deadlines for fee payment and registration transactions may vary from those of the regular academic year. See the Important Dates page on the Registration Web site for specific dates each summer.

Academic and University Policies

Academic Policies

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

The following letter grades may also be used:

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

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

S: Satisfactory grade for courses taken on a satisfactory/not-satisfactory basis. An S grade is automatically converted from a numerical grade of 2.0 or above for undergraduate classes and 2.7 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 UW Tacoma 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. Depending on the program, up to 25 credits of S/NS grades may be applied to an undergraduate degree. S is not computed in GPA calculations. There is no limit on the number of S credits that can be applied to a graduate degree.

LETTER GRADE EQUIVALENTS

Undergraduate			Graduate		
Letter Grade	Grade Point Equivalent		Letter Grade	Grade Point Equivalent	
A	3.9 - 4.0		A	3.9 - 4.0	
A-	3.5 - 3.8		A-	3.5 - 3.8	
B+	3.2 - 3.4		B+	3.1 - 3.4	
B	2.9 - 3.1		B	2.9 - 3.0	
B-	2.5 - 2.8		B-	2.5 - 2.8	A minimum of 2.7 is required in each course that is counted toward a graduate degree.
C+	2.2 - 2.4				
C	1.9 - 2.1		C+	2.1 - 2.4	
C-	1.5 - 1.8		C	1.7 - 2.0	
D+	1.2 - 1.4		E	0.0	
D	0.9 - 1.1				Grades below 1.7 in graduate programs are recorded as 0.0.
D-	0.7 - 0.8	Lowest passing grade			
E	0.0	Failure or Unofficial Withdrawal. No credit earned.			

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.

For undergraduate students, an Incomplete grade not made up by the end of the next quarter is converted to a grade of 0.0 by the Office of the Registrar unless the instructor has indicated when assigning the Incomplete grade, that a grade other than 0.0 should be recorded

if the incomplete work is not completed. The I (Incomplete) is not removed from the permanent record and appears on the transcript with the completed grade. An instructor may approve an extension of the Incomplete removal deadline by contacting the UW Tacoma Registrar no later than the last day of the quarter following the quarter in which the Incomplete grade was assigned. Extensions, which may be granted for up to three additional quarters, must be received before the Incomplete has been converted into a failing grade. In no case can an Incomplete received by an undergraduate be converted to a passing grade after the lapse of one year.

For graduate students, an Incomplete grade does not automatically convert to 0.0 but remains a permanent part of the student's record. To obtain credit for the course, a student must successfully complete the work and the instructor must submit a grade. In no case can an Incomplete received by a graduate student be converted to a passing grade after a lapse of two years or more.

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

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

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

Repeating Courses

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

Class Attendance

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

Grade Appeal Procedure

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

The director consults with the instructor to ensure that the evaluation of the student's performance has not been arbitrary or capricious. Should the director believe the instructor's conduct to be arbitrary or capricious and the instructor 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 UW Tacoma Vice Chancellor for Academic Affairs and the University of Washington Provost should be informed of this action.

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

Grade Reports

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

Transcripts

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

Because the signature of the student is required, e-mail requests cannot be accepted. Payment of \$4 per transcript is required at the time of the request by check or money order. Current students may have the charge added to their tuition bill. The Transcript Request form is available online at www.tacoma.washington.edu/cashier/transcripts. Allow three to five working days for processing. Same-day requests are available for an

additional \$15 fee. Transcripts may be picked up in the Office of the Registrar with picture identification or mailed to a third party, per student request. Each transcript will include all coursework taken at the University of Washington, with indication of the campus where the credits were earned.

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

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.

Satisfactory Progress

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

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

Low Scholarship

Academic Warning

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

Academic Probation and Dismissal for Low Scholarship

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

Reinstatement

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

Senior in Final Quarter

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

Dean's List

Quarterly Dean's List

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

Annual Dean's List

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

Annual Dean's List Certificate

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

Baccalaureate Honors

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

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

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

Faculty Honors

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

Chancellor's Medal

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

Student Rights and Responsibilities

It is the responsibility of the student to become familiar with all academic and administrative regulations and procedures relating to his or her course of study at UW Tacoma.

Student Conduct Code

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

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

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

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

Computer Use and Software Copyright Policy

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

Equal Opportunity

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

Student Education Records

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

Release of Student Directory Information

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

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

Sexual Harassment Complaint Procedure

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

*The USA PATRIOT Act of 2001, however, limits some privacy protections.

Undergraduate Admission and Graduation

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

Freshman Applicants

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

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

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

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

Freshman Advising

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

Freshman Curriculum

UW Tacoma offers first-year students a core curriculum that emerges from best practices across the country and research on what helps students succeed. According to this research and these practices, a "cohort" model results in higher academic achievement, a lower attrition rate, and greater student satisfaction than other models.

In a cohort model, undergraduates take courses with the same students throughout their core courses. Doing so helps students, faculty, staff, and librarians create a learning community. Teaching and learning in community (rather than with different students in every class) means that students make friends faster and work together as colleagues.

Best practices and research also tell us that interdisciplinary core courses are very successful for first-year students. That is why the core courses include more than one field of study. Today's challenges, after all, are complex and require educated citizens to approach them from more than one perspective.

A different faculty team—in classes with a student-to-faculty ratio of 25 to 1—will teach the course from a different academic perspective each quarter. Over the course of the year, students meet a full range of general requirements but remain focused

on the same theme. A student may earn credit in English and economics one quarter, then history and sociology the next. But throughout the year, discussion, lectures, reading, writing and project assignments will focus on the same, unifying theme designed to broaden students' perspectives, not only about what they are studying, but also about the world in which they live.

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

Transfer Applicants

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

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

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

Guaranteed admission for transfer students

If you are a Washington state resident and earn a transfer degree at a Washington state community college with at least a 2.75 GPA, you are guaranteed general admission to the University.

College Academic Distribution Requirements (CADR)

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

Minimum High School Preparation

SUBJECT	REQUIREMENT
English	4 credits
Mathematics	3 credits
Social studies	3 credits
Foreign language	2 credits
Science	2 credits
Fine, visual, performing arts..	0.5 credits
Academic electives	0.5 credits

Using College Coursework to Complete CADR

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

Grading Restrictions

To satisfy the college academic distribution requirements, a passing grade, including a 'D,' is acceptable in either high school or college work. Intermediate algebra

at the college level must be completed with a 'C' (2.0) or better. Also acceptable is a grade of 'Pass' in a course taken on a 'Pass/Not Pass' basis.

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

Application Process

There are two ways to complete the application process for the University of Washington Tacoma: online via the Web or by downloading or requesting a paper application packet. There is no difference in the application fee.

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

Application Materials

Application materials can be found on the University's Web site at www.tacoma.washington.edu/apply. A paper application can be downloaded in PDF format or applicants can request a paper application be mailed to them by calling (253) 692-5723.

Application Requirements

1. All students must carefully complete the appropriate **Application for (Freshman or Transfer) Admission form and submit payment for the \$50 undergraduate application fee.** If completing the online application,

the fee can be paid with a credit or debit card or by electronic check. The application fee is nonrefundable and must be submitted each time a student applies.

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

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

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

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

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

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

PRIORITY APPLICATION DATES FOR UNDERGRADUATE ADMISSION

	Autumn	Winter	Spring	Summer
Freshman	Mar. 1	—	—	—
General University Transfer	July 15	Nov. 15	Feb. 15	—
Milgard School of Business	Apr. 15	Oct. 15	Jan. 15	—
Environmental Science	May 1	Nov. 15	Feb. 15	—
Institute of Technology	May 15	Oct. 15	Jan. 15	—
Interdisciplinary Arts and Sciences	May 1	Nov. 15	Feb. 15	—
Nursing	Feb. 15	*	*	Feb. 15
Social Welfare	Apr. 3	—	—	—
Urban Studies	Aug. 15	Nov. 1	Feb. 1	—

These dates may change for subsequent years, and programs that admit more than once a year may not continue to do so in subsequent years.

** 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 programs. If the petition is granted, then the student will not need to complete another application or submit another application fee. Please check with the Office of Enrollment Services for the petition and its guidelines.

When to Apply

Early application is strongly advised. In order to assure consideration, the completed application, along with any other required documents, should be submitted by the priority application date.

Priority application dates for undergraduate students are shown in the table on page 21. For priority scholarship consideration, freshman applications must be received by **January 15**; transfer applications by **February 15**.

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

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

Notification of Admission Decision

When all required documents have been received, an evaluation is made and the applicant is notified of his or her admission status. An offer of admission is generally valid only for the quarter indicated. Applicants who wish to be considered for a different quarter may be required to file a new application and pay the associated fee. (See Change of Application Quarter on page 21.) Application materials of applicants who do not register for the quarter to which they have been admitted are normally retained for a period of one year from the quarter of application. At the end of this period materials on file are destroyed unless the applicant has notified the University of a continued interest in attending UW Tacoma.

Admission Categories

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

Matriculated students

New students at UW Tacoma seeking their first undergraduate degree are normally considered matriculated students and admitted to the University as freshmen or general University transfer students or to a specific academic program as transfer 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 working toward another bachelor's degree or completing prerequisite courses for a graduate program. The application of their previous coursework toward graduation requirements will be determined by program faculty and advisers.

Nonmatriculated students

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

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

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

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

Summer Only Visiting Students also apply as nonmatriculated students. Applicants must meet application and admission requirements if they wish to matriculate for subsequent quarters. Students admitted for Autumn who wish to begin their studies during Summer Quarter should consult their academic program.

Returning former students

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

Pre-major students

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

International students

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

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

Auditors

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

Dual Enrollment

The University of Washington Tacoma has partnered with Tacoma Community College to offer a Dual Enrollment program.

Now students can attend both schools at once, and it's easy to gain access to a wide variety of degree and certificate programs.

On campuses just six miles apart, students will benefit from the close relationship between advisers from both schools, who help them make the best choices to meet their educational goals. Students will enjoy a seamless transition between your lower- and upper-division coursework on the path to earning their bachelor's degree.

Students get:

- **Admitted with one application:** With a single application students can be accepted at Tacoma Community College and UW Tacoma.
- **Double the student life:** Students can participate in events, lectures, student activities and student life on both campuses.
- **Coordinated academic advising:** Students have access to advisers at both schools who can help them prepare for their long-term academic goals and provide increased guidance in navigating each campus.
- **Access to more resources:** Achieve academic success with access to the world-class UW Libraries system, TCC's high-tech Information Commons, Learning Resource Center and Web Café. Learning and technology resources on both campuses.

A Dual Enrollment adviser can review transcripts and help students plan their coursework. Advisers will also direct students to useful campus resources and provide general financial aid information, including financial aid procedures and timelines. To learn more about the Dual Enrollment Program, call Sam Loftin, Dual Enrollment Adviser at (253) 692-4743 or (253) 460-4468.

General University Admission Requirements for Transfer Students

Transfer students may be admitted to the University of Washington Tacoma if they have completed a minimum of 40 college-level credits, have maintained a 2.0 GPA and have completed the minimum requirements outlined below.

Students granted general University admission will need to apply to a major at a later date. Admission requirements for each academic program at the University of Washington Tacoma vary. See each program's section in this catalog for a complete list.

Foreign language

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

Mathematics

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

Writing

All applicants must complete at least five credits of English composition to meet the minimum admission requirement. Introductory English composition courses are not currently offered at the Tacoma campus. Coursework must be completed through enrollment at a community college, a four-year institution or UW Distance Learning. Students are required to complete a total of 15 credits of writing-intensive coursework (including English composition) before graduating. It is recommended that students consider completing the required 10 additional credits of writing-intensive coursework prior to entering UW Tacoma. In some cases, completion of an advanced writing course at UW Tacoma may be used to fulfill the English composition requirement. Courses offered at UW Tacoma that will satisfy this requirement are indicated in the course description listings for each program.

Undergraduate Transfer Credit

To students pursuing a first bachelor's degree, UW Tacoma awards transfer credit according to the guidelines listed below. It reserves the right to accept or reject credits earned at other institutions of higher education. In general, it is University policy to accept credits earned at institutions fully accredited by the regional accrediting association provided that such credits have been earned through university-level courses (see exceptions below) appropriate to the student's degree program.

For courses taken at a Washington state community college, UW Tacoma follows the list of transferable courses published in the UW Equivalency Guide for Washington Community and Technical Colleges.

Notable Restrictions on Transfer Credit

Lower-division college credit

Depending on their degree program, students can be allowed a maximum of 135 transferable lower-division (100- or 200-level courses) quarter credits of the 180 credits needed for a bachelor's degree. Upper-division credits (300- or 400-level courses) from other four-year institutions may apply to some program requirements. For some programs, there is a seven-year limit on upper-division transfer credits that are applied toward required core or concentration courses. Please consult with an adviser for details.

UW Extension distance learning

If permitted by the degree program, up to 90 credits earned in correspondence courses offered by the Distance Learning division of UW Extension may be applied toward a UW degree. However, 45 of the student's final 60 credits must be taken in residence at UW Tacoma to meet the Final-Year Residency Requirement (see page 26).

Extension credit from other schools

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

Guidance/Personal development

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

Limitation on ROTC credits

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

Military credit

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

Out-of-sequence courses

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

Physical education

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

Vocational-technical courses

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

Alternative credit

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

Courses Receiving No Credit

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

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

- Remedial courses in any academic discipline
- Any course in the following categories:
 - aeronautics/aviation/pilot training
 - air conditioning/heating-refrigeration
 - allied health (optics)
 - auto mechanics
 - beginning typing
 - carpentry/construction methods
 - cooking/baking
 - cosmetology
 - custodial training/maintenance
 - diesel mechanics
 - fire science
 - graphics reproduction
 - horse-shoeing
 - military science (lower-division)
 - replacement parts
 - stationary steam engineering
 - study skills
 - water science technology
- College-Level Examination Program (CLEP): The University does not accept or award credit for CLEP general or subject examinations. Any such credit awarded by other institutions, or through independent testing, will not be transferred to the University.

Applicability of Transfer Credit to Degree Requirements

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

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

Quarter vs. Semester Credits

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

Transfer GPA

In calculating the transfer GPA, the following guidelines apply:

- Grades from all transferable academic courses attempted, from all colleges the student has attended, in which the student has received grades between 0.0 and 4.0 on a 4.0 grading scale are included in the calculation.
- Repeated courses. At UW Tacoma, the most recent grade for a repeated course is used in the transfer GPA. (*Note:* This method is different from that used in calculating the UW Tacoma GPA for UW Tacoma courses that have been repeated.)
- All transferable academic credit from two-year colleges is included in the calculation, even if it exceeds 90 credits.
- Transfer coursework completed after a student matriculates must be graded on a numerical or letter-grade basis.

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

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

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 degree. The following table lists the required credits for each class:

Freshman	fewer than 45 credits
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.

Declaring a major

A major is the academic subject area, such as business or environmental science, in which a student will take the majority of her or his upper-level courses and in which she or he will earn a bachelor's degree.

Most transfer students are admitted directly to a major. Students admitted as freshmen or general University transfers will need to declare a major.

When to declare a major

Students are able to declare a major as soon as they have met the minimum credits required for the major. Students are expected to have declared a major by the time they have accumulated 105 credits, which is about one quarter into the junior year.

Although all students have to complete general education requirements (see "Graduation Requirements for the Baccalaureate Degree"), it is not a good idea to concentrate exclusively on general education requirements first and postpone thinking about a major. Many majors require more than 50 credits to complete and some have prerequisites. If students put off the decision too long, it may take more time than anticipated to complete a degree.

If a student is not able to declare his or her intended major by the time the student has earned 105 credits, he or she must make another choice or seek a "pre-major extension" from an adviser. Pre-major extensions are usually granted if there is a reasonable chance of being accepted into the intended major.

Students who haven't yet decided on a major and need some guidance can consult the Career Development Center for help.

What majors are available?

UW Tacoma offers seven majors with an additional 16 areas of concentration or study options. Review the academic program sections of this catalog for details.

How to declare a major

Once the admission requirements of a major, if any, have been met, a student can declare the major by:

- Downloading and completing the Request to Declare/Change Major form.
- Taking the completed Change of Major form to the student's current adviser or program office (pre-major students go to the General Education Center in Science 102). The current program will sign the form and make a copy for their records.
- Take the signed form to the new adviser or program office for their approval.
- Students declaring a competitive major, will need to submit any supplemental forms or other required documents directly to the program office of the new major.
- Students will be notified of acceptance into the new major and the new adviser will forward the approved form to the Registrar's Office, where the student's major code will be changed.
- Students who are not accepted into their requested major may consult with an adviser or submit another form to declare a different major.

Changing a major

Students can change their major at any time using this same process. Students should meet with an academic adviser first.

Declaring a double major or double degree

Using the same process outlined above, students may complete the requirements of two majors as either a double major or a double degree.

- Students who complete the requirements of two majors and accumulate between 180 and 225 credits will be awarded one bachelor's degree with two majors, called a "double major."
- Students who complete the requirements of two majors and accumulate 225 credits (180 + 45) will be awarded two bachelor's degrees, called a "double degree." The student will receive two diplomas.

- If the two degrees are offered by different programs, i.e. B.A. in IAS and B.A. in Urban Studies, or if one of the majors is a B.A. and the other is a B.S., the student must complete a double degree.

Declaring a minor

A minor is an optional program of study (usually 25-35 credits) built around a particular subject or skill, for example, nonprofit management or applied computing. Minors can be helpful in two ways: They allow students to focus their degree by choosing a minor related to their major or students can broaden their degree by taking an unrelated but complementary minor (for example, a business student taking a computing minor). The minor will also show up on the student's transcripts.

Students can declare a minor by using the same Request to Declare/Change Major form and submitting it to their current adviser. Minors do not have prerequisites and do not require any additional application materials.

More information on minors available at UW Tacoma can be found beginning on page 111.

Certifying completion of a minor

Minors are posted on the student's transcript. A minor must be awarded at the same time the student's first bachelor's degree is awarded. This means:

- A student who doesn't graduate cannot be awarded a minor.
- A student cannot earn a minor after graduation.

Graduation Requirements for the Baccalaureate Degree

To graduate with a bachelor's degree, a student must meet minimum general education and basic skills requirements in addition to the requirements of their academic program. This section outlines only the general education and basic skill requirements. Graduation requirements for the individual degree programs are explained in each program's section in this catalog.

- 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.

- Complete a minimum of 180 academic credits to include:
 - No fewer than 40 credits of general education courses to include a minimum of 10 credits in each of three areas of study: Natural World, Individuals and Society and Visual, Literary and Performing Arts
 - A minimum of 15 credits of writing to include 5 credits of English composition and 10 credits of writing-intensive courses
 - A minimum of 5 credits of Quantitative/Symbolic Reasoning coursework

Final-Year Residency Requirement

Students are required to complete 45 of their final 60 credits as a matriculated student in residence at UW Tacoma. Some degree programs may have stricter residency requirements.

To seek an exception to this requirement, students must contact their program adviser, who will submit the request to the UW Tacoma Admissions, Academic Standards and Graduation Committee. If an exception is granted, the student still must present a minimum of 45 credits taken in residence as a matriculated student to be awarded a UW degree.

Catalog for Graduation Requirements

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

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

Waiver of Graduation Requirements

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

Filing a Graduation Application

The 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 absolute deadline for filing an application is Friday of the second week of the quarter in which the student intends to graduate.

Students who will complete their degree requirements in Summer Quarter but wish to participate in the preceding Spring commencement must adhere to the Spring deadline.

It is the student's responsibility to apply for a degree; degrees are not automatically awarded when requirements have been satisfied.

If a student declared a minor but it does not appear on the graduation application, the Graduation and Academic Records Office will drop it. On the other hand, if a student does list a minor on the degree application, the student must complete that minor or drop it officially, or s/he will not graduate. This protects the student from being graduated when the actual intent is to continue on in order to complete the minor.

Adding minors after applying to graduate

A student who wants to add a minor after the graduation application has been submitted must see his or her adviser, who will update the application and notify the Graduation and Academic Records Office.

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, on the second Friday in June. Information on participating in commencement is posted on the UW Tacoma Web site, usually in early March, at www.tacoma.washington.edu/commencement.

Students who graduated the previous August, December or March and those who anticipate graduating in June or August of the current year are eligible to participate, if they have filed a graduation application. It is the student's responsibility to apply for graduation by the deadline (see "Filing a Graduation Application").

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. Students do not receive their actual diploma at the commencement ceremony.

BACHELOR OF ARTS IN

Business Administration

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

Teamwork

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

Communication

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

Strategic Thinking

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

Integrated Business Knowledge

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

Professionalism

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

Accreditation

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

Formal Options

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

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

Accounting

The Accounting option is designed to complement the broader-based Business Administration core. Students develop skills to work in organizations and be effective decision-makers with a focus on the accounting aspects of business. Areas stressed within the accounting discipline include recording and reporting of financial data under generally accepted accounting principles, understanding tax law and its effect on business decisions, auditing financial statements using generally accepted auditing principles, understanding accounting information systems, understanding the composition of consolidated financial statements, and gathering and using cost data for planning and control decisions. Electives provide further study in public-sector accounting, taxation, auditing and other areas.

OVERVIEW

The mission of the Milgard School of Business 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. We also are committed to advancing and disseminating business knowledge and theory and to cultivating collaborative relationships with the community.

Phone: (253) 692-5630

Fax: (253) 692-4523

Office: Dougan 401

Campus box: 358420

Web site: www.tacoma.washington.edu/business

E-mail: business@u.washington.edu

Dean: Shahrokh Saudagaran

Administrator: Julia Smith

Advisers: Melody James, Cynthia Smith

Students who wish to pursue a career in public accounting and be eligible to sit for the CPA exam are required to have an additional 45 quarter credits (30 semester hours) beyond the undergraduate degree requirement. The Milgard School offers these students an opportunity to take additional undergraduate and graduate business coursework. Other programs at the University can provide additional non-business learning opportunities.

Finance

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

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

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

Management

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

strategic planning, purchasing, consulting, administration, information management, human resources, financial services, hotel and retail management, project management, organizational development, sales, and leadership in business, industry or government.

Marketing

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

Informal Options

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

General Business

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

International Business

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

Admission Requirements

Educational Qualifications

- A cumulative GPA (grade-point average) of at least a 2.75 in all college coursework.
- A cumulative GPA of at least a 2.75 in all accounting, business, math and economics coursework.
- Fulfillment of General University Requirements (see page 23).
- Prerequisite coursework. At least four of the prerequisite courses listed below must be completed before applying. Business prerequisites must be graded. The minimum acceptable grade in a business prerequisite is 2.0.
 - 5 credits each of calculus and statistics plus 10 additional Natural World credits
 - 5 credits each of microeconomics, macroeconomics and business law and 5 additional credits in psychology, sociology or anthropology.
 - 10 credits of Visual, Literary and Performing Arts coursework.
 - 9-15 credits of Accounting coursework to include Introduction to Financial Accounting, Financial Accounting and Managerial Accounting. (Accounting students are required to earn a 3.0 grade or better in each accounting prerequisite course.)
- Students applying for the International Business study option must complete a foreign language through 103.

- Completion of a minimum of 60 college-level credits. A maximum of 105 college-level transferable credits may be applied to the degree.

Admission Process

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

Applications for admission are considered complete when the following have been received:

- UW Tacoma undergraduate application and application fee
- Business School application and personal statement
- Transcripts
- Results of Writing Skills Assessment test (WSA)

Business School Application and Personal Statement

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

Writing Skills Assessment

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

Selection Criteria

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

- Completion of all prerequisite courses
- Previous academic performance (cumulative and business GPA)
- Results of the Writing Skills Assessment (WSA) test
- Likelihood of success in the degree program
- Demonstration of the relationship between academic opportunities and the candidate's professional career goals

Admission decisions are made by the Business School Admissions Committee.

Curriculum

The bachelor of Arts in Business Administration curriculum consists of:

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

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

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

General Electives

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

Internship and independent study credit fulfills general elective requirements.

Program Standards

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

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

- Courses in the Business core and option may not be taken through distance learning.
- Courses in the Business core and option may not be taken S/NS (satisfactory/not satisfactory).
- Upper-division business courses completed at other accredited four-year institutions may not be more than seven years old in order to substitute for a course in the Business major. If a course is more than seven years old, the student will be required to repeat the course at UW Tacoma. Credit will not be awarded twice for an equivalent course. There is no time limit on prerequisite coursework.
- Upper-division courses used for transfer credit are held to the 1.7 grade standard required for all courses by the Milgard School of Business.
- Students may transfer up to two classes and apply them toward the core, and one class applied toward the formal or informal option.
- Students must complete two writing courses prior to graduation from the Milgard School of Business. Please consult a Business adviser when enrolling in courses to satisfy this requirement.

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

Removal from Program

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

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

Graduation Requirements

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

- Be a matriculated Business student in good academic standing with the University of Washington Tacoma and the Milgard School of Business.
- Satisfy all of the prerequisites for entrance into Milgard School of Business.
- Satisfy all of the General University Requirements for graduation (see page 25).
- Complete all of the required and elective courses in the Business degree and your formal or informal option:

Accounting option

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

Finance option

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

General Business option

- ◆ 30 credits of core courses
- ◆ 30 credits of upper-division business courses (*TBGEN 311, TBUS 468 and 469 do not apply*)
- ◆ 5-credit capstone course
 - TBUS 400
Business Policy & Strategic Mgmt.
- ◆ 25 credits of electives

International Business option

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

Management option

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

Marketing option

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

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

Course Descriptions

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

Core Courses

TBUS 300 Managing Organizations 5 credits

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

TBUS 301 Quantitative Analysis for Business 5 credits

Provides statistical tools to analyze business problems and enhance decision-making. Utilizes an applied approach to organize, explore and analyze data, design experiments and surveys, understand estimations and significance tests and use quantitative methods. [N/Q]

TBUS 310 Effective Managerial Communications 5 credits

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

TBUS 320 Introduction to Marketing Management 5 credits

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

TBUS 330 Introduction to Information Technology 5 credits

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

TBUS 350
Business Finance
5 credits

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

TBUS 400
Business Policy & Strategic Management
5 credits / Prerequisites: TBUS 300, 310, 320, 330 (or TACCT 330) & TBUS 350; TBUS 301 (may be taken concurrently)

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

Elective Courses

TBUS 468
Internship

1-5 credits; max. 10 credits

Provides students an opportunity to gain experience in a business organization where they apply and experience concepts taught in the traditional classroom. Knowledge and skills acquired in the classroom are used in a responsible position involving work on meaningful productive tasks. Develops links between the community and the classroom. *Business majors only. Permission of faculty is required.*

TBUS 469
Undergraduate Research

1-5 credits; max. 15 credits

Provides students an opportunity to explore a specific management or marketing topic, idea, project, or research interest that extends previous knowledge and broadens experience. Proposals and course criteria are developed in cooperation with specific faculty members prior to course registration. *Business majors only. Permission of faculty is required.*

Accounting Courses

TACCT 210
Financial Accounting I: Users Approach to Accounting
5 credits

Introduces accounting concepts within the context of financial business decisions. Presents an overview of the role of accounting in the financial community and business operations. Emphasizes the external use of financial accounting for fiscal decision-making.

TACCT 220
Financial Accounting II: The Reporting Process
5 credits / Prerequisite: TACCT 210

Introduces accounting processes that produce financial accounting reports including the balance sheet, income statement and statement of cash flows. Emphasizes how to gather, calculate, and organize accounting information into standardized reports based on the generally accepted accounting principles.

TACCT 230
Managerial Accounting
5 credits / Prerequisite: TACCT 220

Provides an introduction to management accounting concepts in the context of business decisions. Explores management accounting's roles in the decision making process and how managers and other internal users rely on the information to make better business decisions that benefit an organization.

TACCT 301
Intermediate Accounting I
5 credits / Prerequisites: Completion of Business Program accounting prerequisites

Concepts and principles of financial accounting. Analysis of controversies and problems related to the measurement of enterprise income, and asset and liability valuation.

TACCT 302
Intermediate Accounting II
5 credits / Prerequisite: TACCT 301

Continuation of TACCT 301.

TACCT 303
Intermediate Accounting III
5 credits / Prerequisite: TACCT 302

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

TACCT 311
Cost Accounting
5 credits

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

TACCT 330
Introduction to Accounting Information Systems
5 credits / Prerequisite: TACCT 301

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

TACCT 401
Forensic Accounting
5 credits / Prerequisite: TACCT 303

Explores the nature, detection and prevention of fraudulent financial reporting. Investigates types of fraud, how fraud is committed and ways to prevent fraud in corporations.

TACCT 404
Advanced Financial Accounting
5 credits / Prerequisite: TACCT 303

Explores accounting and reporting for business combinations (mergers, acquisitions, partnerships and joint ventures), foreign currency transactions and translations, reporting for business segments, and corporate and partnership liquidations and reorganizations. Emphasizes linking theory to practice through the use of current financial statement reviews.

TACCT 411
Auditing Standards and Principles
5 credits / Prerequisite: TACCT 303

Intensive introduction to the attest function in society today. The environment, the process and the report of the public auditor are analyzed. Potential extensions of the attest function are examined.

TACCT 421
Tax Effects of Business Decisions
3 credits / Prerequisite: TACCT 302

Issues in taxation, including tax considerations in business decision making, tax effects of business transactions, taxation of compensation, fringe benefits, capital gains, fixed asset transactions, disposition of business distribution from corporations.

ABOUT FULFILLING ADMISSION REQUIREMENTS

Some students are admitted to UW Tacoma before they have completed all of their admission requirements. Students may fulfill missing requirements in the Areas of Knowledge and Quantitative/Symbolic Reasoning through courses offered at UW Tacoma. Courses that fulfill these requirements are indicated with bold letters at the end of the course description: **[V]** Visual, Literary and Performing Arts (Fine Arts and Humanities); **[I]** Individuals and Societies (Social Sciences); **[N]** The Natural World (Natural Sciences); **[Q]** Quantitative/Symbolic Reasoning; and **[W]** Writing.

TACCT 431**Financial Statement Analysis***5 credits / Prerequisite: TBUS 350*

Enhances the understanding of accounting principles and techniques used to prepare financial statements and methods an analyst might employ to increase the relevance of financial information. Demonstrates the use of financial statement data in the valuation of firms.

TACCT 450**Business Taxation***3 credits / Prerequisite: TACCT 303*

Issues of taxation for entities other than individuals, including corporations, subchapter S corporations, partnerships and estates and trusts. Includes corporate distributions, liquidations and reorganizations.

TACCT 451**Individual Income Taxation***5 credits / Prerequisite: TACCT 303*

Political, economic and social forces influencing Federal income taxation, role of taxation in personal decisions. Coverage of individual income tax matters, including business and investment income, business and personal deductions, property transactions, and tax issues of employees.

TACCT 468**Cooperative Field Experience***1-5 credits; max. 5 credits / Prerequisite: TACCT 301*

Provides opportunities to gain experience and apply concepts taught in the accounting concentration. Involves learning skills and applying knowledge through practical experience working cooperatively with professionals in the field. *Application and completed contract with faculty permission is required.*

TACCT 469**Undergraduate Research***1-5 credits; max. 5 / Prerequisite: TACCT 302*

Provides students opportunity to explore a specific accounting topic, idea, project or research interest that extends previous knowledge and broadens experience. Proposals and course criteria must be developed in cooperation with specific faculty members prior to course registration.

TACCT 471 Internal Auditing*3 credits / Prerequisite: TACCT 411*

Independent appraisal function established within an organization. Role and nature of internal auditing; intensive review of internal control; management effectiveness audits; and financial audits from the point of view of the internal auditor.

TACCT 480**Accounting for Not-for-Profit Organizations***5 credits / Prerequisite: TACCT 303*

Explores the unique accounting models used in reporting the financial results of governmental and not-for-profit entities. Examines financial reporting under these models from the user perspective, while cultivating an understanding of the accounting system requirements needed to meet this perspective.

TACCT 485**International Accounting***5 credits*

Enhances understanding of international accounting issues. Examines the impact of accounting diversity on global capital flows and explores the convergence of global accounting standards. Covers accounting for changing prices, goodwill and other intangibles, as well as social and environmental reporting, geographic segment disclosure practices and financial reporting in developing economies.

TACCT 490**Special Topics in Accounting***1-6 credits; max. 6 credits*

Special topics of current concern to faculty and students. Offered only when faculty is available and student interest is sufficient. Class is announced in advance of scheduled offerings.

General Business Courses**TBGEN 200****Introduction to Statistics in Business***5 credits*

Introduces the major principles and practices utilized in basic statistical analysis. Focuses on descriptive statistics, inferential statistics, probabilistic reasoning, correlation, regression, and hypothesis testing. [N/Q]

TBGEN 218**Introduction to Business Law***5 credits*

Explores the impact of the changing legal environment on business decision making. Examines legal issues that organizations confront to establish appropriate strategies for effective functioning and developing compliance guidelines. Utilized specific tools to access legal resources for proactively recognizing, framing and analyzing business opportunities, and problems in the legal environment. [I]

TBGEN 311**A Writer's Workshop: Skills for Success***3 credits*

Provides students with increased skills in the essentials of academic and professional writing. Covers techniques that apply to all phases of the writing process including planning, composing, revising and editing.

TBGEN 412**Ethical Issues in Business***5 credits / Prerequisites: TBUS 300 and TBUS 320 or permission of instructor*

Explores the moral principles and community standards by which businesses are judged and assesses the impact management decisions have on the business and on society. Focus is on the conflict between the economic performance of the firm and the social performance of the firm. Emphasizes communication, integrated business knowledge and strategic thinking. [V]

TBGEN 490**Special Topics***1-5 credits*

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

Finance Courses**TFIN 220****Introduction of Microeconomic Theory***5 credits*

Introduces microeconomic theory applied to individual decision-making, analysis of markets and the role of prices. Specific topics include consumer demand, production, exchange, resource allocation and government intervention.

TFIN 221**Introduction to Macroeconomic Theory***5 credits*

Involves the study and analysis of the aggregate economy. Topics include the determination of the national income, inflation, business fluctuations, unemployment, monetary systems, the federal budget and international trade.

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

Develops Visual Basic financial model applications in the Excel spreadsheet. Included: review of Excel, Visual Basic fundamentals, Excel financial functionalities, and extending Excel with Visual Basic. Applicable for students with a financial or information systems background.

TFIN 422**Investment Valuation***5 credits / Prerequisite: TBUS 350, TFIN 424*

Examines the valuation of financial assets including stocks, businesses, bonds and real assets. Focuses on discounted cash flow, risk, option pricing theory and models, market efficiency, dividend discount models, and real options theory.

TFIN 423**Macroeconomics and the Global Economy***5 credits / Prerequisite: TBUS 350, TFIN 424*

Focuses on the use of intermediate economic theory to understand how financial markets are affected by macroeconomic variables. Specific emphasis is placed on international markets and how to assess the impact of different macroeconomic policies.

TFIN 424**Managerial Economics***5 credits*

Applies tools of intermediate microeconomic theory to issues of particular interest to business students. Topics include market processes, consumer theory, firm behavior in competitive and imperfectly competitive markets, product pricing, and strategic behavior.

TFIN 425**Finance and Investment***5 credits / Prerequisites: TBUS 350*

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.*

TFIN 426**Portfolio Management***5 credits / Prerequisites: TFIN 422*

Focuses on in-depth analysis of investing, portfolio analysis and financial markets. Students analyze and restructure balance sheets, create and manage a stock portfolio, investigate domestic and international financial markets, explore the local income property real estate market and spend time in a local brokerage house.

TFIN 427**Derivatives***5 credits / Prerequisites: TBUS 350, TFIN 424*

Examines the characteristics and valuation of derivative instruments including forward and futures contracts, options and swaps. Focuses on the role of these instruments in risk management and portfolio management.

TFIN 428**Financial Markets and Institutions***5 credits / Prerequisite: TFIN 424*

Examines the economic role of modern financial institutions and their relationship to the money and capital markets of developed economies. Topics covered include the financial system, the Federal Reserve System, monetary policy, international financial relationships and interest rate theory.

TFIN 429**Real Estate Investment***5 credits / Prerequisites: TBUS 350*

Covers real estate investment from home ownership through medium size commercial and residential development. Emphasis is on the real estate investment cycle including planning, selection, development, operation and disposal. Residential and commercial real estate are explored with special attention on financing, leverage and taxation.

TFIN 470**Investment Management***5 credits / Prerequisites: TFIN 426 & 428*

Emphasizes and integrates the knowledge obtained from the required classes of the Finance option. Integrates academic and practitioner-oriented readings, case studies, projects and group analytical sessions.

Information Systems Courses**TIS 324****Systems Analysis***5 credits / Prerequisites: TBUS 300, TBUS 330*

Prepares student for the analysis, evaluation and delivery of information systems specifications through the utilization of popular techniques for requirements determination, process modeling, data modeling and systems structuring coupled with project management tools.

TIS 441**Decision Support and Expert Systems***5 credits / Prerequisite: TBUS 330*

Provides a general overview of Decision Support and Expert System technologies, trends, and user experiences and creations of small models of these systems.

TIS 456**Project Management***5 credits / Prerequisites: TBUS 300, TBUS 330*

Introduces concepts and skills to define, plan, execute and terminate projects. Includes identifying needs, documenting scope, organizing work, estimating resources, and managing and controlling the project. Utilizes software tools.

Management Courses**TMGMT 312****Captivate Your Audience: Presentation Skills for Success***3-5 credits*

Combines knowledge and experience in the preparation, development and delivery of public presentations. Emphasis is placed on enhancing essential speaking skills, including audience analysis, the arrangement and organization of material, speaking mode/style, the use of visual aids, and the use of rhetorical techniques and principles. Emphasizes communication and professionalism. [V]

TMGMT 314**Interpersonal Skills***5 credits*

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

TMGMT 316**Persuasive Communication***5 credits*

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

TMGMT 348**Leading the Nonprofit Organization in the 21st Century***5 credits*

Examines all aspects of management of the nonprofit including board development and governance, strategic planning, lobbying, marketing, government contracting, volunteer resources, fundraising, outcome measures, grant writing and accounting. *Offered jointly with TCSIUS 348.* [I]

TMGMT 418**Legal Issues for Business***3-5 credits; max. 10*

Explores the impact of the changing legal environment on managerial decision making and issues that business managers confront to establish appropriate managerial strategies to function effectively and develop compliance guidelines. Utilizes specific tools to access legal resources for proactively recognizing, framing and analyzing opportunities and problems and developing solutions. [I]

TMGMT 420**Managing Corporate Responsibility***5 credits*

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

TMGMT 430**Managing the Work Force***5 credits / Prerequisites: TBUS 300, TBUS 320*

Focuses on managing employees as a human resource function in the organization. Examines skills critical for attracting, developing and maintaining an effective work force. Planning, forecasting, job analysis, training, performance appraisal, wage and salary administration, compensation, legal requirements and disciplinary functions are explored. Emphasizes communication, teamwork and strategic thinking. *Business majors or permission of instructor.*

TMGMT 432**Strategic Human Resources Management***5 credits / Prerequisites: TBUS 300, TBUS 320*

Introduces the strategic role human resource management plays in creating competitive advantage for the organization. Evaluates human resource management policies and practices in the context of business activities, corporate strategy, new organizational structures and employment relationships, and technological innovations, and an increasingly competitive global marketplace.

TMGMT 433**Managing Organizational Diversity**

5 credits / Prerequisite: TBUS 300 and TBUS 310, or permission of instructor

Focuses on key behavioral, social and organizational requisites needed to cultivate competency in managing diversity. Provides experiential opportunities to discover and improve understanding about the self and others. Key interests include skills and strategies needed to manage and support increasingly diverse organizations. [I]

TMGMT 440**Production and Operation Management**

5 credits / Prerequisite: 1.7 grade or better in TBUS 300 and TBUS 320

Examines how a firm transforms resources into products and services. Focuses on the decisions which must be made concerning the transformation process and the importance of choosing decision alternatives which support a firm's overall business strategy. Uses mathematical and computer models to explore the operation of both service and manufacturing processes. Emphasizes problem solving and strategic thinking skills.

TMGMT 445**Service Management**

5 credits / Prerequisite: 1.7 grade or better in TBUS 300 and TBUS 320

Focuses on development, execution and management of service strategies and management issues unique to service organizations. A framework is developed for analyzing service systems. Uses case material from a wide variety of service organizations. Emphasizes problem solving and strategic thinking skills. *Business students or permission of instructor only.*

TMGMT 452**Dynamics of Leadership**

5 credits / Prerequisites: TBUS 300, TBUS 320

Examines leadership as a process by focusing on a repertoire of practical and theoretical leadership principles. Examines contemporary leaders and their complex roles in managing organizational issues and provides an opportunity to learn and apply leadership skills. Emphasizes communication, strategic thinking and professionalism. *Business majors or permission of instructor.* [I]

TMGMT 455**Managing and Motivating Work Teams**

5 credits / Prerequisites: TBUS 300, TBUS 320

Concentrates on interpersonal and management skills necessary to create and maintain effective groups that make real contributions to the continuing success of the total organization. Focuses on interpersonal skills assessment, conflict management, interdependency, collaborative relationships, norms, feedback, reward systems, goal setting and self-management. Emphasizes teamwork, communication, strategic thinking and professionalism. *Business majors or permission of instructor.* [I]

TMGMT 456**Power and Politics in Organizations**

5 credits / Prerequisites: TBUS 300, TBUS 320

Covers the analysis, explanation and evaluation of power and politics in organizations. Offers frameworks for assessing the sources of power in organizations, the conditions that lead to its attainment and its effective use from both a practical and an ethical perspective. Emphasizes strategic thinking, communication and professionalism. *Business majors or permission of instructor.*

TMGMT 457**Negotiation and Conflict Management**

5 credits

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

TMGMT 460**Research Methods**

5 credits / Prerequisites: TBUS 300, TBUS 320

Explains the research process including 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.*

TMGMT 471**Titans, Technology and Transitions**

5 credits / Prerequisites: TBUS 300, TBUS 310

Focuses on how leaders implement change within organizations challenged by the rapid pace of technological innovations. Explores how effective leaders act as catalysts for change, enhancing individual and team performance, and discovering opportunities for technological synergies throughout the organization.

TMGMT 474**Small Business Development**

5 credits / Prerequisite: 1.7 grade or better in TBUS 300, TBUS 320 and TBUS 350

Examines the startup of small businesses including developing a business plan and obtaining financing. Focuses on the management of existing small businesses emphasizing strategic planning for the future. Student projects provide hands-on experience in the development of a small business. Emphasizes strategic thinking, flexibility, teamwork and communication skills.

TMGMT 475**Creating, Leading and Implementing Change**

5 credits / Prerequisites: TBUS 300, TBUS 310

Explores the repertoire of concepts, ideas, tools and techniques for understanding the dynamics of change and how successful leaders learn to create, implement and manage change. The course provides opportunities to examine and experience change management in contemporary organizations. Emphasizes strategic thinking. *Business majors or permission of instructor.*

TMGMT 478**International Business**

5 credits / Prerequisites: TBUS 300, TBUS 320

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

TMGMT 480**International Management**

5 credits / Prerequisites: TBUS 300, TBUS 320

Course introduces students to the main issues concerning international management. It covers topics related to how managers pursue the global objectives of their organizations, including international strategy, modes of market entry, organization, staffing and other cross-cultural management issues.

TMGMT 490**Special Topics**

5 credits / Prerequisites: TBUS 300, TBUS 320

Based upon faculty interest and timeliness of issues, topics may include compensation, training, performance appraisal systems, organizational development and change, organizational design and theory, interpersonal skills, conflict management, and organizational culture. *Business majors or permission of instructor.*

Marketing Courses**TMKTG 348****Social Marketing**

5 credits / Prerequisites: TBUS 320

Focuses on the preservation or enhancement of individual and social well-being. Applies marketing principles within a social context to public agencies and nonprofit institutions. [I]

TMKTG 355**Professional Sales***5 credits / Prerequisite: TBUS 320*

This course presents the modern way to sell via a relationship process, emphasizing skills for success as a field sales representative. The steps in the selling process are analyzed in detail and students gain hands-on experience. This course is designed to develop competencies in strategic thinking and communication.

TMKTG 425**Advertising***5 credits / Prerequisites: TBUS 320*

Designed to acquaint students with the creative processes used in the field of advertising. Topics include advertising, copywriting, art direction, production and media selection. Provides exposure to advertising theory with a focus on practical application in the industry. Emphasizes communication, strategic thinking and teamwork. *Business majors or permission of instructor.*

TMKTG 440**Business Marketing***5 credits / Prerequisites: TBUS 320*

Examines the process by which businesses are served by other businesses. Includes analyzing existing business relationships to identify problems and opportunities, developing and modifying products, establishing and managing relationships, setting prices, and undertaking promotional efforts, especially personal selling. Presents a strategic focus from a managerial perspective. Emphasizes communication and strategic thinking. *Business majors or permission of instructor.*

TMKTG 445**Services Marketing***5 credits / Prerequisite: TBUS 320*

This course introduces new marketing tools and ideas specifically applicable within the service industry, where organizations require a distinctive approach to the development and execution of marketing strategies. Designed to develop competencies in strategic thinking and communication.

TMKTG 450**Consumer Marketing***5 credits / Prerequisites: TBUS 320*

Examines social science and consumer behavior research for concepts and principles that marketers can use to better understand customers and meet their needs. Insights gained from the disciplines of sociology, anthropology and psychology are applied to real-world marketing situations. Emphasizes communication and strategic thinking. *Business majors or permission of instructor.*

[I]**TMKTG 460****Research Methods***5 credits / Prerequisites: TBUS 320*

Explains the research process including problem definition, research design, questionnaire construction, sample selection, interviewing and data analysis. Involves field application of course knowledge along with written and oral reports. Emphasizes teamwork, integrated business knowledge, and strategic thinking. *Business majors or permission of instructor.*

TMKTG 471**e-Commerce***5 credits / Prerequisites: TBUS 320, TBUS 330*

Examines how internet technologies transform the conduct of business both within and between organizations. Introduces the technical architecture and business principles that underlie the e-commerce phenomenon. Explores the implications of the evolving technologies for managerial decision making, organizational strategies, industry structures and public policy.

TMKTG 475**Marketing Strategy***5 credits / Prerequisite: TBUS 320*

Provides a comprehensive framework for the development of competitive marketing strategies that achieve organizational objectives and build competitive advantage. Students develop a marketing plan, including implementation, evaluation, and control of a firm's marketing dynamics. Provides the opportunity to apply marketing knowledge in a real-world setting.

TMKTG 480**International Marketing***5 credits / Prerequisites: TBUS 320*

Extends basic marketing knowledge by examining the marketing strategies and tactics of companies that do business across borders. Covers topics related to how firms research, identify, and enter international markets, and develop global marketing strategies.

TMKTG 490**Special Topics***5 credits / Prerequisites: TBUS 320*

Based upon faculty interest and timeliness of issues, topics may include social responsibility issues, promotion, sales management, marketing in the service or retail industry and international marketing. *Business majors or permission of instructor.*

Faculty**Shahrokh M. Saudagaran***Gary E. & James A. Milgard Endowed Dean and Professor,*

Milgard School of Business

International Accounting; Ph.D., University of Washington, 1986.

Elizabeth Alexander

Assistant Professor, Milgard School of Business; Strategic Management and Public Policy, International Business, International Political Economy; Ph.D., George Washington University, 2006.

Zoe I. Barsness

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

Daniel Bryan

Assistant Professor, Milgard School of Business; Accounting; Ph.D., University of Oregon, 2002.

Zhiyan Cao

Assistant Professor, Milgard School of Business; Accounting; Ph.D., Yale University, 2006.

Vanessa Chio

Associate Professor, Milgard School of Business; Management, International Business; Ph.D., University of Massachusetts, 2000.

Sergio V. Davalos

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

Ehsan Feroz, CFE, CGFM

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

Marinilka Barros Kimbro

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

Fei Leng, CFA

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

Stern Neill

Associate Professor, Milgard School of Business; Marketing; Ph.D., Louisiana State University, 2000.

G. Kent Nelson

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

Stephen Norman

Assistant Professor, Milgard School of Business; Economics; Ph.D., Cornell University, 2006.

Gregory Noronha, CFA

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

Dorothy J. Parker, CPA

Senior Lecturer, Milgard School of Business;
Accounting; Ph.D., University of Arkansas,
1992.

Jill M. Purdy

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

Gregory M. Rose

Professor, Milgard School of Business;
Marketing; Ph.D., University of Oregon,
1995.

Eugene Sivadas

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

Tracy A. Thompson

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

Douglas T. Wills, CFA

Associate Professor, Milgard School of
Business; Economics; Ph.D., Texas A&M
University, 1995.

BACHELOR OF SCIENCE

Computer Engineering and Systems

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

Mission

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

Program Objectives

Objectives, as defined by accreditation agencies, are the abilities, skills, and accomplishments expected of graduates

within a few years of graduation. Programs are expected to assess their graduates' accomplishments to determine if the objectives have been achieved. Since the objectives are typically fairly broad, it is not expected that every graduate will achieve every objective. Within three to five years of graduation from the CES program, it is expected that many graduates will have:

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

- Applied their communication skills to effectively promote their ideas, goals or products.

Program Educational Outcomes

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

- a) ability to apply knowledge of math, science and engineering,
- b) ability to design and conduct experiments as well as to analyze and interpret data,
- c) ability to design a system, component, or process to meet desired needs,
- d) ability to function on multi-disciplinary teams,
- e) ability to identify, formulate and solve engineering problems,
- f) understanding of professional and ethical responsibilities,

OVERVIEW

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

Phone: (253) 692-5860

Fax: (253) 692-5862

Office: Pinkerton 210

Campus box: 358426

Web site: www.tacoma.washington.edu/tech

E-mail: uwtech@u.washington.edu

Director: Orlando Baiocchi

Associate Director: Larry Wear

Lead Adviser: Christine Rials

Undergraduate Adviser: Beth Jeffrey

- g) ability to communicate effectively,
- h) the broad education necessary to understand the impact of engineering solutions in a global and societal context,
- i) a recognition of the need for, and an ability to engage in, life-long learning,
- j) a knowledge of contemporary issues,
- k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

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

Lower-division Coursework

To prepare for the CES major, students must complete specific lower-division coursework. Some coursework may be completed after admission to the program while in residence at UW Tacoma.

- 25 credits of mathematics to include 15 credits of Calculus I, II, III plus 5 credits of Differential Equations and 5 credits of Linear Algebra.
- 10 credits of Visual, Literary and Performing Arts coursework.
- 10 credits of Social Science coursework. 5 credits of microeconomics preferred (TFIN 220).
- Minimum of 18 credits of Natural World coursework to include Physics I, II, III (calculus-based) and 5 credits of science (lab-based)—chemistry (TESC 142) or biology (TESC 161) preferred.
- 10 credits of computing coursework to include 5 credits each of Object-Oriented Programming I & II.
- 10 credits of engineering coursework to include Electrical Circuits (TCES 215) and Introduction to Logic Design (TCES 230).

Students with previous baccalaureate degrees or extensive work experience should meet with an adviser to discuss options.

Admission Requirements

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

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

- Fulfillment of General University Requirements (see page 23).
- UW Tacoma freshman should have:
 - Completed 20-25 credits of the freshman core curriculum
 - Completed at minimum of 40 credits total
 - Cumulative GPA of at least a 2.0 in all college coursework*
- Students who have earned 40-89 transferable college-level credits should have:
 - Cumulative GPA of at least a 2.75 in all college coursework*
 - GPA of at least a 2.75 in all college math, science, computer science or engineering coursework*
- Students who have earned 90 or more transferable college-level credits should have:
 - Cumulative GPA of at least a 2.5 in all college coursework*
 - GPA of at least a 2.5 in all college math, science, computer science or engineering coursework*

How to Apply

To apply to the Computer Engineering and Systems program, students must submit the proper application and the following program documentation:

Cover Sheet and Personal Statement

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

- Reasons for pursuing this degree including your motivation or interests and your academic and professional goals.
- How this degree will help you attain your goals

- Any pertinent work experience
- Personal strengths and experiences that will contribute to your effectiveness in the program.

Transcripts

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

Dual Admission for High School Students

The Dual Admissions program allows students who are beginning their studies at an Institute of Technology partner community college to “save a space” in the CSS or CES program and obtain customized advising to ensure full transferability of all coursework. Students accepted in the program are admitted to the UW Tacoma with all the rights and responsibilities afforded any full time student including lab and library privileges and the opportunity to participate in student organizations.

Dual Admission students are not required to take courses at UW Tacoma to remain enrolled in the program but must adhere to the following requirements:

- Maintain quarterly contact with the Dual Admissions Adviser before registering for each quarter.
- Provide unofficial transcripts to the Dual Admission adviser at the end of each completed quarter once grades are posted.
- Remain in good academic standing with the community college.

Who should apply for Dual Admission?

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

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

*Students who do not meet the above GPA requirements should speak with a program adviser at (253) 692-5860.

- Fine, Visual or Performing Arts – 1/2 year
- Additional academic electives – 1/2 year

Students who do not meet all of these admission criteria but have a strong record overall, are encouraged to apply.

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

Curriculum

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

Computer Science Fundamentals

- TCSS 305 Programming Practicum
- TCSS 342 Data Structures
- TCSS 360 Software Development and Quality Assurance Techniques

Electrical Engineering Fundamentals

- TCES 215 Electrical Circuits
- TCES 312 Electronics & Analog Systems

Computer Systems

- TCSS 371 Machine Organization
- TCSS 372 Computer Architecture
- TCSS 422 Computer Operating Systems

Math / Theory

- TCSS 321 Discrete Structures I
- TCES 323 Linear Systems & Transforms
- TQS 390 Probability and Statistics

Ethics and Society

- TCSS 325 Computers, Ethics and Society

Computer Engineering

- TCES 230 Introduction to Logic Design
- TCES 330 Digital System Design
- TCES 430 Advanced Digital System Design
- TCSS 465 Embedded Real-Time Systems
- TCES 480 Senior Design Project I

- TCES 481 Senior Design Project II

Breadth Elective

- 5 credits (May include internship credit)

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

Research and Internship Opportunities

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

Academic Standards

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

- All prerequisites must be completed before advancing to the next academic level. All courses within the major must be completed with a minimum grade of 2.0 (including TCSS 142 and 143). If a grade below that is received, the student may repeat the course with the approval of the program offering the course.* Course credit will be awarded only once, but both grades will be used in computing the grade-point average.
- Students must satisfactorily complete all upper-division courses at UW Tacoma by achieving a minimum grade of 1.7 (2.0 in all CES courses). If a grade below 1.7 is received in an elective course outside of CES, the course will not count toward graduation, but the student is not required to repeat the course.

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

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

- To substitute a course in the major, upper-division Computer Engineering and Systems courses completed at other accredited four-year institutions may not be more than seven years old. If a student wishes to substitute a course, he or she must submit a Petition to Substitute a Course form and supporting documents to an academic adviser for approval. If a course is more than seven years old, the student will be required to repeat the course at UW Tacoma. Credit will not be awarded twice for the same course.

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

- Students changing to a Computer Engineering and 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 Computer Engineering and Systems major who is dismissed from the University for low scholarship is removed from the Computer Engineering and Systems major.

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

Computing Labs

The Institute of Technology has dedicated laboratories containing 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.

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

Graduation Requirements

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

- Be a matriculated Computer Engineering and Systems student in good academic standing with the University of Washington Tacoma.
- Complete 180 credits, at least 85 must be upper-division (300-400 level) coursework.
- Complete a minimum of 45 credits of CES core courses in residence at the University of Washington Tacoma.
- Complete the final 45 credits in residence at the University of Washington Tacoma.
- Have a minimum cumulative grade-point average of 2.0 in all classes and a minimum cumulative grade-point average of 2.5 in all Computer Engineering and Systems classes.
- Apply for graduation with a Computer Engineering and Systems adviser by the application deadline posted by the Graduation and Academic Records Office for the expected date of graduation.

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

- Complete the specified 95 credits of core courses in the Computer Engineering and Systems major.
- Complete 5 credits in approved 400-level courses in the Computer Engineering and Systems major.

Students who are admitted to the Computer Engineering and 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 95 credits to qualify for a second bachelor's degree. Elective credit requirements are waived. In some cases, students may petition the faculty, using the Petition to Substitute a Course form located online at www.tacoma.washington.edu/tech/docs/pet_sub_course.pdf, for permission to use previous coursework or experience in place of core or concentration-level courses. The waiver does not guarantee that credit will be awarded for a course; the petitioning student may be required to complete additional coursework in place of the waived requirement.

Course Descriptions

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

TCES 215 Electrical Circuits

5 credits / Prerequisites: TESC 122 and TQS 308

Introduction to electrical engineering. Basic circuit and systems concepts. Power and Energy. Mathematical models of components. Kirchoff's laws. Resistors, sources, capacitors, inductors, and operational amplifiers. Solution of first and second order linear differential equations associated with basic circuit forms. Analysis of circuits with sinusoidal signals. *Laboratory required.*

TCES 230 Introduction to Logic Design

5 credits / Prerequisites: TCSS 142

Boolean algebra and logic simplification techniques. Design of combinational logic networks for decoders, encoders, multiplexers, and demultiplexers. Design of sequential logic devices including flip-flops, registers, and counters. Analysis of devices used to build logic networks, including open-collector, three-state devices, CMOS, and programmable logic devices. Use of tools for schematic capture and circuit simulations. Introduction to state machines. *Laboratory required.*

TCES 312 Electronics & Analog Systems

5 credits / Prerequisites: TCES 323

Electronic devices, semiconductors, bipolar devices, amplifiers, analog circuits, analog/digital conversions, filters, noise, operational Amplifiers, signal shaping, discrete feedback amplifiers, and frequency analysis and response. *Laboratory required.*

TCES 323*

Linear Systems & Transforms

5 Credits / Prerequisite: TCES 215

Circuit analysis techniques for networks with both independent and dependent sources. Network topology. Natural and forced response for RLC circuits. Complex frequency, poles and zeros. Introduction to Fourier series, Fourier, Laplace and z-transforms. Introduction to the discrete Fourier Transform and the Fast Fourier Transform (FFT) algorithm.

TCES 330 Digital Systems Design

5 credits / Prerequisites: TCES 230

Teaches digital system design fundamentals using programmable logic devices (PLDs). Verilog is used to analyze and design complex digital systems based on field programmable gate arrays (FPGAs). Testing techniques used to verify design and operation of digital systems are introduced. *Laboratory required.*

TCES 430* Advanced Digital System Design

5 Credits / Prerequisites: TCSS 372, TCES 312, TCES 330

Design techniques using combinational and sequential logic synthesis and optimization, state machines, discrete components, gates, LSI, and programmable logic, interfacing, memory systems, digital communication including serial/parallel & synchronous/asynchronous architectures, hardware description languages, and hardware simulators. Emphasis on reconfigurable logic for design and implementation. Automated development systems and procedures are used throughout design. *Laboratory required.*

TCES 480* System Design Project I

5 credits / Prerequisites TCES 430 / Co-requisite: TCSS 465

Under faculty supervision, each student or team prepares a plan for a senior design project. This plan includes project definition, project requirements, preliminary design, and work schedule. Requirements and design shall address human factors, safety, reliability, maintainability, and customer cost. Oral and written reports are required. *This course has a significant writing component.*

TCES 481* System Design Project II

5 credits / Prerequisites: TCES 480

Continuation of TCES 480, students construct, test, and demonstrate their senior design projects. Formal oral and written reports documenting the project are required. This course has a significant writing component.

Faculty

Orlando Baiocchi

Director and Professor

Institute of Technology
Electrical Engineering; Ph.D., University
College in London, 1976.

Sam Chung

Associate Professor, Institute of Technology;
Computer Science; Ph.D., University of South
Florida, 1995.

Larry A. Crum

Professor Emeritus, Institute of Technology
Electrical Engineering; Ph.D., Marquette
University, 1971.

Larry Wear

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

Daniel Zimmerman

Assistant Professor, Institute of Technology;
Computer Science; Ph.D., California Institute
of Technology, 2002.

BACHELOR OF SCIENCE/BACHELOR OF ARTS

Computing and Software Systems

The Computing and Software Systems (CSS) program prepares students to enter the field of computer software design, development and maintenance. It provides students the theoretical grounding to promote lifelong evolution in the field while also preparing them to become effective innovators and entrepreneurs. The program also provides opportunities for the practicing professional to stay abreast of emerging theory and applications and is designed to accommodate students with previously earned degrees and work experience. It offers partnerships with leading software companies and professionals 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 undergraduate and graduate education to meet the needs of a diverse population of citizens and employers in Washington, especially in the South Puget Sound region.

The Computing and Software Systems program offers bachelor of science and

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

Program Educational Objectives

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

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

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

OVERVIEW

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

Phone: (253) 692-5860

Fax: (253) 692-5862

Office: Pinkerton 210

Campus box: 358426

Web site: www.tacoma.washington.edu/tech

E-mail: uwtech@u.washington.edu

Director: Orlando Baiocchi

Associate Director: Larry Wear

Lead Adviser: Christine Rials

Undergraduate Adviser: Beth Jeffrey

Program Educational Outcomes

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

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

Admission Requirements

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

- Fulfillment of General University Requirements (see page 23).
- If you are a UW Tacoma freshman, you must have:
 - Completed 20-25 credits of the freshman core curriculum
 - A total of 40 credits completed
 - Cumulative GPA of at least a 2.0 in all college coursework
- If you have earned 40-89 transferable college-level credits, you should have:
 - Cumulative GPA of at least a 2.75 in all college coursework

- GPA of at least a 2.75 in all college math, science, computer science or engineering coursework

- If you have earned 90 or more transferable college-level credits, you must have:

- Cumulative GPA of at least a 2.5 in all college coursework

- GPA of at least a 2.5 in all college math, science, computer science or engineering coursework

- Completion of lower-division coursework listed below. Some coursework may be completed after admission to the program while in residence at UW Tacoma.

- 15 credits of mathematics to include 5 credits each of TQS 110, TQS 124 and science (lab-based)—TESC 121 physics preferred.

- 10 credits of Visual, Literary and Performing Arts coursework.

- 10 credits of Social Science coursework.

- 10 credits of computing coursework to include 5 credits each of Object-Oriented Programming I & II.

- Completion of a minimum of 40 transferable college-level credits.

Students with previous baccalaureate degrees or extensive work experience should meet with an adviser to discuss options.

How to Apply

To apply to the Computing and Software Systems program, students must submit the proper application and the following program documentation:

Cover Sheet and Personal Statement

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

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

Transcripts

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

Dual Admission for High School Students

The Dual Admissions program allows students who are beginning their studies at an Institute of Technology partner community college to “save a space” in the CSS or CES program and obtain customized advising to ensure full transferability of all coursework. Students accepted in the program are admitted to the UW Tacoma with all the rights and responsibilities afforded any full time student including lab and library privileges and the opportunity to participate in student organizations.

Dual Admission students are not required to take courses at UW Tacoma to remain enrolled in the program but must adhere to the following requirements:

- Maintain quarterly contact with the Dual Admissions Adviser before registering for each quarter.
- Provide unofficial transcripts to the Dual Admission adviser at the end of each completed quarter once grades are posted.
- Remain in good academic standing with the community college.

*Students are expected to have the equivalent of the University of Washington Tacoma's TCSS 142 and TCSS 143. See www.tacoma.washington.edu/tech/doc/142-143course_equivalents.pdf for details.

Who should apply for Dual Admission?

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

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

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

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

Minors

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

Bachelor of Science

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

Curriculum

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

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

Core courses

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

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

CSS Senior Electives

Students must complete five 400-level courses chosen from the Computing and Software Systems program; see course descriptions for listing. Students may also take 5 credits of a 400-level TINST course to count towards the total 25 credits of CSS electives.

Free Electives

Students must complete 15 credits of general electives. The electives are expected to include courses outside the CSS program.

Foundation-Strengthening Courses

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

- TCSS 142 Introduction to Object-Oriented Computer Programming
- TCSS 143 Fundamentals and Theory of Object-Oriented Computer Programming

Research and Internship Opportunities

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

Bachelor of Arts

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

Curriculum

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

Core Courses

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

These courses are:

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

CSS Senior Electives

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

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

UW Tacoma Minor

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

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

Free Electives

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

Foundation-Strengthening Courses

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

- TCSS 142 Introduction to Object-Oriented Computer Programming
- TCSS 143 Fundamentals and Theory of Object-Oriented Computer Programming

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.

- All prerequisites must be completed before advancing to the next academic level. All courses within the major must be completed with a minimum grade of 2.0 (including TCSS 142 and 143). If a grade below that is received, the student may repeat the course with the approval of the program offering the course.* Course credit will be awarded only once, but both grades will be used in computing the grade-point average.
- Students must satisfactorily complete all upper-division courses at UW Tacoma by achieving a minimum grade of 1.7 (2.0 in all CSS courses). If a grade below 1.7 is received in an elective course outside of CSS, the course will not count toward graduation, but the student is not required to repeat the course.
- Courses in the Computing and Software Systems program may not be taken by correspondence (distance learning) without prior approval of the program.
- Courses in the Computing and Software Systems program may not be taken S/NS (satisfactory/not satisfactory).
- To substitute a course in the major, upper-division Computing and Software Systems courses completed at other accredited four-year institutions may not be more than seven years old. If a course is more than seven years old, the student will be required to repeat the course at UW Tacoma. Credit will not be awarded twice for the same course.
- Upper-division courses used for transfer credit are held to the 2.0 grade standard required for all courses for Computing and Software Systems.
- Students changing to a Computing and Software Systems major from another major will be required to meet program and academic performance requirements in effect at the time the major is changed.

Low Scholarship

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

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

Computing Labs

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

Graduation Requirements

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

- Be a matriculated Computing and Software Systems student in good academic standing with the University of Washington Tacoma.
- Satisfy all of the admission requirements for entrance into the Computing and Software Systems program.
- Complete 180 credits, of which at least 85 credits must be upper-division (300-400 level) coursework.
- Complete a minimum of 30 credits of CSS core courses in residence at the University of Washington Tacoma.
- Complete 75 percent of CSS elective courses in residence at the University of Washington Tacoma.
- Complete the final 45 credits in residence at the University of Washington Tacoma.
- Have a minimum cumulative grade-point average of 2.0 in all classes and a minimum cumulative grade-point average of 2.5 in all Computing and Software Systems classes.
- Apply for graduation with a Computing and Software Systems adviser by the application deadline posted by the Graduation and Academic Records Office for the expected date of graduation.

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

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

- Complete the specified 50 credits of core courses in the Computing and Software Systems major.
- Complete 25 credits in approved 400-level courses in the Computing and Software Systems major.
- Complete 15 credits of electives.

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

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

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

Course Descriptions

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

TCSS Courses

TCSS 142

Introduction to Object-Oriented Computer Programming

5 credits / Prerequisite: TQS 120, MATH 120, Score of 68% on MATHPC placement test, score of 75% on MATHEC placement test or score of 2 on AP test

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

TCSS 143

Fundamentals and Theory of Object-Oriented Computer Programming

5 credits / Prerequisite: TCSS 142 or equivalent

Fundamental theory and concepts of object-oriented computer programming. Concentrates on program specification, analysis, design, implementation and verification, as well as development of graphical user interfaces and event-driven programming. Emphasizes objects, modular design, inheritance, polymorphism and reusability. *Credit does not satisfy CSS degree requirements.* [N] [Q]

TCSS 305

Programming Practicum

5 credits / Prerequisites: TCSS 143 or equivalent

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

TCSS 321

Discrete Structures I

5 credits / Prerequisites: TCSS 142, either 2.0 in TQS 124, score of 3 on AB advanced placement test or score of 3 on BC advanced placement test

Definitions and tools for reasoning about discrete mathematical objects useful for computer professionals. Includes set theory, propositions and predicates, sequences, enumeration, algorithms, boolean algebra, permutations, methods of proof, probability and combinations with applications in computing. [N] [Q]

TCSS 322

Discrete Structures II

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

TCSS 325

Computers, Ethics and Society

5 credits / Prerequisites: TCSS 143, 10 credits of writing

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

TCSS 342

Data Structures

5 credits / Prerequisites: TCSS 305 (may be taken concurrently), TCSS 321

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

TCSS 343

Design and Analysis of Algorithms

5 credits / Prerequisites: TCSS 322, TCSS 342

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

TCSS 360

Software Development and Quality Assurance Techniques

5 credits / Prerequisites: TCSS 342, 10 credits of writing

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

ABOUT FULFILLING ADMISSION REQUIREMENTS

Some students are admitted to UW Tacoma before they have completed all of their admission requirements. Students may fulfill missing requirements in the Areas of Knowledge and Quantitative/Symbolic Reasoning through courses offered at UW Tacoma. Courses that fulfill these requirements are indicated with bold letters at the end of the course description: [V] Visual, Literary and Performing Arts (Fine Arts and Humanities); [I] Individuals and Societies (Social Sciences); [N] The Natural World (Natural Sciences); [Q] Quantitative/Symbolic Reasoning; and [W] Writing.

TCSS 371**Machine Organization***5 credits / Prerequisite: TCSS 142*

Develops the hardware basis for computing systems and the relationship between hardware and software. Covers number representations, digital logic, machine organization, instruction set architecture and assembly language. Includes an introduction to high-level languages and the translation of such a language into machine instructions.

TCSS 372**Computer Architecture***5 credits / Prerequisites: TCSS 371 and TCSS 342*

Covers the micro-architecture level of machine design and advanced architecture features for performance enhancement. Topics include I/O, bus, memory and CPU design, hardware support for operating systems, CISC/RISC architectures, embedded systems, and parallelism. Extends the understanding of systems programming.

TCSS 390**Undergraduate Seminar in CSS***2 credits (max. 12)*

Enhances problem-solving skills. Topics and approaches vary. Includes lectures and problem sessions in mathematics, programming, problem solving, and CSS applications. *Credit/no credit only. Credit does not satisfy CSS degree requirements.*

TCSS 422**Computer Operating Systems***5 credits / Prerequisite: TCSS 342 and TCSS 372*

Examines the fundamental concepts of operating systems and how they function. Includes process management, memory management, file systems, concurrency, interprocess communication, graphical interfaces, and security.

TCSS 430**Networking and Distributed Systems***5 credits / Prerequisite: TCSS 422*

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

TCSS 431**Network Security***5 credits / Prerequisites: TCSS 321, TCSS 325, TCSS 371*

Covers cryptographic methods including public and private key algorithms. Examines protocols that utilize such methods, such as secure e-mail, digital signatures, authorization, e-voting and electronic cash. Includes lab component for demonstration of security techniques such as firewalls, intrusion detection systems and virtual private networks.

TCSS 432**Advances in Object-Oriented Design***5 credits / Prerequisite: TCSS 360*

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

TCSS 435**Artificial Intelligence and Knowledge Acquisition***5 credits / Prerequisite: TCSS 360*

Introduction to the use of artificial intelligence theories, techniques and tools. Foundational material includes search, knowledge representation, machine learning and planning. AI techniques applied to practical problems in areas such as control systems, optimization, scheduling and classification.

TCSS 437**Mobile Robotics***5 credits / Prerequisites: TCSS 360, TCSS 422*

Covers the theory and practice of developing algorithms for motion control, navigation, obstacle avoidance and mobile autonomous robotic devices. Using robotic construction kits, students build and program sophisticated mobile robots. Principles of designing and programming embedded, real-time systems are introduced. *Lab fee required.*

TCSS 440**Formal Models in Computer Science***5 credits / Prerequisite: TCSS 343*

Languages, finite automata, regular expressions, context-free grammars, and other automata such as pushdown store machines and Turing machines. Models of computation, computable and non-computable functions, non-determinism, space and time complexity, tractable and intractable functions.

TCSS 445**Database Systems Design***5 credits / Prerequisite: TCSS 360*

Fundamental concepts, system organization, and implementation of database systems. Methods for obtaining requirements and designing database systems; differences between hierarchical, relational, and network database designs; file organizations and data structures; structured query language (SQL); query optimization; database design; concurrency control; security; issues involving distributed database systems.

TCSS 450**Graphical Display of Information***5 credits / Prerequisites: TCSS 360 or TINST 310*

Developing software user interfaces based on human-computer interaction principles. Evaluate, design and program user interface systems. Fundamentals of human cognition, system characteristics, and human/system interaction; usability methods and user/task-centered design; tools for designing and building user interfaces, emphasis on rapid applications development. Project includes development and evaluation of a user interface.

TCSS 451**Introduction to Digital Media***5 credits / Prerequisites: TCSS 343, TCSS 360*

Covers display devices and interactivity; digital color representation; geometric primitives, patches, and parametrics; affine transformations; scene graph programming; lighting systems; texture maps; projection/hidden surfaces; forward and reverse kinematics; particle systems; rendering; digital audio formats; digital video formats; format conversion and compression algorithms; and streaming methods.

TCSS 452**Human-Computer Interface***5 credits*

Investigates human-computer interface design concepts and related ergonomic and cognitive issues with respect to a broad range of hardware interface modalities, including traditional computers, tablet devices, handheld computers, mobile phone devices, and 3-D displays. Also covers interface design and testing methods.

TCSS 455**Development of Enterprise Applications***5 credits / Prerequisite: TCSS 360*

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

TCSS 458**Computer Graphics***5 credits / Prerequisite: TCSS 342*

Introduction to the main concepts in image synthesis, modeling and animation. Topics include displays, drawing and rendering algorithms, geometric transformations, 2-D and 3-D viewing, objects representation and computer animation.

TCSS 460**Client/Server Programming for Internet Applications***5 credits / Prerequisite: TCSS 360*

Examines languages and techniques for Internet and client server application programming. Covers languages like CGI, Perl, XML, JavaScript, and DHTML, and topics like scripts, queries, forms, data access, redirection, firewalls, proxies, hypermedia, cookies, gateways and Web services.

TCSS 465**Embedded Real-Time System Programming***5 credits / Prerequisite: TCSS 422*

An examination of theory and practice in designing software embedded in electronic devices and controllers. Includes clocks, threads, multitasking, critical sections, monitors, scheduling, on-chip and external device interfacing, communications and fault tolerance.

TCSS 466**Computer-Mediated Communications***5 credits / Prerequisite: TCSS 325, TCSS 360*

Examines the uses of computer and communications technologies, including application implementations, for supporting human-to-human communications in both personal and social contexts. Includes topics from sociological and psychological aspects needed to design effective systems.

TCSS 470**Software Re-engineering***5 credits / Prerequisite: TCSS 360*

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

TCSS 480**Comparative Programming Languages***5 credits / Prerequisite: TCSS 360*

Study and comparison of several programming languages in regards to data structures, operations, notation and control. Examines programming paradigms, implementation strategies, programming environments and programming style.

TCSS 481**Computer Security***5 credits / Prerequisites: TINST 312 or TCSS 342 (may be taken concurrently)*

Discusses theoretical and practical issues surrounding computer security and data protection. Explores formal models of encryption and authentication; operating system and network security; programming and vulnerability analysis.

TCSS 490**Special Topics***5 credits, max. 10*

Examines current topics and issues associated with computing and software systems.

TCSS 491**Computational Worlds***5 credits / Prerequisite: TCSS 435 or TCSS 458*

Development of large-scale software project in advanced imaging involving computational intelligence and artificial life applied to such fields as game development or virtual reality. Students work in interdisciplinary teams that integrate several computer science areas. Advanced topics: game programming, artificial life, virtual humans and computer animation.

TCSS 497**Internship in CSS***1-10 credits, max. 10 / Prerequisites: TCSS 360 or permission of instructor*

Completion of project as delineated in a contract among student, faculty adviser and community sponsor.

TCSS 498**Directed Readings in CSS***1-5 credits, max. 10 / Prerequisites: TCSS 360 or permission of instructor*

Readings in Computing and Software Systems as specified in a contract with faculty member.

TCSS 499**Undergraduate Research***1-10 credits, max. 10 / Prerequisites: TCSS 360 or permission of instructor*

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

TINST Courses**TINST 100****Fluency in Information Technology***5 credits*

Introduces skills, concepts and capabilities necessary to effectively use information technology. Includes logical reasoning, managing complexity, operation of computers and networks, and contemporary applications such as effective Web searching and database manipulation, ethical aspects and social impacts of information technology. [Q]

TINST 207**Living and Working in a Virtual World: Technologies of the World Wide Web***3 credits*

Explores some of the important technological principles underlying the World Wide Web as it pertains to the creation and maintenance of virtual communities and the access to information. Provides a deeper understanding of how these principles can empower one to live effectively in a virtual community. [I]

TINST 310**Computational Problem Solving***5 credits*

Covers the fundamental framework for developing computational solutions to a variety of problems encountered in the world. Explores methods of analyzing and characterizing problems, and of developing a computational solution. Introduces computer programming and explores and compares various types of programming methods. *Not open to CSS majors.* [Q]

TINST 311**Database Management and Data Analysis***5 credits*

Covers methods for transforming data into information through a database management system, how to query it interactively, how to visualize it in a meaningful way, how to share it on the Internet and how to analyze it. *Not open to CSS majors.* [Q]

TINST 312**Computer Networks and the Internet***5 credits / Prerequisite: TINST 310*

Presents the impact of network computers on society. Introduces a variety of Web development technologies for producing dynamic Web sites. Provides a practical approach to solve Web development problems in a wide range of application areas. *Not open to CSS majors.* [Q]

TINST 401**Technology in the Service of Global Society***5 credits*

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

TINST 475**Entrepreneurship in Computing and Software Systems***5 credits / Prerequisite: TINST 310 or TCSS 360*

A study of the process of developing a product or service in the field of Computing and Software Systems, preparing a plan for commercialization, and implementing that plan. The course will include lectures by professionals who have experience and success in starting businesses.

TINST 490**Special Topics in Applied Computing***5 credits*

Examines current topics and issues associated with applied computing.

TINST 498**Directed Readings in Applied Computing***1-5 credits / Prerequisite: TINST 310*

Readings as specified in agreement with a faculty member. Consultation with a professor in a student's major is encouraged. *Not open to CSS majors.*

TINST 499**Research in Applied Computing***1-5 credits / Prerequisite: TINST 310*

Design and implementation of a research study as specified in a contract with a faculty member. *Not open to CSS majors.*

Faculty**Orlando Baiocchi***Director and Professor*

Institute of Technology
Electrical Engineering; Ph.D., University College in London, 1976.

Isabelle Bichindaritz

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

Donald Chinn

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

Sam Chung

Associate Professor, Institute of Technology;
Computer Science; Ph.D., University of South Florida, 1995.

Larry A. Crum

Professor Emeritus, Institute of Technology
Electrical Engineering; Ph.D., Marquette
University, 1971.

Steve Hanks

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

Don McLane

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

George Mobus

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

Menaka Muppa

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

Moshe Rosenfeld

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

Josh Tenenberg

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

Ankur M. Teredesai

Associate Professor, Institute of Technology;
Computer Science; Ph.D., SUNY University
at Buffalo, 2002.

Larry Wear

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

Daniel Zimmerman

Assistant Professor, Institute of Technology;
Computer Science; Ph.D., California Institute
of Technology, 2002.

Global Honors

Curriculum

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

Sophomore Year

Students interested in exploring Global Honors through a challenging and exciting course may take the 200-level course:

TGH 201 Introduction to Global Honors

Junior Year

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

TGH 301 Global Interactions

TGH 302 Global Imagination

TGH 303 Global Challenges

Senior Year

Students study abroad, often between summer of the junior year and fall of the senior year. In the fall, they take a research seminar in preparation for the senior thesis or project. In the spring, seniors present their work at the Global Honors Research Colloquium.

Thesis/Project

All students complete a thesis or project of 5-10 credits, either in Global Honors or their academic unit, and present it at the spring Research Colloquium.

Study Abroad

Students study in a foreign country with an accredited university study abroad program. Options range from UW programs of 3 - 4 weeks to one full quarter or more.

Foreign Language

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

TGH 490 Research Methods

TGH 494 Thesis Credits

Admission

(Note: qualified students may take up to two Global Honors courses, space permitting, without being formally admitted into the program.)

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

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

- A letter of application indicating why you are interested in the UW Tacoma Global Honors Program, what you think you could gain from the program and what you believe you could contribute to the program.

OVERVIEW

The Global Honors program serves students in all undergraduate majors, who are aiming for careers or graduate studies that address the needs of our region and our world. This interdisciplinary program builds on what students learn within their academic majors and appeals to students seeking a more complete and sophisticated understanding of world problems. The program draws on the strengths of UW Tacoma's exceptional faculty from all academic units and adds substantially to options available to honors students at UW Tacoma.

Phone: (253) 692-4770

Fax: (253) 692-4725

Office: CP 311C

Campus box: 358436

Web site: www.tacoma.washington.edu/globalhonors

Director: Claudia Gorbman

Administrator & Adviser: Tanya Ulsted

- A writing sample of a 5-10 page college paper.
- A copy of your transcript.
- Two letters of recommendation from individuals familiar with your academic capabilities and potential for success in the Global Honors Program. Letters should be mailed to:

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

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

Course Descriptions

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

TGH 201 Introduction to Global Honors *5 credits*

This course focuses on a major interdisciplinary theme or issue and challenges students with readings, discussion, writing, and group projects to explore an interdisciplinary, international topic deeply and creatively. Sample topics: the environment in the 21st century; global media; global cities. *Open to any student with a GPA of 3.5 or above.*

TGH 301 Global Interactions *5 credits*

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

TGH 302 Global Imaginations *5 credits*

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

TGH 303 Global Challenges *5 credits*

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

TGH 490 Research Methods *2 credits*

This seminar is restricted to seniors in Global Honors. It helps students identify and refine their thesis or project topic, and guides them through the process of writing. Class activities include group work, presentations and peer reviewing.

TGH 494 Thesis *5 – 10 credits*

Faculty

Global Honors courses are taught by faculty from several academic programs on campus.

Interdisciplinary Arts and Sciences

Bachelor of Arts • Bachelor of Science (Environmental Science)

Interdisciplinary Arts and Sciences offers three degrees:

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

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

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

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

Bachelor of Arts

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

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

OVERVIEW

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

Phone: (253) 692-4450

Fax: (253) 692-5718

Office: WCG 424

Campus box: 358436

Web site: www.tacoma.washington.edu/ias

Interim Director: Cheryl Greengrove

Associate Director: Nita McKinley

Administrator: Julie Buffington

Advisers: Heather Hucks, Linda Kachinsky, Loretta Lukaczer

Minors

Interdisciplinary Arts and Sciences offers minors in the following areas:

- Asian Studies
 - Education
 - Environmental Studies
 - Hispanic Studies
 - Human Rights
 - Museum Studies
 - Nonprofit Management
 - Public History
- along with certificates in:
- Nonprofit Management
 - Restoration Ecology

For more information, please see the “Minors and Certificates” section beginning on page 111.

Admission Requirements

Interdisciplinary Arts and Sciences admits students with:

- General University Requirements (see page 23)
- 5 credits of English composition
- Completion of mathematics through intermediate algebra
- Completion of a minimum of 40 transferable college-level credits
- Minimum 2.0 GPA

The Psychology concentration has additional prerequisite coursework that must be completed before declaring the concentration. The prerequisite courses can be taken at UW Tacoma. Please see the concentration section for details.

How to Apply

When Interdisciplinary Arts and Sciences is fully enrolled and there are more qualified applicants than can be accommodated, admission will be competitive and applicants will be evaluated on three principal criteria:

- Appropriateness of academic preparation for the degree program
- Likelihood of success in the degree program
- Relationship between the degree program and academic or career plans and opportunities

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

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

Transferring to UW Tacoma

Most of the concentrations in IAS blend well with a broad base of courses in the first two years, similar to what an associate in arts or science degree from a Washington state community college would provide.

Psychology and Environmental Studies concentrations require specific lower-division coursework that should ideally be completed in the first 90 credits towards a degree. Review the individual concentration requirements in the following pages to learn more about specific prerequisites.

Advising

Students are strongly encouraged to meet with a program adviser and faculty adviser early in their careers at UW Tacoma. Advisers can:

- Help students to select a concentration and determine a plan of study
- Provide guidance on selection of courses
- Offer advice about resources available to help students succeed academically
- Assist students in identifying career and educational goals
- Help students plan internships and independent studies and apply for graduation.

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

IAS Course Prefix Structure

TCHIN
Chinese language courses

TCOM
Communication courses

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

TECON
Economics courses

TESC
Environmental Science courses

TEST
Environmental Studies courses

TIAS
Undergraduate independent study courses and graduate courses in Interdisciplinary Studies

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

TIBGIN
Ideas, Beliefs and Cultural Patterns courses with an international focus

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

TPOLS
Political Science courses

TPSYCH
Psychology courses

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

TSPAN
Spanish language courses

Independent Study Courses

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

Graduation Requirements

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

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

Interdisciplinary Arts and Sciences Honors

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

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

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

Study Abroad

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

Concentrations

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

American Studies

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

Concentration graduation requirements

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

■ 10 credits of Core Courses:

TSMUS 200	American History I: 1607-1877
TSMUS 201	American History II: 1877-present

Must complete during first 45 UWT credits.

■ 40 credits of United States (US) Offerings* (see below for exceptions)

Minimum one Individual and Society (I&S) and one Visual, Literary and Performing Arts (VLPA) course

Does count for T-US:

TCOM 201	Media and Society
TCOM 353	Critical Approaches to Mass Communication (formerly TIBCUS 353)
TCOM 354	Communication History (formerly TIBCUS 354)
TCOM 444	Gender, Ethnicity, Class, and the Media (formerly TCSIUS 444)
TCOM 454	Communications Law (formerly TCSIUS 454)
TCOM 457	Ethical Issues in Mass Communication (formerly TIBCUS 457)
TCOM 458	Children and Television (formerly TIBCUS 458)
TCSIG 436	North American Regions
TCSIG 444	The Pacific Northwest
TCSIG 445	The Metropolis: American Cities topics
TCXG 377	Art of the Americas
TCXG 470	The Material World: Art and Artifacts
TXCIN 310	African Diaspora through Music: The Rhythm, the Blues and Beyond

TCXIN 373	Asian American History and Literature
TESC 345	Pollution and Public Policy
TESC 347	Maritime History and Science in the Pacific Northwest
TESC 343	The Atmosphere and Air Pollution
TESC 434	Biology, History and Politics of the Salmon in the Pacific Northwest
TEST 403	Geography of the USA and Canada
T HLTH 470	Challenges and Controversies in US Health Care
T HLTH 480	Death and American Society
T POLS 202	Introduction to American Politics
T POLS 400	The American Presidency
TPSYCH 401	Family Violence (formerly TCSIG 438)
TPSYCH 414	Psychology of Contemporary African-American Culture
TPSYCH 415	Issues in Social Psychology: Hip Hop Culture
TURB 312	Race and Poverty in Urban American
TURB 360	African American Urban Experience

Does **not** count for T-US:

TCSIUS 451	Essentials of Grant Writing and Fundraising
TCSIUS 457	Nonprofit Capstone Course

**Students should recheck this list each quarter and talk to their adviser because the concentration will occasionally revise applicable courses.*

■ 5-10 credits Language or International Course(s):

Option one (5 credits): Students must demonstrate competency in a foreign language through one of four ways: three years of high school in one language, FL 103 at the college level, native speaker certification, placement through testing in the second year of the language. Students meeting this requirement will need an additional IN (international) course of 5 credits.

Option Two (5 credits): One college level foreign language course beyond the first year, i.e. French 201. Five credits of that counts here.

Option Three (10 credits): TSMIN 200 (International Interactions) or TGH 301 (Global Interactions) plus one additional IN course.

■ 5 credits Natural World course: Environmental Science: TESC prefix or an Environmental Science transfer-see adviser for applicable transfer courses) If certain courses with a TESC prefix (see options under "Do count for T-US" list above) are taken as a part of the US core, then this converts to five free elective credits.

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

Arts, Media and Culture

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

Concentration graduation requirements

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

■ Historical Context (List A) (15 credits)

T GH 301	Global Interactions
TSMIN 200	International Interactions (TSMIN 300)
TSMUS 200	American History I: 1607-1877
TSMUS 201	American History II: 1877-present

■ Cultural Context (List B) (5 credits)

TCOM 201	Media and Society
TCXG 230	Western Arts and Culture
TCXIN 230	German Cultural History
TCXIN 310	The African Diaspora through Music: The Rhythm, the Blues and Beyond
TCXIN 461	Contemporary Mexican Culture
TCXIN 462	Women in Latin America
TCXIN 463	Contemporary Cuban Culture
TCXIN 464	The Arts, Cultures, and History of Mexico
TCXIN 480	Contemporary Art and Society
TCXIN 490	Contemporary Spanish Culture
TCXUS 371	History of Rock and Roll
T GH 302	Global Imaginations
TIBCG 353	The End of the Modern World (1600-2000)
TIBCG 361	Ethics and Society
TIBCG 458	Ways of Knowing
TIBCIN 220	Premodern East Asia
TIBCIN 354	History of the Concept of Culture
TIBCIN 355	Mind of Modernity
TIBCIN 357	The Greek Mind and Imagination

TIBCIN 358	History of Philosophy: Medieval and Modern	TCXG 386	Contemporary Art and Studio Drawing	TCOM 388	Russian Media Studies
TIBCIN 360	History of Philosophy: Modern and Contemporary	TCXG 390	Site Specificity in Art	TCOM 430	Global Networks, Local Identities
TIBCIN 450	Contemporary Theories of Culture	TCXG 391	Reconstructing Self in Art	TCOM 444	Gender, Ethnicity, Class and the Media
TIBCIN 451	Renaissance Europe	TCXG 392	Labor, Globalization and Art	TCOM 454	Communications Law
TIBCIN 462	African Folklore and Literature	TCXG 402	Eco-Art: Art in Response to Environmental Crisis	TCOM 457	Ethical Issues in Mass Communications
TIBCIN 466	Modernity and Its Critics	TCXG 403	Body Image and Art	TCOM 458	Children and Television
TIBCUS 365	North American Indian Traditions	TCXG 404	Art in a Time of War	TCOM 470	Documentary Production & Critique
TIBCUS 459	African American Culture and Consciousness	TCXG 405	Cultural Identity and Art	TCOM 480	Political Economy of the Media
TIBCUS 464	Native American Cultural Areas	TCXG 482	Editing a Literary Arts Magazine	TCOM 481	Communication Regulations & Policy
TPSYCH 414	Psychology of Contemporary African-American Culture	TCXG 484	Writing Creative Non-Fiction	TCSIG 348	Film and Human Values
<p>■ Interpretive Courses (List C) (5 credits)</p>		<p>■ Required Distribution (35 Credits with at least 5 credits from each of Lists E-G)</p>		TCSIIN 441	Mexican Cinema and Society
TCXG 272	Writing Effectively	Visual and Performing Arts (List E)		TCXG 483	Film Directors
TCXG 380	Humanities Research and Writing Seminar	TCXG 230	Western Arts and Culture	TCXIN 272	Film Studies
TCXG 469	Art Theories, Methods and Philosophies	TCXG 240	Landscape in Contemporary Art	TCXIN 310	The African Diaspora through Music: The Rhythm, the Blues and Beyond
TCXG 470	The Material World: Art and Artifacts	TCXG 284	3-D Art & Contemporary Approaches to Sculpture	TCXIN 376	Hispanic Film
TCXG 471	Culture and Meaning in the Visual Arts	TCXG 335	History of Photography	TCXIN 386	Silent Cinema
TCXIN 310	The African Diaspora through Music: The Rhythm, the Blues and Beyond	TCXG 367	Ideas Through Objects: A Conceptual Approach to Art	TCXIN 420	Contemporary World Cinema
TCXIN 272	Film Studies	TCXG 368	The Human Figure in Contemporary Art	TCXIN 474	Russian History and Soviet Film
T GH 302	Global Imaginations	TCXG 377	Art of the Americas	TCXIN 481	Film Theory and Criticism
TIBCG 448	Arts Administration	TCXG 379	Modern Architecture	TCXIN 484	French Cinema
TIBCIN 281	Ancient Literature of Western Civilization	TCXG 382	2-D Design and Contemporary Approaches to Art	TCXIN 486	Feminist Perspectives in Film and Literature
TIBCIN 282	Medieval Literature of Western Civilization	TCXG 383	South Sound Contemporary Art	TCXUS 371	History of Rock and Roll
TIBCIN 283	Modern Literature of Western Civilization	TCXG 386	Contemporary Art and Studio Drawing	TCXUS 485	Media Genres
TIBCIN 450	Contemporary Theories of Culture	TCXG 389	Art from the Impressionists to the Surrealists	TIBCUS 451	Cultural Studies: Film and Society (this version only)
TIBCIN 456	Postcolonial Studies: African Perspectives	TCXG 390	Site Specificity in Art	TPSYCH 414	Psychology of Contemporary African-American Culture
TIBCUS 430	Introduction to Public History	TCXG 391	Reconstructing Self in Art	Literature and Language (List G)	
TPSYCH 414	Psychology of Contemporary African-American Culture	TCXG 392	Labor, Globalization and Art	TCXG 241	Studies in American Literature
<p>■ Practice/Studio (List D) (5 credits)</p>		TCXG 402	Eco-Art: Art in Response to Environmental Crisis	TCXG 242	Studies in English Literature
TCOM 347	Television Criticism and Application	TCXG 403	Body Image and Art	TCXG 270	Understanding Literature
TCOM 348	Nonfiction Writing for Television	TCXG 404	Art in a Time of War	TCXG 272	Writing Effectively
TCOM 349	News Writing	TCXG 405	Cultural Identity and Art	TCXG 301	Intensive Spanish: Reading Skills
TCOM 351	Video Production	TCXG 470	The Material World: Art and Artifacts	TCXG 302	Intensive Spanish: Conversational Skills
TCOM 387	Writing for Public Relations	TCXG 471	Culture and Meaning in the Visual Arts	TCXG 303	Intensive Spanish: Writing Skills
TCOM 470	Documentary Production & Critique	TCXIN 281	Art and Culture in India	TCXG 341	Writing Popular Fiction
TCOM 486	Feature Writing for Print Media	TCXIN 282	Art and Culture in China	TCXG 369	Shakespeare
TCXG 240	Landscape in Contemporary Art	TCXIN 283	Art and Culture in Japan	TCXG 371	The World Stage
TCXG 284	3-D Art & Contemporary Approaches to Sculpture	TCXIN 284	Art and Culture in the Pacific	TCXG 373	Introduction to Writing Poetry
TCXG 336	Glass Blowing and Casting	TCXIN 477	Patronage, Religion and Propaganda in European Art (1590-1750)	TCXG 374	Argument and Research in Writing
TCXG 341	Writing Popular Fiction	TCXIN 478	Revolution, Industrialization and Modernity in European Art (1780-1900)	TCXG 381	Introduction to Creative Writing: Fiction
TCXG 367	Ideas Through Objects: A Conceptual Approach to Art	TCXIN 479	Modern European Art	TCXG 387	Varieties of Literary Criticism
TCXG 368	The Human Figure in Contemporary Art	TCXUS 376	American Architecture	TCXG 482	Editing a Literary Arts Magazine
TCXG 373	Introduction to Writing Poetry	TCXUS 383	Early American Music, Art, Literature and Theater	TCXG 484	Writing Creative Non-Fiction
TCXG 381	Introduction to Creative Writing: Fiction	TIBCG 449	Museum Studies	TCXG 488	Modern Novel
TCXG 382	2-D Design and Contemporary Approaches to Art	TIBCUS 430	Introduction to Public History	TCXIN 377	Mexican Literature in Translation: A Search for Identity
		TIBCUS 464	Native American Cultural Areas	TCXIN 476	Latin American Women Writers
		Film and Media (List F)		TCXIN 486	Feminist Perspectives in Film and Literature
		TCOM 201	Media and Society	TCXUS 374	American Literary Movements, Genres & Historical Periods
		TCOM 353	Critical Approaches to Mass Communications	TCXUS 377	American Poetry
		TCOM 354	Communication History	TCXUS 378	Studies in Selected American Writers
				TCXUS 382	Cross-Cultural Studies in Cont. Women's Literature

TCXUS 383	Early American Music, Art, Literature and Theater
TCXUS 384	African American Women's Literature
TCXUS 385	African American Literature from Slavery to the Present
TCXUS 476	American Women's Literature: 19th & 20th Century Texts
TCXUS 477	Nature in American Literature
TCXUS 478	Literature of the Harlem Renaissance
TCXUS 479	Contemporary Native American Women's Literature
TCXUS 482	American Folklore: Biographies of Race, Ethnicity, and Gender
TIBCIN 281	Ancient Literature of Western Civilization
TIBCIN 282	Medieval Literature of Western Civilization
TIBCIN 283	Modern Literature of Western Civilization
TIBCIN 453	Ancient Greek Tragedy
TIBCIN 455	Medieval Quests
TIBCIN 462	African Folklore and Literature
TSPAN 201	Intermediate Spanish I
TSPAN 202	Intermediate Spanish II
TSPAN 203	Intermediate Spanish III
TSPAN 210	Accelerated Intermediate Spanish

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

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

Communication

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

Students have the option of pursuing a Research or Professional Track. The research track prepares students for further graduate

studies or for careers in media research. In addition, the wealth of theoretical courses in this track is an asset to any student interested in communication theory or practice.

The Print and Broadcast options of the Professional Track take an integrated approach to the study of media criticism and media writing and production.

For more information on these tracks and options, please see the IAS Web site.

Concentration graduation requirements

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

Professional Track

- 5 credits Communication Foundation: One of the following theory and methods courses:

TCOM 353	Critical Approaches to Mass Communication
TCOM 444	Gender, Ethnicity, Class and the Media

- Communication Core (List A): 20 credits with a minimum of 10 credits of 300- and 400-level courses required

TCOM 201	Media and Society
TCOM 257	Ethical Issues in Mass Communication
TCOM 258	Children and Television
TCOM 353	Critical Approaches to Mass Communication
TCOM 354	Communication History
TCOM 388	Russian Media Studies
TCOM 430	Global Networks, Local Identities
TCOM 444	Gender, Ethnicity, Class, and the Media
TCOM 454	Communications Law
TCOM 460	Communication and National Development
TCOM 461	Media and Identity in Asia
TCOM 470	Documentary Production and Critique
TCOM 480	Political Economy of the Media
TCOM 481	Communication Regulations & Policy
TCSIG 348	Film and Human Values
TCSIIN 441	Mexican Cinema and Society
TCXG 483	Film Directors
TCXIN 272	Film Studies
TCXIN 376	Hispanic Film
TCXIN 386	Silent Cinema
TCXIN 420	Contemporary World Cinema
TCXIN 474	Russian History and Film
TCXIN 481	Film Theory and Aesthetics
TCXIN 484	French Cinema
TCXIN 486	Feminist Perspectives in Film and Literature
TCXUS 485	Media Genres
T GH 302	Global Imaginations
TIBCIN 450	Contemporary Theories of Culture: Advertising
TIBCIN 457	Film and Politics
TIBCUS 451	Cultural Studies: Post 9/11

- Professional Track Core (5 credits)

TCOM 275	Writing, Reporting and Editing for the Mass Media
----------	---

- Professional Track Courses (List B): 20 credits

TBGEN 316	Persuasive Communication
TBUS 310	Effective Managerial Communications
TCOM 347	Television Criticism and Application
TCOM 348	Nonfiction Writing for Television
TCOM 349	News Writing
TCOM 351	Video Production
TCOM 387	Writing for Public Relations
TCOM 470	Documentary Production and Critique
TCOM 482	Investigative Reporting
TCOM 486	Feature Writing for Print Media
TCXG 341	Writing Popular Fiction
TCXG 482	Editing a Literary Arts Magazine
TCXG 484	Writing Creative Non-Fiction

- Project (Internship): 5 Credits

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

Research Track

- Communication Foundation: 10 credits

One of the following writing courses:

TCXG 272	Writing Effectively
TCXG 374	Argument and Research in Writing
TBGEN 311	A Writer's Workshop

One of the following theory and methods courses:

TCOM 353	Critical Approaches to Mass Communication
TCOM 444	Gender, Ethnicity, Class and the Media

- Communication Core (List A): 25 credits (minimum of 15 credits of 300- and 400-level courses required)

TCOM 201	Media and Society
TCOM 257	Ethical Issues in Mass Communication
TCOM 258	Children and Television
TCOM 353	Critical Approaches to Mass Communication
TCOM 354	Communication History
TCOM 388	Russian Media Studies
TCOM 430	Global Networks, Local Identities
TCOM 444	Gender, Ethnicity, Class and the Media
TCOM 454	Communications Law
TCOM 460	Communication and National Development
TCOM 461	Media and Identity in Asia
TCOM 470	Documentary Production and Critique
TCOM 480	Political Economy of the Media
TCOM 481	Communication Regulations and Policy
TCSIG 348	Film and Human Values

TCSIIN 441 Mexican Cinema and Society
 TCXG 483 Film Directors
 TCXIN 272 Film Studies
 TCXIN 376 Hispanic Film
 TCXIN 386 Silent Cinema
 TCXIN 420 Contemporary World Cinema
 TCXIN 474 Russian History and Film
 TCXIN 481 Film Theory and Aesthetics
 TCXIN 484 French Cinema
 TCXIN 486 Feminist Perspectives in Film and Literature
 TCXUS 485 Media Genres
 T GH 302 Global Imaginations
 TIBCIN 450 Contemporary Theories of Culture: Advertising
 TIBCIN 457 Film and Politics
 TIBCUS 451 Cultural Studies: Post 9/11
 TCSIG 348 Film and Human Values

■ Research Track Courses (List B): 10 credits to be chosen in conjunction with faculty adviser

TCSIG 348 Film and Human Values
 TCSIG 435 Migrants in the Modern World: Migrants, Immigrants and Refugees
 TCSIG 451 The Enlightenment
 TCSIG 452 Political Theory of Human Rights
 TCSIIN 342 Third World Cities
 TCSIUS 335 Social Class and Inequality
 TCSIUS 345 Women and Work in the U.S.
 TCSIUS 347 History of Women in the United States
 TCSIUS 435 The Sociology of Gender
 TCSIUS 441 Black Freedom Movement in Perspective
 TCSIUS 450 Black Labor in America
 TCSIUS 452 Minorities and the Law
 TCXIN 310 The African Diaspora through Music: the Rhythm, the Blues and Beyond
 TCXIN 381 Society, Self and Worldview in the Arts of India
 TCXIN 461 Contemporary Mexican Culture
 TCXIN 462 Women in Latin America
 TCXIN 463 Contemporary Cuban Culture
 TCXIN 464 Arts, Cultures and History of Mexico
 TCXIN 476 Latin American Women Writers
 TCXIN 480 Contemporary Art and Society- 1945 to Present
 TCXUS 371 History of Rock & Roll
 TCXUS 374 American Literary Movements, Genres, and Historical Periods
 TCXUS 377 American Poetry
 TCXUS 378 Studies in Selected American Writers
 TCXUS 381 Immigrant and Ethnic Literature
 TCXUS 382 Cross-Cultural Studies in Contemporary Women's Literature
 TCXUS 385 African American Literature from Slavery to the Present
 TCXUS 471 History of Jazz
 TCXUS 477 Nature and Environment in American Literature
 TCXUS 478 Literature of the Harlem Renaissance
 TCXUS 479 Contemporary Native American Women's Literature

TCXUS 480 American Indian Literature
 TCXUS 481 Western American Literature
 T GH 301 Global Interactions
 TIBCG 361 Ethics in Society
 TIBCG 437 Technology and the Modern World
 TIBCG 456 Environmental Ethics
 TIBCG 453 Health, Illness and Culture
 TIBCG 454 Seminar on Health and Culture
 TIBCIN 354 History of the Concept of Culture
 TIBCIN 355 The Mind of Modernity
 TIBCIN 360 History of Philosophy: Modern and Contemporary
 TIBCIN 450 Contemporary Theories of Culture: Postcolonial Studies
 TIBCIN 451 Renaissance Europe
 TIBCIN 456 Postcolonial Studies: African Perspectives
 TIBCIN 462 African Folklore and Literature
 TIBCIN 463 God: East and West
 TIBCIN 466 Modernity and Its Critics
 TIBCIN 490 Society and Culture in Cuba
 TIBCUS 355 American Modes of Thought and Experience
 TIBCUS 365 North American Indian Traditions
 TIBCUS 451 Cultural Studies
 TIBCUS 459 African American Culture and Consciousness
 TIBCUS 464 Native American Cultural Areas
 TIBCUS 466 Life and Thought: Martin Luther King, Malcolm X and Angela Davis
 TPSYCH 320 Race, Class and Gender Contexts of Child Development
 TPSYCH 321 Adolescent Psychology
 TPSYCH 401 Family Violence
 TPSYCH 403 Psychology of Black Women
 TPSYCH 404 The Psychology of Food and Culture
 TPSYCH 405 Body Image and the Psychology of Appearance
 TPSYCH 410 Existential Psychology
 TPSYCH 415 Issues in Social Psychology: Hip Hop Culture
 TPSYCH 411 Psychology & the Arts
 TSMG 312 Economics in Modern Society
 TSMG 313 Theories of Economic Development and Social Change
 TSMG 420 Women in the Global Economy
 TSMG 422 Political Economy of Technological Change
 TSMG 424 International Business and Development
 TSMG 425 Labor and Politics in Comparative Perspective
 TSMIN 311 International Human Rights
 TSMIN 315 Europe in the Twentieth Century
 TSMIN 323 The Making of Mexico
 TSMIN 328 Third World Problems and Prospects
 TSMIN 329 Making of Modern Africa
 TSMIN 340 War and Empire in the Middle East
 TSMIN 420 Theories of Political Violence
 TSMIN 418 Interpreting Enigmatic India

TSMIN 425 Contemporary Issues in International Political Economy
 TSMUS 410 Early American Politics, Constitution and Law
 TSMUS 413 Civil Rights, Civil Liberties

■ Project or Thesis: 5 Credits

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

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

Environmental Studies

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

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

Preparatory courses

These can be taken at UW Tacoma or transferred from another school. UW Tacoma courses that fulfill this preparatory coursework are listed in parentheses.

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

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

Concentration graduation requirements

Requires 58 credits for concentration + 30 credits for preparatory courses = 88 credits

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

TESC 107	Geohazards and Natural Disasters (P)
TESC 213	Physical Forces in the Natural World (P)
TESC 227	Earth History (P)
TESC 232	Issues in Biological Conservation (B)
TESC 236	Plants and People: The Science of Agriculture (B)
TESC 237	Environmental Geology (P/L)
TESC 238	Human Interactions with Marine Invertebrates (B)
TESC 239	Energy & the Environment (P)
TESC 241	Oceanography (P/L)
TESC 243	Geography of the Physical Environment (P)
TESC 247	Maritime History and Science in the Pacific Northwest (P)
TESC 304	Tropical Ecology and Sustainability (B)
TESC 311	Maps & GIS (P/L)
TESC 315	Applied Physics with Environmental Applications (P/L)
TESC 318	Biogeography (P/B)
TESC 319	Water Quality Concepts and Watershed Studies (P/L)
TESC 321	Soils and Environmental Applications (P)
TESC 329	Geomorphology and Soils (P)
TESC 343	The Atmosphere and Air Pollution (P/L)
TESC 345	Pollution and Public Policy (P)
TESC 349	Research at SEA (P/B/F)
TESC 362	Introduction to Restoration Ecology (B/F)
TESC 378	Environmental Microbiology
TESC 402	History and Ecology of Biological Invasions (B)
TESC 408	Marine Plankton (B/L)
TESC 417	Field Geology (P/L)
TESC 422	Evolution (B/L)
TESC 431	Water Resources and Pollution (P/F)
TESC 433	Pollutant Fate and Transport (P/L)
TESC 434	Biology, History and Politics of Salmon in the Pacific Northwest (B/L)
TESC 435	Limnology (P/F)
TESC 438	Environmental Biology: Marine Invertebrates (B/L)

TESC 440	Environmental Entomology (B/L)
TESC 442	Marine Ecology (B/F)
TESC 452	Plants, Insects and their Interactions (B/F)
TESC 462	Restoration Ecology Capstone Course I (B)
TESC 463	Restoration Ecology Capstone Course II (B)
TESC 464	Restoration Ecology Capstone Course III (B)

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

- 5 credits Environmental Law/Policy course (**not** TSMUS 421):

TCSIUS 438	Environmental Law
TEST 333	Environmental Policy Application and Compliance

- 5 credits Environmental Ethics course:

TIBCG 363	Philosophical Perspectives on the Environment
TIBCG 456	Environmental Ethics

- 5 credits Social Science course/ environmental focus:

TCOM 351	Video Production
TCOM 470	Documentary Production and Critique
TCSIG 436	North American Regions
TCSIG 445	The Metropolis
TCSIIN 342	Third World Cities
TCSIIN 435	Popular Movements in Latin America
TCSIIN 436	Rural Societies and Development
TCSIIN 438	Urbanization and the Environment
TCSIUS 431	Community Organizations in the Nonprofit Sector
TCSIUS 443	Ethnicity and the Urban Landscape
TCSIUS 445	History of Tacoma
TCSIUS 451	Essentials of Grant Writing and Fundraising
TCSS 401	Technology in Service of Global Society
TESC 304	Tropical Ecology and Sustainability
TESC 107	Geohazards and Natural Disasters
TESC 318	Biogeography
TEST 221	Environmental History: Water
TEST 332	A Natural History of Garbage
TEST 403	Geography of the USA and Canada
TGH 303	Global Challenges
T HLTH 410	Environmental Equity
T HLTH 472	Human Health and the Environment
TIBCG 437	Technology in the Modern World
TIBCG 440	Medieval Technology
TIBCUS 464	Native American Cultural Areas
TSMG 440	Political Geography
TSMIN 326	Modern Brazil
TSMIN 330	Globalization of Latin America
TSMIN 418	Interpreting Enigmatic India
TSMIN 435	Contemporary Geopolitics
TSMUS 225	Economics as a Way of Thinking

TSMUS 421	Environmental Policy
TURB 301	The Urban Condition
TURB 310	Urban Society and Culture
TURB 312	Race and Poverty in Urban America
TURB 320	Introduction to Urban Planning
TURB 321	History of Planning, Theory and Practice
TURB 322	Land Use Planning
TURB 330	City Worlds
TURB 405	Images of the City
TURB 410	Environmental Justice
TURB 415	Urban Government and Organizations
TURB 450	Sustainable Development

- 5 credits Humanities course/ environmental focus:

TCSIG 451	The Enlightenment
TCSIIN 235	Religion in the Modern World
TCXG 372	Writing Effectively
TCXG 374	Argument in Research and Writing
TCXG 379	Modern Architecture
TCXG 402	Eco-Art: Art in Response to Environmental Crisis
TCXIN 283	Society, Self & Worldview in Arts of the Pacific
TCXUS 376	American Architecture
TCXUS 477	Nature and Environment in American Literature
TCXUS 479	Contemporary Native American Women's Literature
TGH 303	Global Challenges
TIBCG 353	The End of the Modern World, 1600-2000
TIBCG 361	Ethics in Contemporary Society
TIBCG 362	The Beautiful and the Good: Philosophy's Quest for Value
TIBCG 363	Philosophical Perspectives on the Environment
TIBCG 455	Medicine and Morality: Biomedical Ethics
TIBCG 458	Ways of Knowing
TIBCIN 367	East Asian Religions: Zen and Taoism
TIBCIN 463	God: East and West
TIBCUS 464	Native American Cultural Areas
TSMG 367	Utopias

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

- Also highly recommended, but not required:

TESC 310	Environmental Research Seminar
TESC 410	Environmental Science Senior Seminar
TESC 496	Internship/research

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

*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.

Ethnic, Gender and Labor Studies

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

Concentration graduation requirements

Requires 60 credits total. Of the credits below, at least 5 credits from Visual, Literary and Performing Arts (designated with a “V” in the course descriptions).

■ 10 credits Ethnicity, Gender and Labor in the U.S. or globally (List A):

- TCSIIN 436 Rural Societies and Development
- TCSIUS 434 Women, Race, Class
- TCXUS 482 American Folklore: Biographies of Race, Ethnicity and Gender
- TSMUS 200 American History I: 1607-1877
- TSMUS 201 American History II: 1877-present
- TURB 312 Race and Poverty in Urban America

■ 10 credits Labor, Work, or Social Class (List B)

- TCOM 444 Gender, Ethnicity, Class and the Media
- TCSIUS 335 Social Class and Inequality
- TCSIUS 345 Women and Work in the United States
- TCSIUS 434 Women, Race and Class
- TCSIUS 450 Black Labor
- TCSIUS 456 Community and Labor Organizing
- TIBCIN 450 Contemporary Theories of Culture: Postcolonial Studies
- TSMG 420 Women in the Global Economy
- TSMIN 229 The Making of Modern Africa
- TSMIN 314 Twentieth Century Revolutions
- TSMIN 328 Third World Problems
- TSMIN 414 Modern China
- TSMIN 437 Conflict Resolution Practicum
- TSMUS 322 American Labor Since the Civil War

■ 10 credits Gender (List C)

- TCOM 444 Gender, Ethnicity, Class and the Media
- TCSIIN 434 Women's Voices: Third World Women
- TCSIUS 345 Women and Work in the U.S.
- TCSIUS 347 History of Women in the United States

- TCSIUS 434 Women, Race and Class
- TCXIN 462 Women in Latin America
- TCXIN 476 Latin American Women Writers
- TCXIN 486 Feminist Perspectives in Film and Literature
- TCXUS 382 Cross-Cultural Studies in Women's Literature
- TCXUS 384 African American Women's Literature
- TCXUS 476 American Women's Lit: 19th & 20th Century
- TCXUS 479 Contemporary Native American Women's Literature
- TPSYCH 400 Psychology of Women
- TPSYCH 402 Human Sexuality
- TPSYCH 403 Psychology of Black Women
- TSMG 420 Women in the Global Economy
- TURB 314 Gender and the Urban Landscape

■ 10 credits Race/Ethnicity (List D)

- TCOM 444 Gender, Ethnicity, Class and the Media
- TCSIG 265 Race and Ethnicity in the U.S.
- TCSIG 445 The Metropolis: Chicago
- TCSIIN 441 Mexican Cinema and Society
- TCSIUS 220 African American History: 1619-1865
- TCSIUS 221 African American History: 1865-1945
- TCSIUS 223 African American History: 1945-present
- TCSIUS 349 Minorities and Higher Education in America
- TCSIUS 434 Women, Race and Class
- TCSIUS 441 Black Freedom Movement in Perspective
- TCSIUS 443 Ethnicity and the Urban Environment
- TCSIUS 452 Minorities and the Law
- TCXIN 476 Latin American Women Writers
- TCXUS 238 Hispanics in the United States
- TCXUS 384 African American Women's Literature
- TCXUS 385 African American Lit/Slavery to the Present
- TCXUS 478 Literature of the Harlem Renaissance
- TCXUS 479 Contemporary Native American Women's Literature
- TIBCIN 354 History of the Concept of Culture
- TIBCIN 456 Post-Colonial Studies: African Prison Diaries
- TIBCIN 462 African Folklore and Literature
- TIBCUS 365 North American Indian Traditions
- TIBCUS 459 African American Culture and Consciousness
- TIBCUS 460 African American Religious History
- TIBCUS 464 Native American Cultural Areas
- TIBCUS 466 Life and Thought: Martin Luther King Jr., Malcolm X and Angela Davis
- TPSYCH 403 Psychology of Black Women
- TSMIN 323 The Making of Mexico
- TSMIN 329 The Making of Modern Africa
- TURB 360 The African American Urban Experience

■ 15 credits General (List E): 5 credits must be General (course prefixes ending with “G”) or International (course prefixes ending with “IN”)

- TCOM 444 Gender, Ethnicity, Class and the Media
- TCOM 461 Media and Identity in Asia
- TCSIIN 342 Third World Cities
- TCSIIN 435 Popular Movements in Latin America
- TCSIIN 436 Rural Societies and Development
- TCSIUS 335 Social Class and Inequality
- 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 452 Minorities and the Law
- TCXG 301 Intensive Spanish: Reading Skills
- TCXG 302 Intensive Spanish: Conversational Skills
- TCXG 303 Intensive Spanish: Practical Writing Skills
- TCXIN 310 The African Diaspora through Music: The Rhythm, the Blues, and Beyond
- TCXIN 382 Society, Self & Worldview in Arts of China
- TCXIN 384 Society, Self & Worldview in Arts of Japan
- TCXIN 486 Feminist Perspectives in Film and Literature
- TCXIN 490 Contemporary Spanish Culture
- TCXUS 238 Hispanics in the United States
- TCXUS 485 Media Genres: Genre and Gender (this section only)
- T GH 301 Global Interactions
- T GH 302 Global Imaginations
- T GH 303 Global Challenges
- TIBCG 452 Anti-Semitism and the Holocaust
- TIBCIN 366 Islam
- TIBCIN 450 Contemporary Theories of Culture: Postcolonial Studies
- TIBCIN 456 Post-colonial Studies: African Perspectives
- TIBCUS 451 Cultural Studies
- TIBCUS 461 History of Religion in America
- TIBCUS 464 Native American Cultural Areas
- TIBCUS 466 Life and Thought: Martin Luther King Jr., Malcolm X and Angela Davis
- TNURS 407 Diversity: Issues of Exclusion and Inclusion
- TNURS 497 Women's Lives, Women's Health
- TPSYCH 401 Family Violence
- TPSYCH 402 Human Sexuality
- TSMG 420 Women in the Global Economy
- TSMIN 314 Twentieth Century Revolutions
- TSMIN 323 The Making of Mexico
- TSMIN 329 The Making of Modern Africa
- TSMIN 412 Vietnam
- TSMIN 413 Pre-modern Japan
- TSMIN 414 Modern China
- TSMIN 415 Modern Japan

TSMIN 416	Modern Korea
TSMIN 418	Interpreting Enigmatic India
TSMIN 420	Theories of Political Violence
TSMIN 422	International Humanitarian Law
TSMIN 424	Imperial China
TSMIN 434	Pacific War
TSMIN 435	Contemporary Geopolitics
TSMUS 300	The Making of America
TSMUS 320	American Constitutional Law
TURB 301	The Urban Condition
TURB 310	Urban Society and Culture

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

See the Ethnic, Gender and Labor Studies Web site for the most current concentration options at www.tacoma.washington.edu/ias/academics/ba/ethnic_gender_labor_studies.cfm.

General Studies

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

Concentration graduation requirements

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

- 15 credits Core Courses:

TSMUS 200	American History I: 1607-1877
TSMUS 201	American History II: 1877-present

And one of:

TSMIN 200	International Interactions
TGH 301	Global Interactions

- Of the courses listed below:

- 30 credits must be upper division, 300-400 level

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

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

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

- 15 credits United States or General courses:

T**US, T**G, TCHIN, TCOM, TECON, TPOLS, TSPAN or TPSYCH prefixes

- 20 credits International or General courses:

T**IN, T**G, TCHIN, TCOM, TECON, TPOLS, TSPAN or TPSYCH prefixes

- 10 credits Environmental Courses:

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

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

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

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

Global Studies

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

Concentration graduation requirements

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

- 5 credits International or Global Interactions Core:

TSMIN 300	International Interactions
TGH 301	Global Interactions

- Of the credits below, at least 5 credits from two interdisciplinary areas:

Visual, Literary and Performing Arts (VLPA) and Individual and Society (I&S).

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

- Foreign Language (to demonstrate competency) 0-10 Credits

Option one: 10 credits of upper-division (300- or 400-level) foreign language

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

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

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

- 40 credits International: 30 credits to be upper division (300- or 400-level)

Includes all IAS courses ending with the suffix 'IN'. TCXG 301-303 may also be counted here if not used to meet the foreign language requirement above.

- Tracks:

Students may choose tracks in Asia and the Pacific, the Hispanic World, or European studies by taking 30 credits 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.

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

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

Individually-Designed Concentration

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

Concentration graduation requirements

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

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

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

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

2. Make a list of the courses taken or planned. This list should comprise 55 credits, all of which are related to the area of concentration.
3. Draft a statement that describes the proposed concentration and discusses the interrelationships among the courses chosen. Propose a brief, descriptive title for the concentration.
4. Submit the proposal to the Individually-Designed Concentration Committee for its approval at least three quarters prior to graduation.
5. Identify at least two faculty sponsors for the concentration. The faculty sponsors attest to the intellectual soundness of the proposal and agree to provide whatever guidance they and the student may jointly decide is needed. They may also suggest changes in the previously approved written proposal or list of courses.
6. Obtain final approval from an Individually-Designed Concentration adviser.

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

Political Economy

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

Concentration graduation requirements

Requires 65 credits total

- List A (10 credits): Foundational Analysis
 - TECON 200 or TFIN 200
Microeconomics
 - TECON 201 or TFIN 201
Macroeconomics

TECON courses are in the IAS Class Schedule; TFIN courses are in the Business Class Schedule. Minimum grade in both courses is a 2.0. You can also satisfy the microeconomics and macroeconomics requirement by taking these courses at another college.

- List B (5 credits): Quantitative Skills
 - TBUS 301 Quantitative Methods
 - TCSIG 330 Inquiry and Research in the Social Sciences
 - T HLTH 305 Statistics: Learning from Data
 - TQS 110 Introductory Statistics with Applications
 - TQS 210 Intermediate Statistics
 - TQS 211 Calculus
 - TSOCWF 351 Applied Statistics

Note: You can also satisfy the List B requirement by taking one of these classes at another college.

- List C (25 credits): Institutions and Context
 - TIBCUS 260 American Political Theory
 - TPOLS 202 Introduction to American Politics
 - TPOLS 203 Introduction to International Relations
 - TPOLS 400 American Presidency
 - TSMG 313 Theories of Economic Development
 - TSMIN 200 International Interactions
 - TSMIN 310 Modern European Political Theory
 - TSMIN 425 Contemporary Issues in International Political Economy
 - TSMUS 201 American History I: 1607-1877
 - TSMUS 202 American History II: 1877-present
 - TSMUS 300 Making of America
 - TSMUS 320 American Constitutional Law
 - TSMUS 410 Early American Politics and Law
 - TSMUS 416 Current Topics in US Public Policy
 - TSMUS 467 United States History: 1945 to Present

- List D (20 credits): Social Science Breadth
 - Any List C class not used to satisfy that requirement
 - TCOM 430 Global Networks, Local Identifies
 - TCOM 457 Ethical Issues in Mass Communication
 - TCOM 460 Communication and National Development
 - TCOM 480 Political Economy of the Media
 - TCOM 481 Communication Regulations and Policy
 - TCSIG 452 Political Theory of Human Rights
 - TCSIIN 342 Third World Cities
 - TCSIIN 435 Popular Movements in Latin America
 - TCSIUS 221 African American History 1865-1945
 - TCSIUS 347 History of Women in the US
 - TCSIUS 434 Women Race and Class
 - TCSIUS 335 Social Class and Inequality
 - TIBCG 353 The End of the Modern World
 - TIBCG 361 Ethics in Society
 - TIBCG 450 Contemporary Theories of Culture
 - TIBCIN 366 Islam

TSMG 422	Political Economy of Technological Change
TSMG 440	Political Geography
TSMIN 418	Enigmatic India
TSMUS 420	Economics of Education
TSMUS 421	Environmental Policy
TSMIN 311	International Human Rights
TSMIN 330	Globalization in Latin America
TSMIN 435	Contemporary Geopolitics
TURB 330	City Worlds
TURB 401	Urban Change and Development

■ 5 credits Visual, Literary and Performing Arts (VLPA) – Check course descriptions for “V” notation

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

See the Political Economy Web site for the most current concentration options at www.tacoma.washington.edu/ias/academics/ba/political_economy.cfm.

Politics and Values

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

Concentration graduation requirements

Requires 65 credits total.

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

■ 10 credits Foundations (List A):

TPOLS 201	Introduction to Political Values and Ideas
TPOLS 202	Introduction to American Politics
TPOLS 203	Introduction to International Relations

■ 10 credits Context (List B)

TECON 201	Microeconomics (<i>also TFIN 220 in the Business schedule</i>)
TECON 202	Macroeconomics (<i>also TFIN 221 in the Business schedule</i>)
TSMG 313	Theories of Economic Development and Social Change
TSMIN 200	International Interactions
TSMUS 200	American History I: 1607-1877
TSMUS 201	American History II: 1877-present

TSMUS 225	Economics as a Way of Thinking
TSMUS 300	The Making of America

■ 20 credits Politics (List C), at least 10 credits at the 400-level

TCOM 454	Communications Law
TCOM 480	Political Economy of the Media
TCOM 481	Communication Regulations and Policy
TCSIG 451	The Enlightenment
TCSIG 445	The Metropolis
TCSIG 452	Political Theory of Human Rights
TCSIIN 435	Popular Movements in Latin America
TCSIUS 335	Social Class and Inequality
TCSIUS 438	Environmental Law
TCSIUS 456	Labor and Community Organizing
TCSIUS 450	Black Labor
TESC 345	Pollution and Public Policy
TEST 333	Environmental Policy
TEST 380	Application and Compliance Study Abroad: Comparative International Perspectives on Cities and the Environment
TGH 301	Global Interactions
T HLTH 410	Environmental Equity
T HLTH 470	Challenges and Controversies in U.S. Health Care
T HLTH 485	Critical Issues in Global Health
TIAS 496	Internship/Study Abroad (with faculty approval)
TIBCG 452	Anti-Semitism and the Holocaust
TIBCUS 260	American Political Theory
TPOLS 400	The American Presidency
TSMG 313	Economic Development and Social Change
TSMG 420	Women in the Global Economy
TSMG 422	Political Economy of Technological Change
TSMIN 224	Modern Latin America
TSMIN 310	Modern European Political Theory
TSMIN 312	19th Century Revolutions and Revolutionaries
TSMIN 314	20th Century Revolutions
TSMIN 326	Modern Brazil
TSMIN 330	Globalization in Latin America
TSMIN 414	Modern China
TSMIN 415	Modern Japan
TSMIN 416	Modern Korea
TSMIN 418	Interpreting Enigmatic India
TSMIN 420	Theories of Political Violence
TSMIN 422	International Humanitarian Law
TSMIN 425	Contemporary Issues in International Political Economy
TSMIN 426	The Political Economy of European Integration
TSMIN 435	Contemporary Geopolitics
TSMUS 320	American Constitutional Law
TSMUS 416	Current Issues in U.S. Public Policy
TSMUS 420	Economics of Education
TSMUS 421	Environmental Policy
TURB 301	The Urban Condition
TURB 314	Gender and the Urban Landscape

TURB 316	Cities and Citizenship
TURB 330	City Worlds
TURB 415	Urban Government and Organizations

■ 10 credits Values (List D)

TCSIG 451	The Enlightenment
TCSIG 452	Political Theory of Human Rights
TIBCG 353	The End of the Modern World (1600-2000)
TIBCG 361	Ethics in Society
TIBCG 363	Philosophical Perspectives on the Environment
TIBCG 456	Environmental Ethics
TIBCIN 355	The Mind of Modernity
TIBCIN 358	History of Philosophy: Medieval and Modern
TIBCIN 360	History of Philosophy: Modern and Contemporary
TIBCIN 366	Islam
TIBCIN 367	East Asian Religions: Zen and Taoism
TIBCIN 461	Religion and Church in Latin America
TIBCUS 260	American Political Theory
TSMIN 310	Modern European Political Theory
TSMIN 420	Theories of Political Violence
TSMIN 425	Contemporary Issues in International Political Economy

■ 10 credits Social Change (List E)

TCSIIN 435	Popular Movements in Latin America
TCSIUS 221	African American History: 1865-1945
TCSIUS 223	African American History: 1945-present
TCSIUS 347	History of Women in the US
TCSIUS 431	Community Organizations and the Nonprofit Sector
TCSIUS 434	Women, Race and Class: Identity and Intergroup Relations
TCSIUS 441	Black Freedom Movement in Perspective
TIBCUS 466	Life and Thought: Martin Luther King, Malcolm X and Angela Davis
TSMIN 311	International Human Rights
TSMIN 312	19th Century Revolutions and Revolutionaries
TSMIN 314	20th Century Revolutions

■ 5 credits Natural World/Science: TESC prefix or Environmental Science transfer-see adviser for applicable transfer courses.

See the Politics and Values Web site for the most current concentration options at www.tacoma.washington.edu/ias/academics/ba/politics_values.cfm.

Psychology

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

Prerequisites

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

- One Introduction to Statistics course
- One General or Introduction to Psychology course
- Two psychology foundation courses in any of the following areas:
 1. Personality Theories (200-level only at another school)
 2. Developmental Psychology (Lifespan or Child Development)
 3. Abnormal Psychology
 4. Social Psychology
 5. Child and Adolescent Abnormal Psychology

Concentration graduation requirements

Requires 60 credits total, excluding prerequisites.

- 5 credits Research Methods
 - TCSIG 330 Inquiry and Research in the Social Sciences
- 15 credits Core Courses with at least one each from Clinical Core and Developmental Core

Clinical Core Courses

- TPSYCH 311 Personality Theories
- TPSYCH 340 Mental Illness Across Cultures

Developmental Core Courses

- TPSYCH 320 Race/Class/Gender Contexts of Child Development
- TPSYCH 321 Adolescent Psychology
- TPSYCH 322 Adult Development

- General Psychology Core Courses

- TPSYCH 300 History & Systems of Psychology
- TPSYCH 301 Psychology of Adjustment

- 15 credits Advanced Topics Courses
 - TPSYCH 400 Psychology of Women
 - TPSYCH 401 Family Violence
 - TPSYCH 402 Human Sexuality
 - TPSYCH 403 Psychology of Black Women
 - TPSYCH 404 Psychology of Food and Culture
 - TPSYCH 405 Body Image and the Psychology of Appearance
 - TPSYCH 406 Chemical Dependency
 - TPSYCH 407 Cultural Context of Child Development
 - TPSYCH 410 Existential Psychology
 - TPSYCH 411 Psychology and the Arts
 - TPSYCH 412 Women & Health: Power & Inequality
 - TPSYCH 414 Psychology of Contemporary African American Culture
 - TPSYCH 415 Issues in Social Psychology: Hip Hop Culture
 - TPSYCH 416 Freud and His Critics
 - TPSYCH 420 Attachment & Interpersonal Relations

- 20 credits upper-division courses (other than Psychology):

5 credits – Visual, Literary and Performing Arts – VLPA (V)

5 credits – Individuals and Society – I&S (I) – (TPSYCH not allowed)

10 additional credits from VLPA/I&S/NW (no restrictions on NW for these 10)

See course descriptions for designations V, I, N.

- 5 credits Natural World – Environmental Science (upper- or lower-division TESC prefix or Environmental Science transfer; see adviser)
- Psychology students can take a maximum of eight upper-division (40 credits) TPSYCH courses in their core and electives.

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

Self and Society

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

Concentration graduation requirements

Students must complete a total of 55 credits with 20 upper-division credits including 5 credits in each list below and 45 credits of upper-division IAS credits overall. No more than 15 credits of upper-division psychology courses may be counted.

- 10 credits List A: Religious and Philosophical Perspectives

- TCOM 457 Ethical Issues in Mass Communication
- TCSIG 348 Film and Human Values
- TCSIG 451 The Enlightenment
- TCSIIN 235 Religion in the Modern World
- TIBCG 353 End of the Modern World
- TIBCG 361 Ethics in Society
- TIBCG 362 The Beautiful and the Good: Philosophy's Quest for Value
- TIBCG 363 Philosophical Perspectives on the Environment
- TIBCG 455 Medicine and Morality: Issues in Biomedical Ethics
- TIBCG 456 Environmental Ethics
- TIBCIN 354 History of the Concept of Culture
- TIBCIN 355 The Mind of Modernity
- TIBCIN 357 The Greek Mind and Imagination
- TIBCIN 358 History of Philosophy: Medieval and Modern
- TIBCIN 360 History of Philosophy: Modern and Contemporary
- TIBCIN 366 Islam
- TIBCIN 367 East Asian Religions: Zen and Taoism
- TIBCIN 450 Contemporary Theories of Culture
- TIBCIN 451 Renaissance Europe
- TIBCIN 461 Religion and Church in Latin America
- TIBCIN 463 God: East and West
- TIBCIN 466 Modernity and Its Critics
- TIBCUS 355 American Modes of Thought and Expression
- TIBCUS 460 African-American Religious History
- TPSYCH 411 Existential Psychology
- TSMG 367 Utopias

- 10 credits List B: Cultural and Psychological Perspectives

- TCOM 444 Gender, Ethnicity, Class and the Media
- TCOM 461 Media and Identity in Asia
- TCSIUS 220 African American History: 1619-1865
- TCSIUS 221 African American History: 1865-1945
- TCSIUS 223 African American History: 1945-present
- TCSIUS 335 Social Class and Inequality
- TCSIUS 340 History of US American Indian Relations
- TCSIUS 345 Women and Work in the U.S.
- TCSIUS 347 History of Women in the United States
- TCSIUS 349 Minorities in Higher Education
- TCSIUS 434 Women, Race and Class
- TCSIUS 435 Sociology of Gender
- TCSIUS 438 Environmental Law

TCSIUS 441	Black Freedom Movement in Perspective	■ 10 credits List C: Aesthetic Perspectives	TCXUS 371	History of Rock and Roll	
TCSIUS 443	Ethnicity and the Urban Landscape	TCOM 470	Documentary Production and Critique	TCXUS 374	American Literary Movements, Genres, and Historical Periods
TCSIUS 450	Black Labor	TCSIIN 441	Mexican Cinema and Society	TCXUS 376	American Architecture
TCSIUS 452	Minorities and the Law	TCXG 230	Western Arts and Culture	TCXUS 377	American Poetry
TCXIN 462	Women in Latin America	TCXG 240	Landscape in Art	TCXUS 378	Studies in Selected American Writers
TCXIN 461	Mexican Culture	TCXG 270	Understanding Literature	TCXUS 382	Cross-Cultural Studies in Contemporary Women's Fiction
TCXIN 463	Contemporary Cuban Culture	TCXG 284	3-D Art and Contemporary Approaches to Sculpture	TCXUS 383	Early American Music, Art, Literature, and Theater
TCXUS 238	Hispanics in the United States	TCXG 335	History of Photography	TCXUS 384	African American Women's Literature
TIBCG 437	Technology in the Modern World	TCXG 336	Glass Arts	TCXUS 385	African American Lit: Slavery to the Present
TIBCG 440	Medieval Technology and Urban Life	TCXG 341	Writing Popular Fiction	TCXUS 471	History of Jazz
TIBCG 452	Antisemitism and the Holocaust	TCXG 341	Writing Popular Fiction	TCXUS 476	American Women's Literature
TIBCG 453	Health, Illness and Culture	TCXG 367	Ideas Through Objects: A Conceptual Approach to Art	TCXUS 477	Nature and Environment in American Literature
TIBCG 454	Seminar on Health and Culture	TCXG 368	The Human Figure in Contemporary Art	TCXUS 478	Literature of the Harlem Renaissance
TIBGIN 456	Postcolonial Studies: African Perspectives	TCXG 369	Shakespeare	TCXUS 479	Contemporary Native American Women's Literature
TIBCUS 365	North American Indian Traditions	TCXG 371	The World Stage	TCXUS 482	American Folklore
TIBCUS 451	Cultural Studies	TCXG 373	Introduction to Writing Poetry	TCXUS 485	Media Genres
TIBCUS 459	African American Culture and Consciousness	TCXG 377	Art of the Americas	TGH 302	Global Imaginations
TIBCUS 464	Native American Cultural Areas	TCXG 380	Humanities Research and Writing Seminar	TIBCIN 281	Ancient Lit of Western Civilization
TIBCUS 466	Life and Thought: M.L.King Jr., Malcolm X and Angela Davis	TCXG 381	Introduction to Creative Writing: Fiction	TIBCIN 282	Medieval and Renaissance Literature of Western Civilization
TPSYCH 210	Abnormal Psychology	TCXG 382	2-D Design and Contemporary Approaches to Art	TIBCIN 283	Modern Lit of Western Civilization
TPSYCH 212	Child Abnormal Psychology	TCXG 383	South Sound Contemporary Art	TIBCIN 453	Ancient Greek Tragedy
TPSYCH 220	Lifespan Development	TCXG 386	Contemporary Art and Studio Drawing	TIBCIN 455	Medieval Quests
TPSYCH 230	Educational Psychology	TCXG 390	Site Specificity in Art	TIBCIN 462	African Folklore and Literature
TPSYCH 240	Social Psychology	TCXG 391	Reconstructing Self in Art		
TPSYCH 300	History and Systems of Psychology	TCXG 402	Eco-Art: Art in Response to Environmental Crisis	■ 20 credits Additional Courses (From Lists A-C)	
TPSYCH 301	Psychology of Adjustment	TCXG 403	Body Image and Art	■ 5 credits Natural World: TESC prefix or Environmental Science transfer; see adviser for applicable transfer courses.	
TPSYCH 311	Personality Theories	TCXG 404	Art in a Time of War		
TPSYCH 320	Race, Class and Gender Contexts of Child Development	TCXG 405	Cultural Identity and Art		
TPSYCH 321	Adolescent Psychology	TCXG 407	Art and Public		
TPSYCH 322	Adult Development	TCXG 471	Aspects of Culture and Art		
TPSYCH 340	Mental Illness Across Cultures	TCXG 483	Film Directors		
TPSYCH 400	Psychology of Women	TCXG 484	Writing Creative Non-fiction		
TPSYCH 401	Family Violence	TCXIN 230	German Cultural History		
TPSYCH 402	Human Sexuality	TCXIN 272	Film Studies		
TPSYCH 403	Psychology of Black Women	TCXIN 281	Art and Culture in India		
TPSYCH 404	Psychology of Food and Culture	TCXIN 282	Art and Culture in China		
TPSYCH 405	Body Image and the Psychology of Appearance	TCXIN 283	Art and Culture in Japan		
TPSYCH 406	Chemical Dependency	TCXIN 284	Art and Culture in the Pacific		
TPSYCH 407	The Cultural Context of Developmental Psychology	TCXIN 310	African Diaspora through Music: The Rhythm/ Blues, and Beyond		
TPSYCH 411	Psychology and the Arts	TCXIN 376	Hispanic Film		
TPSYCH 412	Women's Health: Power and Inequality	TCXIN 377	Mexican Literature and the Search for National Identity		
TPSYCH 414	Psychology of Contemporary African-American Culture	TCXIN 386	Silent Cinema		
TPSYCH 415	Issues in Social Psychology	TCXIN 420	Contemporary World Cinema		
TPSYCH 416	Freud and His Critics	TCXIN 464	Arts, Cultures and History of Mexico		
TPSYCH 420	Attachment & Interpersonal Relations	TCXIN 474	Russian History and Soviet Film		
TSMIN 311	International Human Rights	TCXIN 476	Latin American Women Writers		
TSMIN 420	Theories of Political Violence	TCXIN 477	Patronage/Religion/ Propaganda in European Art (1590-1750)		
TURB 314	Gender and the Urban Landscape	TCXIN 478	Revolution/Industrialization/ Modernity in European Art (1780-1900)		
TURB 330	City Worlds	TCXIN 479	Modern European Art		
TURB 420	Cities and the Constitution	TCXIN 481	Film Theory and Aesthetics		
		TCXIN 484	French Cinema		
		TCXIN 486	Feminist Perspective in Film and Literature		
		TCXIN 490	Contemporary Spanish Culture		

See the Self and Society Web site for the most current concentration options at www.tacoma.washington.edu/ias/academics/ba/self_society.cfm.

Environmental Science

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

- Bachelor of Science degree in Environmental Science
- Bachelor of Arts concentration in Environmental Studies (see page 59)
- Minor in Environmental Studies for students in any major or concentration at UW Tacoma
- Certificate in Restoration Ecology
- Certificate in Geographic Information Systems (GIS)

Bachelor of Science

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

Admission Requirements

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

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

Preparatory courses

These can be taken at UW Tacoma or transferred from another school. UW Tacoma courses that fulfill this preparatory coursework are listed in parentheses.

- Completion of General University Requirements (see page 23)
- 15 credits of college biology (majors sequence with lab) (TESC 120, 130, 140)
- 15 credits of college chemistry (majors sequence with lab) (TESC 141, 151, 161)
- 5 credits of physical geology with lab (TESC 117)
- 5 credits of college physics (mechanics with lab) (TESC 315)
- 5 credits of calculus overview course (TQS 211)
- 5 credits of statistics (TQS 110)
- Computer literacy*
- Minimum of 40 college-level transferable credits

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

Graduation Requirements

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

- Complete a **minimum** of 45 credits of upper-division IAS coursework.
- Completion of all general education requirements not met with transfer courses. See adviser for details.
- Complete the B.S. degree preparatory courses and requirements (above). Minors and certificates are optional. No more than 15 elective credits can be taken for a Satisfactory/Not Satisfactory grade; see adviser for details.
- Compile a portfolio of work completed during the course of the student’s residence at UW Tacoma and submit it for review during the second week of the student’s last quarter of enrollment.
- Meet with a program adviser to complete a graduation application no later than the second week of the quarter in which the student plans to graduate.

- 6 credits: two required “bookend” courses
TESC 310 Environmental Research Seminar – to be taken in the first Autumn of enrollment – sophomore or junior year (3)
TESC 410 Environmental Science Senior Seminar- to be taken in the last Spring of enrollment after or concurrent with Capstone experience (3)

- 3-10 credits: Capstone experience (internship, research, etc.) Planned with faculty adviser; may span more than one quarter.

- 12 credits: Environmental science core courses:
TESC 333 Environmental Chemistry (6)
TESC 340 Ecology and Its Applications (6)

- 29 credits minimum- five additional TESC courses to include at least one biological science (B) course and one physical science (P) course. Of these remaining five courses, at least two must be laboratory (L) courses (6 credits) and one must be a field (F) course (7 credits). Some courses designated as labs on this list are not offered as labs every time; check the Time Schedule for credits.

Note: If a course below is taken to fulfill prerequisite courses, it is an elective. TESC 100, 107, and TESC 213 are electives for the B.S. degree.

TESC 227	Earth History (P)
TESC 232	Issues in Biological Conservation (B)
TESC 236	Plants and People: The Science of Agriculture (B)
TESC 237	Environmental Geology (P/L)
TESC 238	Human Interactions with Marine Invertebrates (B)
TESC 239	Energy and the Environment (P)
TESC 243	Geography of the Physical Environment (P)
TESC 241	Oceanography (P/L)
TESC 247	Maritime History and Science in the Pacific Northwest (P)
TESC 304	Tropical Ecology and Sustainability (B)
TESC 311	Maps & GIS (P/L)
TESC 315	Applied Physics with Environmental Applications (P/L)
TESC 318	Biogeography (P/B)
TESC 319	Water Quality Concepts and Watershed Studies (P/L)
TESC 321	Soils and Environmental Applications (P)
TESC 329	Geomorphology and Soils (P)
TESC 343	The Atmosphere and Air Pollution (P/L)
TESC 345	Pollution and Public Policy (P)
TESC 349	Research at SEA (P/B/F)
TESC 362	Introduction to Restoration Ecology (B/F)
TESC 378	Environmental Microbiology (B/L)

TESC 402	History and Ecology of Biological Invasions (B)	TIBCG 437	Technology in the Modern World
TESC 408	Marine Plankton (B/L)	TIBCG 440	Medieval Technology
TESC 417	Field Geology (P/L)	TIBCUS 464	Native American Cultural Areas
TESC 422	Evolution (B/L)	TSMG 440	Political Geography
TESC 431	Water Resources and Pollution (P/F)	TSMIN 326	Modern Brazil
TESC 433	Pollutant Fate and Transport (P/L)	TSMIN 330	Globalization of Latin America
TESC 434	Biology, History and Politics of Salmon in the Pacific Northwest (B/L)	TSMIN 418	Interpreting Enigmatic India
TESC 435	Limnology (P/F)	TSMIN 435	Contemporary Geopolitics
TESC 438	Environmental Biology: Marine Invertebrates (B/L)	TSMUS 225	Economics as a Way of Thinking
TESC 440	Environmental Entomology (B/L)	TSMUS 421	Environmental Policy
TESC 442	Marine Ecology (B/F)	TURB 301	The Urban Condition
TESC 452	Plants, Insects and their Interactions (B/F)	TURB 310	Urban Society and Culture
TESC 462	Restoration Ecology Capstone Course I (B)	TURB 312	Race and Poverty in Urban America
TESC 463	Restoration Ecology Capstone Course II (B)	TURB 320	Introduction to Urban Planning
TESC 464	Restoration Ecology Capstone Course III (B)	TURB 321	History of Planning, Theory and Practice
■ 5 credits: Environmental Law/Policy course (TSMUS 421 does not count)		TURB 322	Land Use Planning
TCSIUS 438	Environmental Law	TURB 330	City Worlds
TEST 333	Environmental Policy Application and Compliance	TURB 405	Images of the City
■ 5 credits: Environmental Ethics course		TURB 410	Environmental Justice
TIBCG 363	Philosophical Perspectives on the Environment	TURB 415	Urban Government and Organizations
TIBCG 456	Environmental Ethics	TURB 450	Sustainable Development
■ 5 credits: Social Science/environmental focus		■ 5 credits: Humanities course/ environmental focus:	
TCOM 351	Video Production	TCSIG 451	The Enlightenment
TCOM 470	Documentary Production and Critique	TCSIIN 235	Religion in the Modern World
TCSIG 436	North American Regions	TCXG 372	Writing Effectively
TCSIG 445	The Metropolis	TCXG 374	Argument in Research and Writing
TCSIIN 342	Third World Cities	TCXG 379	Modern Architecture
TCSIIN 435	Popular Movements in Latin America	TCXG 402	Eco-Art: Art in Response to Environmental Crisis
TCSIIN 436	Rural Societies and Development	TCXIN 383	Society, Self & Worldview in Arts of the Pacific
TCSIIN 438	Urbanization and the Environment	TCXUS 376	American Architecture
TCSIUS 431	Community Organizations in the Nonprofit Sector	TCXUS 477	Nature and the Environment in American Literature
TCSIUS 443	Ethnicity and the Urban Landscape	TCXUS 479	Contemporary Native American Women's Literature
TCSIUS 445	History of Tacoma	T GH 303	Global Challenges
TCSIUS 451	Essentials of Grant Writing and Fundraising	TIBCG 353	The End of the Modern World, 1600-2000
TCSS 401	Technology in Service of Global Society	TIBCG 361	Ethics in Contemporary Society
TESC 304	Tropical Ecology and Sustainability	TIBCG 362	The Beautiful and the Good: Philosophy's Quest for Value
TESC 107	Geohazards and Natural Disasters	TIBCG 363	Philosophical Perspectives on the Environment
TESC 318	Biogeography	TIBCG 455	Medicine and Morality: Biomedical Ethics
TEST 221	Environmental History: Water	TIBCG 458	Ways of Knowing
TEST 332	A Natural History of Garbage	TIBCIN 367	East Asian Religions: Zen and Taoism
TEST 403	Geography of the USA and Canada	TIBCIN 463	God: East and West
T GH 303	Global Challenges	TIBCUS 464	Native American Cultural Areas
T HLTH 410	Environmental Justice	TSMG 367	Utopias
T HLTH 472	Human Health and the Environment		

Course Descriptions

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

Chinese

TCHIN 101 First-Year Chinese

5 credits

Introduction to the standard language. Emphasis on learning correct pronunciation and basic structure. Drill in oral use of the language. Open only to students who do not have any previous training in Chinese.

TCHIN 102 First-Year Chinese

5 credits / Prerequisite: minimum grade of 2.0 in TCHIN 101

Introduction to the standard language. Emphasis on learning correct pronunciation and basic structure. Drill in oral use of the language. Open only to students who do not have any previous training in Chinese.

TCHIN 103 First-Year Chinese

5 credits / Prerequisite: minimum grade of 2.0 in TCHIN 102

Introduction to the standard language. Emphasis on learning correct pronunciation and basic structure. Drill in oral use of the language. Open only to students who do not have any previous training in Chinese.

TCHIN 201 Second-Year Chinese

5 credits / Prerequisite: minimum grade of 2.0 in either TCHIN 103

Continuation of CHIN 103. Advanced grammar and vocabulary expansion stressed. Aural and oral practice and structural drills continued. [V]

TCHIN 202 Second-Year Chinese

5 credits / Prerequisite: minimum grade of 2.0 in TCHIN 201

Advanced grammar and vocabulary expansion stressed. Oral practice and structural drills continued. [V]

TCHIN 203 Second-Year Chinese

5 credits / Prerequisite: minimum grade of 2.0 in TCHIN 202

Advanced grammar and vocabulary expansion stressed. Oral practice and structural drills continued. [V]

Communication

TCOM 201 Media and Society

5 credits

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

TCOM 257**Ethical Issues in Mass Communication***5 credits*

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

TCOM 258**Children and Television***5 credits*

Examines the historical, sociological, and psychological context of children watching television. Brings together scholarship from child psychology, television criticism, and reception studies. [I]

TCOM 275**Writing, Reporting and Editing for the Mass Media***5 credits*

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

TCOM 347**Television Criticism and Application***5 credits*

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

TCOM 348**Nonfiction Writing for Television***5 credits*

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

TCOM 349**News Writing***5 credits*

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

TCOM 350**Editing and Design for Print Media***5 credits*

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

TCOM 351**Video Production***5 credits*

Examination of principles of visual and audio communication, including telling stories using image, movement, spoken words and other sounds in an integrated manner. Discusses critical approaches to television production and utilizes them in a hands-on manner to develop production skills. [V]

TCOM 353**Critical Approaches to Mass Communication***5 credits*

Critically examines the role of mass communication in producing and reproducing cultural meaning in contemporary U.S. society. Studies various media, including print, sound and film recording, broadcast, and new media. [I]

TCOM 354**Communication History***5 credits*

Considers communication history as a complex matrix of patterns, systems, and technologies that are central to human history. Includes development of different forms of communication and the intertwining of the history of mass communication with the history of other social institutions. [I]

TCOM 387**Writing for Public Relations***5 credits*

Explores aspects of public relations writing, including news releases for print and broadcast media, advertising copy, speeches, newsletters, and crisis communication. Emphasizes writing for clarity and interest, simplifying complex issues, and conducting effective media relations. [V]

TCOM 388**Russian Media Studies: From Communism to Democracy***5 credits*

Examines the unfolding of this new quasi-democratic media system, starting first with a general history of the Russian media and following with a focus on the media under Gorbachev, Yeltsin and Putin. Raises questions concerning if and how a democratic press can operate in contemporary society. [I]

TCOM 430**Global Networks, Local Identities***5 credits*

Explores historical and contemporary debates on globalization, cultural imperialism, national identity, and global consumerism. Examines structure and content of such transnational networks as Star TV and CNN, and evaluates the impact of these networks on local identities. [I]

TCOM 444**Gender, Ethnicity, Class and the Media***5 credits*

Discusses the media's powerful sites for the construction and promotion of ideologies of gender, ethnicity, and class. Studies the socio-historical origins of these ideologies, using methods of media analysis to examine their presence in contemporary print and broadcast media. [I]

TCOM 454**Communications Law***5 credits*

Examines issues surrounding freedom of expression in the United States and citizens' and the media's legal rights in gathering and disseminating news and information. Explores the freedoms afforded by the First Amendment and shows how those protections are still evolving in the twenty-first century. [I]

TCOM 460**Communication and National Development***5 credits*

Focuses on controversial origins of development communication and the evolution of this field into grassroots development communication. Examines case studies of grassroots development and entertainment-education in Asia, Latin America, and Africa. Draws connections between remote and local case studies of grassroots development through student-produced video documentaries. [I/V]

ABOUT FULFILLING ADMISSION REQUIREMENTS

Some students are admitted to UW Tacoma before they have completed all of their admission requirements. Students may fulfill missing requirements in the Areas of Knowledge and Quantitative/Symbolic Reasoning through courses offered at UW Tacoma. Courses that fulfill these requirements are indicated with bold letters at the end of the course description: [V] Visual, Literary and Performing Arts (Fine Arts and Humanities); [I] Individuals and Societies (Social Sciences); [N] The Natural World (Natural Sciences); [Q] Quantitative/Symbolic Reasoning; [C] Composition; and [W] Writing.

TCOM 461**Media and Identity in Asia***5 credits*

Explores dynamics of television production and consumption of non-western countries within their postcolonial and neocolonial contexts. Examines case studies from such countries as India, Indonesia, Singapore, China, and Malaysia. Addresses programming hybridity, audience resistance and adaptation, and the impact of transnational media networks on local cultural identities. [I]

TCOM 470**Documentary Production and Critique***5 credits / Prerequisite: TCOM 351*

Examines theoretical and ethical issues involved in the production of non-fiction genres while shooting and editing short-form, community-based documentaries. [V]

TCOM 480**Political Economy of the Media***5 credits*

Examines the historical evolution and economic structure in which media industries are embedded and develops theoretical and analytical tools for the evaluation of media industries. Survey of patterns of ownership and control, government policies and other issues in media industries, including newspapers, magazines, television, motion pictures, and recorded music. [I]

TCOM 481**Communication Regulation and Policy***5 credits*

Examines the theoretical foundation and historical evolution of communication regulation in the United States with the broadcast industries, television and radio, the primary focus. Surveys the current state of regulation in various communication industries in the aftermath of the Telecommunications Act of 1996. [I]

TCOM 482**Investigative Reporting***5 credits*

Investigative reporting is demanding, intellectually, emotionally, and physically. Prepares students to undertake quality in-depth journalism. Includes interviewing, researching, and writing lengthy investigative news articles. [I]

TCOM 486**Feature Writing for Print Media***5 credits*

Explores the news feature writing, with emphasis on developing story ideas, gathering materials, and writing in clear, compelling fashion. Intended for students who wish to contribute articles to *The Ledger*, community newspapers, or specialty publications. Also covers writing for the freelance market. [V]

Communities and Social Institutions**TCSIG 100****Introduction to Anthropology***5 credits*

Introduction to the sub-fields of archaeology, biocultural anthropology, and sociocultural anthropology through the examination of selected problems in human physical, cultural, and social evolution. Not recommended for students who have had other courses in anthropology, archaeology, or biocultural anthropology. [I]

TCSIG 165**Introduction to Sociology: Developing the Sociological Imagination***5 credits*

Surveys social issues such as race, social class, and gender using sociological theories and perspectives. Introduces sociological methods and the relationship between research and public policy. Examines how individuals and organizations have used sociological theories to institute social change. [I]

TCSIG 265**Race and Ethnicity in the United States***5 credits*

Introduces issues of race and ethnicity in the United States, particularly the social construction of race, and its effects on policies throughout history. Examines social movements (from the mid-1800s to the present) and explores how ideas of racial justice and equality are articulated in relation to economic, political, and cultural contexts. [I]

TCSIG 330**Inquiry and Research in the Social Sciences***5 credits / Prerequisite: TQS 310*

Forms of inquiry from empirical laboratory or bench research to field work and phenomenological methods discussed in relationship to types of problem and research questions. Discusses quantitative and qualitative methods for gathering and reporting data as well as design, control, and the problem of interpretation and bias. [I]

TCSIG 339**Psychology of Women***5 credits*

Focuses on psychological and feminist framework to the examination of women's lives and development. Emphasis on how gender and sexism interact with ethnicity, class, and age to influence women's understanding of themselves. Topics include gender differences, images of women, motherhood, and violence against women. [I]

TCSIG 348**Film and Human Values***5 credits*

Examines contemporary and classical films in order to explore how they might disclose different dimensions of human meaning, value, virtue or their opposites. Analyzes how film has become a major part of twentieth-century existence, experience and expression. Views, discusses and analyzes selected films. [I]

TCSIG 431**Organizational Development***5 credits*

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

TCSIG 436**North American Regions***5 credits*

Examines the various regions of North America in comparative fashion. Topics may include the characteristics of the New England, Southern, frontier, Mississippi Valley, Canadian, Pacific Northwestern, and Southwestern regions of North America. [I]

TCSIG 444**The Pacific Northwest***5 credits*

Examines the history and society of the Pacific Northwest -- that region encompassing modern Washington, Oregon, Idaho, western Montana, British Columbia, and Alaska. Includes topics such as native peoples, exploration and settlement, natural resources, economic development, government, folk culture, ethnicity, and modern problems. [I]

TCSIG 445**The Metropolis***5 credits (max. 10)*

Examines the problems and opportunities associated with the development of the metropolis. Focuses on the 20th century, and the individual city selected changes, depending on quarter. Begins with an examination of such general issues associated with large cities as economic base, transport, social conditions, culture, and government, moves on to consider in detail one city. [I]

TCSIG 451**The Enlightenment***5 credits*

Examines the Enlightenment as historical epoch, philosophical attitude, and social and political project. Explores ideas of selected thinkers (e.g., Jefferson, Montesquieu, Rousseau, Kant, Hume, Voltaire) and the reactions they inspire. Highlights themes such as liberalism, human rights, rationalism, republicanism, and neoclassicism. [I]

TCSIG 452**Political Theory of Human Rights***5 credits*

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

TCSIIN 235**Religion in the Modern World***5 credits*

Intellectual questions raised by thinkers such as Darwin, Marx, and Freud were complemented by social and political movements to privatize religion, effectively removing it from public life. We will consider both the intellectual and social transformation of religion in the modern Western milieu, and also examine the contrasting situation in less secular non-Western societies. [I]

TCSIIN 435**Popular Movements in Latin America***5 credits*

An examination of popular movements in Latin America. This course will include historical background of modern popular organizations, an analysis of the evolution of the term “popular movement”, and discussions of contemporary trade unionism, grass-roots peoples’ initiatives, cooperative movements, guerrilla organizations, human rights groups, and feminist movements. [I]

TCSIIN 438**History of Urbanization and the Environment***5 credits*

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

TCSIIN 441**Mexican Cinema and Society***5 credits*

Examines development of Mexican cinema in its historical and social context. Covers how films reflect history, society, class, and gender issues. Provides an understanding of Mexican culture, and of film as an art form. No knowledge of Spanish is required. [I][V]

TCSIUS 220**African American History: 1619-1865***5 credits*

Examines the social, political, economic and cultural history of African Americans in the United States from 1619-1865. Covers West African origins, the trans-Atlantic slave trade, slavery in the Americas, African American identities, and Black life in the Antebellum era. [I]

TCSIUS 221**African-American History: 1865-1945***5 credits*

Examines construction of the “Jim Crow” system of racial segregation in the United States, from the Supreme Court’s *Plessy v. Ferguson* decision legalizing segregation in 1896 to the court’s *Brown v. Board of Education* decision overthrowing it in 1954. Examines African-American history, culture, and resistance to segregation in this period. [I]

TCSIUS 222**African American History: 1945-Present***5 credits*

Examines African-American history from 1945 to present. Focuses on African-American culture, racial identity, social consciousness, political thought, oppression and resistance, and the confluence of race, class and gendering in shaping Black culture, politics and society. Examines U. S. history through the lens of African Americans. [I]

TCSIUS 335**Social Class and Inequality***5 credits*

Examines the problem of persistent urban poverty in the United States. Explores the differential risk of poverty experienced by racial and ethnic groups and by women and children in the context of the major theories of class stratification. Also discusses the factors that lead to extreme-poverty neighborhoods, how these environments affect the life chances of residents, survival strategies of the poor, and public policy implications. [I]

TCSIUS 340**History of United States-American Indian Relations***5 credits*

This course examines the interrelations between Native Americans and European immigrants since 1500. Conflicts and problems in Indian-White relations will be explored in a historical context. Including an analysis of Indian policy and major legislation, a special focus will be given to the consequences generated for contemporary Indian education and religion. [I]

TCSIUS 341**African-American History***5 credits*

A course considering some of the major themes and periods in African-American history, as well as the history and present-day manifestations of racial oppression and stereotyping in American life. Sources include history texts, classics of African-American literature, film and music, and intensive classroom discussion. [I]

TCSIUS 345**Women and Work in the United States***5 credits*

Study of fundamental changes and continuities in women’s work lives in the context of U.S. economic development. Examines multiplicity and diversity of women’s work contributions, both paid and unpaid. Highlights both the commonalities among women’s work experiences and the differences with regard to life-cycle stage, occupation, and race/ethnicity. [I]

TCSIUS 347**History of Women in the United States***5 credits*

A survey of the history of women in the United States from the 1600s to the present. This course will explore the social, political, and economic forces that have shaped women’s lives, and the diversity of women’s experiences rooted in class, race, and ethnicity. In addition, the contributions of women’s history to the larger discipline of history will be considered. [I]

TCSIUS 431**Community Organizations and the Nonprofit Sector***5 credits*

Examines issues specific to the nonprofit sector, including community organizations, service learning, nonprofit management, and community development. Human service agency leaders will be brought in to share their expertise with the class. [I]

TCSIUS 434**Women, Race, and Class: Identity and Intergroup Relations***5 credits*

Study of the ways in which the life experiences of women of color and white women have been marked by racial, ethnic, class, and gender hierarchies. Examines historical and contemporary cases which voice the impact of racism on women’s daily lives and relationships, the struggles of anti-racist women, and the development of dialogue and coalitions across race and class lines. [I]

TCSIUS 435**The Sociology of Gender***5 credits*

Explores biological and social bases of gender differences; ways in which changing social definitions of womanhood and manhood affect self-perceptions, opportunities, and behaviors. Examines social movements and theories which challenge traditional roles of men and women in U.S. society, and those which question the benefits of liberation.

TCSIUS 438**Environmental Law***5 credits*

Examines the historical and policy framework of major environmental laws and regulations. Takes a case law approach to evaluate laws in biological conservation, energy, land use, mineral rights, air and water quality, and other complex environmental arenas, and how courts (primarily in the United States) have interpreted such laws. [I]

TCSIUS 441**Black Freedom Movement in Perspective***5 credits*

This course explores the historical roots and present-day manifestations of movements against racial oppression and for empowerment in the African-American community, focusing heavily on the period since the 1950s. Sources include films, music, and popular as well as academic literature. [I]

TCSIUS 443**Ethnicity and the Urban Landscape***5 credits*

This course focuses on the intersection of ethnicity, architecture, and urbanism in the United States. Using a variety of primary and secondary sources, we will examine the concept of ethnic identity and the creation of a sense of place in urban environments. Students will use local neighborhoods as a starting point for their own investigations of ethnicity and the urban landscape. [I]

TCSIUS 445**History of Tacoma***5 credits*

Surveys 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. Emphasizes architecture, urban planning and growth, and the physical, built environment of the City of Destiny. [I]

TCSIUS 447**AIDS and American Society***5 credits*

Examines the impact of the AIDS epidemic on American society, including the lives of persons with AIDS and people who are HIV-positive; the gay community, minority communities, and the American public, more broadly; Americans' concepts of health, illness, and sexuality; and the medical care system and public-health policy. *Offered at Olympic College/Bremerton.* [I]

TCSIUS 450**Black Labor in America***5 credits*

Provides an overview and a detailed consideration of the contributions of the black working class to the making of America. Examines historic racial-economic barriers which have held back development of African-American communities, and the continuing causes and possible solutions to the economic crisis affecting black working people today. [I]

TCSIUS 451**Essentials of Grant Writing and Fundraising***5 credits*

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

TCSIUS 452**Minorities and the Law***5 credits*

Examines the 20th century evolution of equal protection and due process. Particular focus placed upon the case law, its societal context, and its impact upon persons of color. [I]

TCSIUS 456**Community and Labor Organizing: A Multicultural Perspective***5 credits*

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

TCSIUS 457**Nonprofit Capstone***5 credits*

Builds on a project or interest developed by students during the nonprofit management minor internship in a nonprofit organization. Includes work on some professional nonprofit management area. Produces a demonstrable example of expertise and interest, such as a personnel manual, strategic plan, or annual fund development plan. [I]

Cultural Expression**TCXG 230****History of World Culture: Prehistory to the Classical Age***5 credits*

Survey of the cultural production and social formation from Prehistory through the development of the great classical societies of Asia, Africa, and Europe. [I/V]

TCXG 240**Landscape in Contemporary Art***5 credits*

Develops skills in drawing, composition and alternative means of expression during a concentration of art production on a single theme. Examines the changing role of landscape in art and the part environmentalism, politics and global culture have played in those changes. [V]

TCXG 241**Studies in American Literature***5 credits*

Examines the aesthetic, social, and cultural expressions of American Literature through its major authors, modes, themes, and periods. Students will practice the analysis of literary discourse and the formation of critical arguments. [V]

TCXG 242**Studies in English Literature***5 credits*

Examines the aesthetic, social, and cultural expressions of English literature through its major authors, modes, themes, and periods. Students will practice the analysis of literary discourse and the formation of critical arguments. [V]

TCXG 270**Understanding Literature***5 credits*

Provides the student with the essential tools for close and informed reading of fiction, drama, and poetry. Consideration will be given to how a text generates aesthetic pleasure, how it achieves moral or social impact. Student will acquire skills in literary analysis through reading a variety of literary texts, through discussion, and through critical writing. [V]

TCXG 272**Writing Effectively***5 credits*

Focuses on writing critical analyses of a range of texts in the arts and sciences. Emphasis on close reading, critical thinking, and developing well-supported arguments. Emphasis on managing the writing process so that good work can be produced within give time constraints. Focuses on preparation for upper-division writing tasks. [C]

TCXG 284**Three-Dimensional Art and Contemporary Approaches to Sculpture***5 credits*

Examines three-dimensional images and explores innovations and trends in contemporary sculpture. Covers formal design elements and historic and cultural meaning. Includes studio projects, process book, reading and discussion, and research project. *May be repeated with instructor permission.* [V]

TCXG 301**Intensive Spanish: Reading Skills***5 credits*

An intensive skills-building course. Focuses exclusively on the components of language that will help students become better readers: vocabulary development, grammar recognition and strategies to put background knowledge, understanding of cognates and other forms of transferable knowledge to work when reading a text in Spanish. [V]

TCXG 302**Intensive Spanish: Conversation Skills***5 credits*

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

TCXG 303**Intensive Spanish: Practical Writing Skills***5 credits*

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

TCXG 335**History of Photography***5 credits*

Surveys the history of photography from 1839 to the present with an emphasis on various dimensions of the medium from art to advertising, journalism, photographic documentary, surveillance and pornography. Analyzes the photograph in the context of technological advancement, aesthetics, social and cultural influences, critical and theoretical discourses. [V]

TCXG 341**Writing Popular Fiction***5 credits*

Teaches students to write popular fiction. Explores questions of narrative, characterization, action, form, formula, and code in popular genres. Uses primary and secondary texts to study mystery, romance, spy thriller, western, horror and science fiction. Emphasizes peer review, revision, assessment, and reflection as methods of producing excellent written work. [V]

TCXG 367**Ideas Through Objects: A Conceptual Approach to Art***5 credits*

Explores the metaphorical possibilities within objects through various contemporary art-making techniques. Emphasis on the development of meaning through the creation or manipulation of objects. Instruction in both formal and conceptual art making. [V]

TCXG 368**The Human Figure in Contemporary Art***5 credits*

Develops drawing skills and alternative means of expression during a concentration of art production on a single theme. Considers figurative work from the moderns to contemporary performance artists. Includes studio projects, a drawing/journal book, reading and response, and research project. Additional art materials will need to be purchased by the student for this course. [V]

TCXG 369**Shakespeare***5 credits*

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

TCXG 371**The World Stage***5 credits; max. 10 credits*

An investigation of western and non-western forms of staged performance from a historical, social, political, and cultural perspective. Subjects will include the classical stage, medieval mystery plays, Jesuit theater, Noh and Kabuki theater, the Peking opera, Yiddish theater, Agit-Prop, the cabaret, the operatic *gesamtkunstwerk*, Avant-Garde theater, and Performance Art. [V]

TCXG 373**Introduction to Writing Poetry***5 credits / Recommended: courses in upper-division writing and literature*

Studies the art and craft of writing poetry. Focus is on modern American poetic style, from Whitman to the present. Includes critical analysis of published poetry and intensive workshops in which students write poems and critique student work. [V]

TCXG 374**Argument and Research in Writing***5 credits*

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

TCXG 377**Art of the Americas***5 credits*

The art of the United States, Mexico and Canada is united by common historical events. This course will explore the painting, sculpture and architecture of these three countries in the context of indigenous cultures, conquest and colonization, revolution, independence, and the search for national identity. [V]

TCXG 379**Modern Architecture***5 credits*

This course will examine 20th-century architecture and its origins. Through slide lectures, readings and field trips, we will focus on issues concerning style, technology, urbanism, regionalism, function and reform to address the diverse forces that have shaped modern architecture. [V]

TCXG 380**Humanities Research and Writing Seminar***5 credits*

Covers developing a thesis, designing an outline, doing preliminary research, writing drafts, and presenting a completed 20-page paper. Each quarter will focus on a different theme. [V]

TCXG 381**Introduction to Fiction Writing***5 credits*

Studies the craft of writing short stories. Combines intensive study of published stories with a writer's workshop in which students critique each other's stories. It is recommended that students complete at least one writing and/or literature course before enrolling. [V]

TCXG 382**Two-Dimensional Design and Contemporary Approaches in Art***5 credits*

Introduction to basic aspects of creating and understanding two-dimensional images and exploration of innovations and trends in contemporary art. Formal design elements will be covered, and historic and cultural meaning will be considered. Coursework includes studio projects, journal/drawing book, reading and discussion, and research project. Additional art materials will need to be purchased by the student for this course. *One visit to the Tacoma Art Museum will be required outside of the regular class meeting times. May be repeated with instructor permission.* [V]

TCXG 387**Varieties of Literary Criticism***5 credits*

Investigates different approaches to the reading and analysis of literary texts. Readings drawn from a range of theoretical and practical criticism. Consideration of what critical theory adds to the understanding and enjoyment of literature. Some attention will be given to the history of critical ideas. [V]

TCXG 390**Site Specificity in Art***5 credits*

Focuses on concepts of site and place through contemporary art-making procedures. Includes instruction in both formal and conceptual approaches to site-specific installation. Emphasis on creating connections and dialog between place, artist, audience. [V]

TCXG 391**Reconstructing Self in Art***5 credits*

Covers issues related to the generation of identity and change. Includes instruction in the fundamentals of conceptual object making, self-documentation, and basic three-dimensional construction techniques. Emphasis on problem solving, visual literacy, and presentation. [V]

TCXG 402**Eco-Art: Art Created in Response to the Environmental Crisis***5 credits*

Investigates how art can address the environmental crisis. Experiment with contemporary art practices, creating work that reflects concerns about the environment. Discussions focus on the ways contemporary artists define eco-art, the history of the art that looks at nature, the landscape, and current ecological theory. [V]

TCXG 403**Body Image and Art***5 credits*

Explores questions about body image through contemporary art making strategies. Examines how the human body is portrayed in popular visual media, considers relevant art history, and uses drawing, photography, and site-specific projects to investigate the students' stories about the body. [V]

TCXG 404**Art in a Time of War***5 credits*

Examines art that addresses the topics of war and peace. Analyzes contemporary popular media and how they frame war and violence. Students create art, read and discuss how art might prompt our society to visualize new ways of resolving conflict. [V]

TCXG 405**Cultural Identity and Art***5 credits*

Examines the concept of cultural identity and fear of difference. Through reading, analysis of contemporary media and art, and studio artwork, students make art pieces that explore cultural identity using digital photography and text, photocollage, site-specific installation, and community-based art. [V]

TCXG 407**Art and Public***5 credits*

Explores issues associated with the creation of public art. Investigates the individual's role in community establishment, cultural politics, memorialization, and visual response to social and political events that shape our communities. *Studio course, personal supplies and art display permission required.* [V]

TCXG 464**Teaching Writing***5 credits*

Studies theories and practices of writing education and the history and challenges of writing assessment. Explores learning communities. Emphasized pedagogical questions of social class, ethnicity, multilingualism, gender, sexual orientation, disability, and nationality. [V]

TCXG 465**Writing for Social Change***5 credits*

Explores the principles, practices, and methods of writing to persuade. Read works in many genres, on various subjects, from several cultures and historical periods. Write short persuasive pieces to individuals or organizations that have the power to create social change. Includes a research project. [V]

TCXG 469**Art Theories, Methods and Philosophies***5 credits*

Studies theories, methodologies and philosophies that have shaped the practice, analysis and criticism of art such as aesthetics, formalism, Marxism, structuralism, semiotics, psychoanalysis, feminism and postcolonialism. [V]

TCXG 470**The Material World: Art and Artifacts***5/7 credits*

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

TCXG 471**Aspects of Culture and Art***5 credits*

Considers various ways of exploring the relationship of "art" to its cultural contexts. Specific topics may take either a U.S. or International focus, depending on student interests. [V]

TCXG 482**Editing a Literary Arts Magazine***5 credits / Recommended: One course each, upper-division writing and literature.*

Studies small literary magazines from the editorial perspective. Covers how to establish and defend editorial policy, assemble literary selections, collaborate with writers and editors, conceive of magazine design, and evaluate contemporary literature within the context of current publications. [V]

TCXG 483**Film Directors***5 credits*

Examination of the idea of film authorship: does film, most often an industrial and collaborative medium, allow for the director's "individual" expression? Can we speak of a Woody Allen film in the same way that we speak of a Shakespeare play or a Jane Austen novel? Through investigation of one or two major directors' films, this course will explore not only consistencies of film style and thematic treatment through a director's work, but also important contemporary debates on film aesthetics. *May be repeated for credit with instructor's approval.* [V]

TCXG 484**Writing Creative Nonfiction***5 credits / Recommended: One other writing or literature course before enrolling*

Studies the writing of creative nonfiction, a genre that uses the techniques of fiction to write nonfiction prose. Combines study of published writers with a workshop in which students critique each other's work. [V]

TCXG 488**Modern Novel***5 credits*

Examines Cervantes' *Don Quixote* and 20th-century works inspired by it. May include *Don Quixote*, Kafka's *Castle*, Borges' *Labyrinths* and Nabokov's *Pale Fire*. [V]

TCXG 495**Career and Internship Development***2 credits*

Designed to help students transition from college to career by developing the tools and resources to manage careers over a lifetime. Essential elements of career development will be covered including self-assessment, exploration of the world of work, and the search for employment. *Credit/no credit only.*

TCXIN 210**The African Diaspora through Music:****The Rhythm, the Blues and Beyond***5 credits*

Traces the evolution of the blues from its African indigenous roots, through slavery in the American South, and the cultural assimilation of various elements that influenced its development. Examines the impact on U.S. and global culture, and explores the contemporary African immigrant population in our region. [I]

TCXIN 230**German Cultural History***5 credits*

Examines German cultural and social history from the Middle Ages to the post-unification era of the 21st century. Traces the broad development of German civilization through popular culture, literature, art, theater, film, music, and modern media. [V]

TCXIN 272**Film Studies***5 credits*

Introduction to the languages and forms of cinema. Topics include narrative and non-narrative film; mise-en-scene, cinematography, and editing; the soundtrack; film directors, genres, and historical movements. [V]

TCXIN 277**Latin American Literature***5 credits*

Introduction to Latin American literature in English translation, with emphasis on how literary texts reflect culture. Includes works of fiction, non-fiction, poetry, and drama from Mexico, the Caribbean, and Central and South America. [V]

TCXIN 281**Society, Self, and Worldview in the Arts of India***5 credits*

This course will look at contemporary India by placing it in broad historical and comparative contexts. It will focus especially on the production of diverse material objects—ranging from food to human bodies to written texts, to buildings and carved images—and the ways that they produce and represent value and significance for diverse South Asian conceptions of self, society and the real world. The course does not propose to represent "the native's point of view," or even multiple native points of view; rather, it seeks to open and engage relational dialogues between and among such points of view and those relevant to the students in the course. [I/V]

TCXIN 282**Society, Self, and Worldview in the Arts of China***5 credits*

This course aims to develop the student's understanding of major aspects of contemporary Chinese culture by considering it in the light of broad historical and comparative contexts. Special attention will be given to the place of family, self-cultivation, virtues and artistic refinement in the constitution of unequal social power in China. The specific shapes of modern systems of faith in China—especially including the cosmological myths implicitly built into the awkward marriage of consumer capitalism and Maoism—will be examined in relation to the historical momentum of Daoist, Confucian, Buddhist and popular folk conceptions of life and reality. [I/V]

TCXIN 283**Society, Self, and Worldview in the Arts of Japan***5 credits*

A study in the material production of value and meaning for contemporary Japanese people, located within broad historical and comparative perspectives. The course will adopt a relational focus as it explores frameworks for interpreting the present in relation to the past and recognizing common cultural strategies for cultivating a respected self in Japanese culture. Topics will include family, gender, work, business and aesthetics as they relate to various identities, ancient as well as modern, and personal as well as national. Selected written and visual sources from and about Japan will be used in the course as representations of historically shaped Japanese ways of thinking about self, society and the real world. [I/V]

TCXIN 284**Society, Self, and Worldview in the Arts of Pacific***5 credits*

In this course we will examine some of the personal, social, economic and political predicaments of selected modern island nations in relation to their ancient and colonial histories. Special attention will be given in this course to material signs (“art”) of social rank and personal family identities. Complex adaptations and/or rejections of European ways, migrations, contemporary sovereignty movements, and vigorous re-assertions of local mana (modes of power, knowledge, and prestige) are common features of contemporary life in the Pacific that will be examined through the lenses of specific cases. Selected written and visual sources from and about the Pacific will be utilized as representations of Pacific Islanders’ ways of thinking about self, society and the real world. [I/V]

TCXIN 376**Hispanic Film***5 credits*

Examines the ways in which Hispanic film reflects history, society, class and gender issues. Provides an understanding of different aspects of culture in the Spanish-speaking world and of film as an art form. *No knowledge of Spanish is required.* [V]

TCXIN 386**Silent Cinema***5 credits*

Surveys film history from 1895 to 1927. Studies masterpieces of international cinema in historical, aesthetic, technological and social contexts. [V]

TCXIN 420**Contemporary World Cinema***5 credits*

Study of trends in current international cinema: genres, geographical areas, technology, economics, and criticism. [V]

TCXIN 461**Contemporary Mexican Culture***5 credits*

Uses contemporary literary texts in translation, film, music and art as a basis for exploring ways Mexicans see themselves and the world around them. Focuses on class, race and gender issues from an interdisciplinary perspective. Taught in English. Topics vary. [V]

TCXIN 462**Women in Latin America***5 credits*

Uses memoirs, letters, histories, biographies, literary texts in translation, film and music as a means of exploring the lives of women in Latin America. It examines a variety of gender issues from an interdisciplinary perspective. No knowledge of Spanish required. [I/V]

TCXIN 463**Contemporary Cuban Culture***5 credits*

Examines contemporary Cuban literature in English translation, film, music, dance and the visual arts in Cuba as a representation of cultural identity. Focuses on class, race and gender issues from an interdisciplinary perspective. Includes work by Cubans on the island and in exile. *No knowledge of Spanish required.* [V]

TCXIN 464**The Arts, Cultures and History of Mexico***10 credits*

Uses literature, film, art, architecture, music and history to explore the cultures of Central Mexico. Develops Spanish conversational skills through immersion experience in Mexico. Fieldwork, lectures, small group activities. Topics vary. Taught in English and Spanish. [I/V]

TCXIN 476**Latin American Women Writers***5 credits*

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

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

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

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

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

TCXIN 479**Modern European Art***5 credits*

Surveys the history of modern European art from 1880 through 1945. Includes the politics of the avant-garde, the intersections between fine art and popular culture, representations of sexual and racial identity, censorship, activism, technology, the museum, public art, critical and theoretical discourses. [V]

TCXIN 480**Contemporary Art and Society: 1945 to Present***5 credits*

Studies major artists and creative trends since World War II within the framework of popular culture. Investigates contemporary modes of creative expression within regional, national and international art scene. Frames discussions within context of historical conceptions and critical debates. Current exhibitions serve as case studies. Participation in field trips required. [I]

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

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

TCXIN 484**French Cinema***5 credits*

Overview of the art of film in France from 1895 to the present. Readings and screenings will place the study of French film culture in its historical, economic, social, political, philosophical, and aesthetic contexts. [V]

TCXIN 486**Feminist Perspectives in Film and Literature***5 credits*

Feminist literary and film criticism asks questions about distinctions between male and female readers/viewers. From a perspective that considers gender and power relations, students will explore a variety of literary works and films by women, as well as a selection of relevant essays in feminist criticism. [V]

TCXUS 238**Hispanics in the United States***5 credits*

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

TCXUS 245**Multi-Ethnic American Literature***5 credits*

Examines multicultural and multi-ethnic literature by American authors. Focuses on novels, short stories, essays, and poetry that examine the social construction of race in American society, the construction of American identity, and the intersections of race, class and gender. [V]

TCXUS 371**History of Rock ‘n’ Roll***5 credits*

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

TCXUS 373**Themes in American Literature***5 credits; max. 10 credits*

Study of various major themes addressed by writers in America. Topics may include: individualism, identity and community; sex, love and marriage; justice and injustice; industrialization, technology and the city; authenticity and egalitarianism; race relations. May be repeated for credit with instructor’s approval. [V]

TCXUS 374**American Literary Movements, Genres and Historical Periods***5 credits*

A study of movements (transcendentalism, modernism, the Harlem Renaissance, etc.); genres (poetry, fiction, drama, essay); historical periods (American Renaissance, the ‘20s, etc.); and an investigation of the literature of ethnic, political or regional groups. Topics will vary by quarter. *May be repeated for credit with instructor’s approval.* [V]

TCXUS 376**American Architecture***5 credits*

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

TCXUS 377**American Poetry***5 credits*

An examination of different types of American poetry. Emphasis will be on writers from a variety of backgrounds. Poems will be approached from formal, thematic and historical perspectives. [V]

TCXUS 378**Studies in Selected American Writers***5 credits*

Analysis of selected American writers, focusing on their depictions of success and failure and their characteristic styles of affirmation and alienation. Are there typically American patterns that can be discerned? What makes a writer’s vision compelling? [V]

TCXUS 382**Cross-Cultural Studies in Contemporary Women’s Literature***5 credits*

Examines novels and short stories concerned with race, politics, feminism and the representation of women. Issues addressed include minority discourse, autobiographical modes, myth, storytelling, definitions of womanhood and cultural identification. [V]

TCXUS 383**Early American Music, Art, Literature and Theater***5 credits*

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

TCXUS 384**African-American Women’s Literature***5 credits*

Examines female slave narratives and novels from the Harlem Renaissance, social protest movement and the contemporary period. Examines how black women illustrate social constructions and intersections of race, gender and class. Readings, lectures and films will explore the political motivation and public response to black women’s writing. [V]

TCXUS 385**African-American Literature from Slavery to the Present***5 credits*

Readings, films, lectures and class discussions will focus on constructions of racial identity, social consciousness, race, class and gender relations as reflected in novels, short stories, essays and poetry by African-American authors. [V]

TCXUS 386**Black, Labor, and Protest Music in Historical Perspective***5 credits*

Presents distinctive musical traditions of African-American, labor and protest movements. Uses folk and protest music as a way to access and understand submerged elements of the American experience that are often ignored or lost to history. Reviews folk traditions embodied in American popular culture. [I/V]

TCXUS 471**History of Jazz***5 credits*

Presents a broad survey of the primary periods and styles of jazz during the 20th century in the United States. 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. [V]

TCXUS 476**American Women’s Literature: 19th- and 20th-Century Texts***5 credits*

Examines primarily novels and short stories by American women authors from the 19th and 20th centuries. Explores women’s work, women’s education, women’s activism, marriage, motherhood and crimes committed against and by women. Addresses the construction of female identity and how American women authors revise American history and literature. [V]

TCXUS 477**Nature and Environment in American Literature***5 credits*

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. [V]

TCXUS 478**Literature of the Harlem Renaissance***5 credits*

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. [V]

TCXUS 479**Contemporary Native American Women’s Literature***5 credits*

Examines novels, short stories and poetry by contemporary American Indian women authors. Addresses racial and gender oppression, reservation life, acculturation, political and social emergence, as well as the leadership role of Native American women. Writers include Erdrich, Silko, Hogan, Tapahonso and Harjo. [V]

TCXUS 482**American Folklore***5 credits*

Examination of the types of American folklore and the techniques of the folklorist. Topics may include: American folk heroes, folklore versus fakelore, Southern and New England archetypes, the rural mystique, sexism, violence and racism in folklore, printed folktales and modern folk heroes. [V]

TCXUS 485**Media Genres***5 credits*

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

Economics**TECON 100****Principles of Economics***5 credits*

Fundamental concepts of economic analysis with application to contemporary problems. [I/Q]

TECON 150**Quantitative Preparation for Economics and Business***5 credits*

Introduces students to the kinds of quantitative analysis used in economics and business courses. Uses practical examples to build skills in graphical analysis, use of algebra, basic probability, introductory computer use, and quantitative reasoning. [I/Q]

TECON 200**Introduction to Microeconomics***5 credits / Recommended: TQS 111*

Analysis of markets: consumer demand, production, exchange, the price system, resource allocation, government intervention. [I/Q]

TECON 201**Introduction to Macroeconomics***5 credits / Prerequisite: TECON 200; recommended: TQS 111*

Analysis of the aggregate economy: national income, inflation, business fluctuations, unemployment, monetary system, federal budget, international trade and finance. [I/Q]

Natural Science**TESC 100****Introduction to Environmental Science***5 credits*

Provides an overview of physical and biological processes affecting the environment and exploration of current environmental issues. Topics may include earth system science, population and community ecology, evolution, conservation biology, water and air quality, natural resource management, and case studies relevant to the Pacific Northwest. Includes laboratory. [N]

TESC 107**Geohazards and Natural Disasters***5 credits*

Provides a scientific foundation and understanding of the basic natural and physical processes driving what we perceive as geohazards and natural disasters. [N]

TESC 117**Physical Geology***6 credits*

Examines the fundamental geological processes that govern how the earth works. Includes plate tectonics, the rock cycle, volcanism, seismicity, surface processes and earth resources. Includes required lab. [N]

TESC 120**Introductory Biology I***6 credits*

Covers ecology and evolution, including genetics, Mendelian inheritance, biodiversity of life forms, and conservation biology, as well as related chemical processes in the environment. First in a sequence of introductory biology courses for science majors. [N]

TESC 121**Physics: Mechanics***6 credits / Prerequisite: TQS 124, which may be taken concurrently*

Focuses on mechanics concepts in physics: motion, work and energy, Newton's Laws, conservation of energy, system of particles, rotations, oscillations and gravity. Includes analyses using calculus and lab activities. [N]

TESC 122**Physics: Electromagnetism and Oscillatory Motion***6 credits / Prerequisite: TESC 121; TQS 125, which may be taken concurrently*

Focuses on electromagnetism and oscillatory motion concepts in physics: charge, electric fields, flux and potential, capacitance, resistance, circuits, inductance, Coulumb's, Gauss', Ohm's and Faraday's Laws, and introduction to Maxwell's equations. [N]

TESC 123**Physics: Waves***6 credits / Prerequisite: TESC 122; TQS 126, which may be taken concurrently.*

Focuses on waves and optics concepts in physics: thermodynamics, harmonic and standing waves, superposition and interference, Doppler Effect, polarization, diffraction, reflection, refraction and dispersion, Rayleigh scattering, and photoelectric effect and quanta. Includes analyses using calculus and lab activities. [N]

TESC 130**Introductory Biology II***6 credits / Prerequisite: TESC 120*

Provides a basic background in cell biology and development. Includes metabolism and energetics, structure and function of biomolecules, cell structure and function, and the chemical processes associated with these biological mechanisms. Second in a series of introductory biology courses for science majors. Includes required lab. [N]

TESC 140**Introductory Biology III***6 credits / Prerequisites: TESC 120 and TESC 130*

Focuses on plant and animal physiology and anatomy, in conjunction with applicable chemical processes. Third in a series of introductory biology courses for science majors. *Includes required lab.* [N]

TESC 141**General Chemistry I***6 credits*

Provides a basic background in the structure of matter, stoichiometry, chemical reactions, gases, chemical equilibrium, acids and bases and aqueous equilibria, as well as how these chemical processes affect biological mechanism. First in a series of general chemistry courses for science majors. *Includes required lab.* [N]

TESC 151**General Chemistry II***6 credits / Prerequisite: TESC 141*

Provides a basic knowledge in thermodynamics, electrochemistry, quantum mechanics and chemical bonding, as well as how these chemical processes affect biological organisms. Second in a series of general chemistry courses for science majors. *Includes required lab.* [N]

TESC 161**General Chemistry III***6 credits / Prerequisite: TESC 141 and TESC 151*

Provides a basic knowledge in covalent bonding, chemical kinetics, liquids and solids, solutions, and groups of elements, as well as how these chemical processes affect biological organisms in the environment. Third in a series of general chemistry courses for science majors. *Includes required lab.* [N]

TESC 213**Physical Forces in the Natural World***5 credits*

Focuses on physical principles with environmental applications. Explores physical processes that shape and form the environment. Studies the forces of nature and the properties of matter. Includes demonstrations and develops hands-on experiential skills. [N]

TESC 227**Earth History***5 credits*

Provides a scientific understanding of the physical and biological processes that have shaped the Earth over its 4.6 billion year history and relates this to issues facing society today. [N]

TESC 232**Issues in Biological Conservation***5 credits*

In this course we will consider some biological and social issues associated with species conservation in a world that is growing increasingly degraded biologically. It serves as an overview of the inter-disciplinary field of conservation biology. Additionally, one or more case studies (e.g. the cleanup of Lake Washington, the Exxon Valdez oil spill, federal listings of northern spotted owls and local salmon runs) from the Pacific Northwest will form fodder for our discussions as we explore the scientific and human elements of biodiversity decision making. [N]

TESC 236**Plants and People:
The Science of Agriculture***5 credits*

Explores the benefits and costs of technological advances in global food production. Topics will include the origins of agriculture, plant and insect ecology, integrated pest management, genetic engineering and environmental risk assessment. [N]

TESC 237**Environmental Geology***6 credits / Prerequisite: TESC 300 or TESC 310 or equivalent or an introductory geology course or permission of instructor*

This course provides a geologic perspective on environmental issues by examining human impact on earth's natural resources, as well as the physical environment's impact on man and other living organisms. Natural hazards, land-use planning, earth resource conservation, disposal and recycling are studied through the application of geologic and hydrologic processes that affect environmental pollution and change. Required lab section includes hands-on activities, computer simulations, discussion, student presentations and field trips. [N]

TESC 238**Human Interactions
with Marine Invertebrates***5 credits*

Considers myriad human interactions with marine invertebrates throughout history and across cultures. Reviews biology of major marine phyla and classes of animals without backbones. Addresses human-invertebrate interactions in ancient and modern aquaculture, aesthetic and culinary arts, experimental biology, bioinvasions, advertising, economics, anthropology, archaeology, and other spheres. [N]

TESC 239**Energy and the Environment***5 credits*

This course provides an overview of various renewable and nonrenewable energy resources, their distribution, availability, patterns of use and impact on the environment. It will evaluate relative energy efficiencies as well as political and economic impacts on energy use. [N]

TESC 241**Oceanography***5-6 credits / Prerequisite: TESC 300, TESC 310 or equivalent*

A study of the evolution, composition, structure, behavior and residents of the world's oceans. This survey course covers all aspects of oceanography including the study of chemical, physical and biological properties of the ocean, as well as the geological characteristics of the basins in which the oceans reside. Required lab section includes hands-on activities, computer simulations, discussion, student presentations and field trips. *Offered either with a required lab section (6 credits) or without a lab (5 credits).* [N]

TESC 243**Geography of the Physical Environment***5 credits*

Investigates the physical and chemical processes that lead to Earth's diverse, dynamic landscapes. Introduces a geographic perspective on topics including climate and climate change, plate tectonics, mountain building, soils, hydrology, and coastlines, with a focus on the relationship between natural landscapes and habitats of living things, including humans. [N]

TESC 247**Maritime History and Science
in the Pacific Northwest***5 credits*

Examines the Pacific Northwest maritime cultural heritage and investigates the scientific principles that affect ocean resources. Explores topics including the Northwest indigenous seagoing peoples, early American and European explorers, current maritime trade and policy and all aspects of oceanography. [N]

TESC 302**Ecology of Mt. St. Helens***7 credits*

Explores the natural history of and interaction among organisms in the Mt. St. Helens area. Focuses on area history, species interactions, and methods of field ecology. Includes lectures, a required weeklong field trip, and follow-up research. [N]

TESC 304**Tropical Ecology and Sustainability***5 credits*

Explores biological and cultural aspects of tropical ecosystems. Integrates concepts from environmental science, ecology and evaluation in order to gain an understanding of tropical ecology. [N]

TESC 310**Environmental Research Seminar***3 credits*

This course introduces students to the essential skills and tools they need to succeed in upper-division environmental science courses. Students will be exposed to scientific ways of thinking, investigating, reading and writing. Students will also explore future employment and graduate school options and opportunities. [N]

TESC 315**Applied Physics with Environmental
Applications***6 credits*

Focuses on physical concepts, with an emphasis on the application of physics and its underlying mathematics, including an exploration of current physical research within environmental contexts. Applied physical concepts include: Newtonian mechanics, work, heat and energy, systems of particles, collisions, and waves. Utilizes experimental skills with weekly lab activities. [N]

TESC 318**Biogeography***5 or 6 credits*

Study of the distribution of plants and animals, as controlled by climate, geologic history and geographic location, dispersal, colonization, and invasion. Examines changes over time in distribution patterns as related to evolution, climate change, and human activities. Incorporates many disciplines including biology, ecology, anthropology, history, GIS, statistics, and geological sciences. [N]

TESC 319**Water Quality Concepts
and Watershed Studies***5-6 credits*

Investigates components needed to conduct a successful water-quality study within the focus of a watershed. Covers design concepts for environmental studies, goals and approaches to sample collection, and aspects of data review and analysis. Includes field sampling and laboratory exercises involving commonly measured properties in water studies. *Offered either with a required lab section (6 credits) or without a lab (5 credits).* [N]

TESC 321**Soils and Environmental Applications***5 credits*

Discusses interactive aspects of soil composition and properties and their influence on the environment. Covers soils and hydrologic cycle, soil ecology and nutrients, soil erosion and aquatic sediments. Includes hands-on analysis of soils and field studies of soil properties. [N]

TESC 333**Environmental Chemistry***6 credits / Prerequisite: Two or three quarters Introduction to Chemistry sequence and TESC 300 or TESC 310 or equivalent*

This course is designed to give students a background in basic environmental chemistry, with emphasis on practical applications for understanding aquatic systems. We will cover carbon, nitrogen, phosphorus, and sulfur cycles; gas exchange; alkalinity; and reduction/oxidation reactions. [N]

TESC 340**Ecology and its Applications***6 credits / Prerequisite: Two or three quarters Introduction to Biology sequence and TESC 300 or TESC 310 or equivalent*

Ecology is the scientific study of the distribution and abundance of organisms and considers how they interact with each other and with

their environments. This class focuses on key processes and interactions (e.g. population growth and regulation, competition, predation, various symbioses) needed for an understanding basic and applied ecology. Discussion of theory and data from a variety of habitats will be augmented by a lab section to include student presentations, primary literature analysis, computer simulations and/or field trips. [N]

TESC 343
The Atmosphere and Air Pollution

6 credits / Prerequisite: TESC 300 or equivalent or an introductory meteorology course or permission of instructor

This course serves as an introduction to the processes that determine weather and climate and investigates how these phenomena relate to air pollution. An overview of basic meteorological principles will be presented and applied to understanding global and local air pollution issues such as the greenhouse effect, the ozone hole, acid rain, photochemical smog and urban heating. Required lab section includes hands-on activities, computer simulations, discussion, student presentations and field trips. [N]

TESC 345
Pollution and Public Policy

5 credits

Examines issues in environmental contamination using case studies from the Pacific Northwest and elsewhere. Addresses relevant scientific information as well as public perception and policy aspects. Through written and oral assignments students gain the knowledge necessary to act as informed public stakeholders. [N]

TESC 349
Research at Sea

10 credits / Prerequisite: TESC 347

Explores current issues in oceanography of the Pacific Northwest. Students plan, design and implement 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. [N]

TESC 362
Introduction to Restoration Ecology

7 credits / Prerequisite: TESC 300, TESC 310 or equivalent

Introduces ecological restoration of damaged ecosystems. Covers philosophical base of restoration as well as the social, biological and political forces that affect the success of any restoration project. Includes lectures, readings, case studies and field trips. [N]

TESC 378
Environmental Microbiology

6 credits / Recommended: TESC 140

Explore microbial diversity and the applied effects of microorganisms on the environment and human welfare. Topics include metabolic diversity, ecological interactions, biogeochemistry, microbial habitats, and waste treatment and bioremediation. [N]

TESC 402
History and Ecology of Biological Invasions

5 credits / Recommended: Prior coursework in the biological sciences

Explores the population dynamics and ecological impacts of non-indigenous species, their prevention and control, and the ways that exotic species threaten biodiversity and regional and global economies. Examines the rapidly advancing science of invasion biology in its historical and public policy contexts. [N]

TESC 404
Costa Rica Field Studies: Ecology and Community

10 credits

Integrates natural science, culture, and socio-economic aspects of the neo-tropics with hands-on field experience in tropical ecology research. In addition to two weeks of intensive field study in Costa Rica, students complete relevant readings and do an independent field project to be negotiated with the instructor. [N]

TESC 408
Marine Plankton

6 credits

Investigates marine phytoplankton, marine zooplankton, and their interaction with each other and the environment. Includes field sampling and lab analysis of plankton, and oceanographic biological conditions. Examines plankton taxonomic characteristics related to plankton life-styles and estuarine biological processes and dynamics. [N]

TESC 410
Environmental Science Senior Seminar

3 credits / Prerequisites: TESC 310 and one of TESC 496, TESC 497, TESC 499 or TESC 462

Synthesizes environmental research methodologies and oral and written presentation skills in group projects developing grant proposals responding to published Requests for Proposals. Includes research presentation of individual environmental science capstone experiences in culminating course for the B.S. degree in Environmental Science. [N]

TESC 415
Sedimentology

6 credits / Prerequisite: TESC 337

Detailed and comprehensive analysis of the field of sedimentology including surface processes, sedimentary petrology, sedimentary environments, and stratigraphy. Includes lab and field trips. [N]

TESC 417
Field Geology

7 credits / Prerequisite: TESC 337

Provides students with a field-based knowledge of the geological environment of Puget Sound and Western Washington and an introduction to geological field techniques. Required weekly field trips during class time and two required oversight field trips. [N]

TESC 422
Evolution

5-6 credits

Examines the implications of Dobzhansky's statement that "Nothing in biology makes sense except in the light of evolution." Explores the idea and mechanisms of evolutionary change by evaluating the biological and geological evidence that makes organic evolution a unifying theme in the natural world. Discusses evolutionary issues in medicine, agriculture, biodiversity conservation and human affairs. Offered either with a required lab section (6 credits) or without a lab (5 credits). [N]

TESC 431
Water Resources and Pollution

7 credits / Prerequisite: TESC 300 or TESC 310 or equivalent and permission of instructor

This course investigates freshwater quantity and quality, with a focus on Pacific Northwest water-related issues. The availability and use of fresh water as a limited global resource will be evaluated. The physical and chemical aspects of various local aquatic environments will be explored through intensive field studies. [N]

TESC 433
Pollutant Fate and Transport in the Environment

6 credits / Prerequisite: Two or three quarters Introduction to Chemistry sequence and TESC 300 or TESC 310 or equivalent

An introduction to the hydrological processes involved in the transport of contaminants in surface water and groundwater, and the factors that affect the fate of these pollutants in the environment (e.g. retardation, degradation and chemical reactions). Using case studies, the complex issues involved in remediation will also be examined. [N]

TESC 434
Biology, History and Politics of Salmon in the Pacific Northwest

5-6 credits

Explores issues such as the biology of salmon, habitat degradation and the impact of salmon loss on biological and social systems through the study of history and political economy. Offered either with a required lab section (6 credits) or without a lab (5 credits). [N]

TESC 435
Limnology

7 credits

Introduces students to sampling methods, analytical tools, and scientific concepts related to the study of freshwater lakes and streams and the impacts of natural and anthropogenic processes on these water bodies. Topics of study include physical processes, biological systems, and aquatic chemistry, focusing on human-impacted water bodies. [N]

TESC 438**Environmental Biology:
Marine Invertebrates**

6 credits / Prerequisite: Two quarters introductory biology.

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

TESC 440**Environmental Entomology**

6/7 credits / Recommended: Two quarters of introductory biology

Explores structure, function, ecology and evolution of terrestrial arthropods, focusing primarily on insects. Integrates concepts from environmental science, ecology and evolution in order to gain an understanding of insect biology. [N]

TESC 442**Marine Ecology**

7 credits / Prerequisites: TESC 340 or TESC 438, an introductory biology series and permission of instructor

This field-intensive course will be a hands-on exploration of the natural history of and interactions among marine organisms, emphasizing cold-water intertidal invertebrates and seaweeds. In all-day and weekend-long field trips to Friday Harbor, Washington's Outer Coast, and around Puget Sound, students will become acquainted with the organisms, species interactions and research methods of marine ecology. Special topics lectures may include biology of coral reefs, kelp forests, estuaries, marine fisheries and marine conservation. [N]

TESC 445**Estuarine Field Studies**

7 credits / Prerequisite: TESC 341

Investigates saltwater estuarine systems with a focus on Pacific Northwest water-related issues. Uses intensive field studies to explore various aspects of the physical, chemical, biological and geologic conditions in a range of local saltwater environments in Puget Sound. [N]

TESC 452**Plants, Insects and their Interactions**

7 credits / Prerequisite: TESC 340 or permission of instructor

Emphasizes hands-on exploration of the natural history and ecology of plants and insects and interactions amongst them. A series of all-day field trips will focus on biological issues relevant to resource management and agricultural production in different sites around Puget Sound. [N]

TESC 462**Restoration Ecology Capstone:
Introduction**

2 credits / Prerequisite: TESC 362

The first of a three-course capstone sequence in restoration ecology. Reviews and assesses project plans and installations. Meets with members of previous capstone classes to review projects. Offered jointly with BES 462/EHUF 462. [N]

TESC 463**Restoration Ecology Capstone: Proposal and Plan**

3 credits / Prerequisite: TESC 462

Student teams prepare proposals in response to requests for proposal (RFPs) from actual clients. Clients may be government, nonprofit organizations and others. Upon acceptance of the proposal, teams prepare restoration plans. Offered jointly with BES 463/EHUF 463. [N]

TESC 464**Restoration Ecology Capstone:
Restoration Project Implementation**

5 credits / Prerequisite: TESC 463

Takes the restoration plan developed in TESC 463 and completes the installation. Participation may include supervision of volunteers. Prepare management guidelines for the client and conduct a training class for their use. Offered jointly with BES 464/EHUF 464. [N]

TEST 221**Environmental History: Water**

5 credits

Examines the historical relationship between water and fire, irrigation, grazing, mining, deforestation, and urbanization upon the regional and global environment. Using case histories based on water, emphasizes the sources and methods historians use to study environmental change over time. [N]

TEST 332**A Natural History of Garbage**

5 credits

Examines past and present practices of disposing of civilization's detritus. Uses methods of historical inquiry and environmental studies to get at the roots of one of the fundamental issues confronting the industrialized world: the disposal of waste. Research-based and includes field work. [N]

TEST 333**Environmental Policy Application and Compliance**

5 credits

Covers practical environmental regulatory compliance. Develops, through hands-on experience, an understanding of the systems, procedures and forms required for routine environmental compliance. Explores how business, government and the private citizen interact with environmental regulations. [N]

TEST 380**Study Abroad: Comparative
International Perspectives on Cities and
the Environment**

15 credits

Interdisciplinary approach to integrating urban and environmental issues in two or more world cities. Includes site visits and interactions with foreign scholars and practitioners. Topics may include coastal development, transportation, parks, marine conservation, indigenous cultures, environmental planning, gentrification, urban governance, and watershed management. Offered jointly with TURB 380. [I/N]

TEST 403**Geography of the
United States of America and Canada**

5 credits

Regional study of the United States and Canada based upon physical and cultural features. Examines continental and regional variations in terrain, climate, vegetation, economic, and social life of the United States and Canada, with emphasis on geographical principles, sources of data, and techniques of investigation. [N]

History**THIST 111****The Ancient World**

5 credits

Origins of Western civilization to the fall of Rome. [I]

THIST 112**The Medieval World**

5 credits

Political, economic, social, and intellectual history of the Middle Ages. *Cannot be taken for credit toward a history major if HSTAM 331 or 332 or 333 previously taken.* [I]

THIST 113**Europe and the Modern World**

5 credits

Political, economic, social, and intellectual history of modern Europe. *Cannot be taken for credit toward a history major if HSTEU 302 or 303 previously taken.* [I]

Ideas, Beliefs and Cultural Patterns**TIBCG 350****Contemporary Search for Meaning**

5 credits

What is the meaning of life? What do we even mean by that question? Do our lives need to have a purpose? Do we need to be part of something bigger than ourselves? Are we free to create the meaning of our own lives, or is there a deep meaning "out there" to be discovered? This course surveys various attempts, both philosophical and non-philosophical, to answer these and related questions. Special attention will be paid to how philosophers in the last century have approached (or avoided) the question of existential significance. [I]

TIBCG 353**The End of the Modern World (1600-2000)**
5 credits

The “modern” period will probably be dated in history books as running from 1600-2000, identified as such not only by the rise of science and technology but also by a characteristic set of fundamental images and assumptions. This course will investigate the origin and influence of these images and assumptions and discuss the forces that are undermining them. It will conclude with a consideration of what may replace them in the course of the next few decades. [I]

TIBCG 361**Ethics in Society**
5 credits

Study of the meaning, nature, legitimacy, criteria and foundations of moral judgment. The course explores ethics as a branch of philosophy while focusing on particular ethical problems, such as war, race, abortion, justice, sexuality, medical issues of life and death, the environment, and the transactions of the business world. [I] [V]

TIBCG 362**The Beautiful and the Good: Philosophy's Quest for Value**
5 credits

Examines ideas about the beautiful and the good in the history of philosophy. Includes ideas of early thinkers and how they were adopted, transformed or rejected by later thinkers. Studies different ideas from the history of philosophy about what the beautiful and the good are, how we know them and how we achieve them. [I]

TIBCG 363**Philosophical Perspectives on the Environment**
5 credits

A study of the philosophical thinking and wisdom attending an inherent valuation of the natural environment. Emphasis is placed upon critically exploring the philosophical and natural history writings and/or expressions of primal traditions and seminal thinkers including Thoreau, Muir, Leopold and Naess. In addition, the ongoing philosophical dialogue attending the contemporary environmental crisis will be examined. [I/N]

TIBCG 437**Technology in the Modern World**
5 credits

Examines social, cultural and historical studies of the role of technology in the modern world. Themes include: the unintended consequences of new technologies; the relationship between technology and the environment; production and consumption; and technology's role in forming divisions along lines of race, class and gender. [I]

TIBCG 440**Medieval Technology**
5 credits

Examines the nuts and bolts of medieval urban life while exploring larger themes of the gendering of labor, the rebirth of cities, the uneasy relationship to Islamic civilization, and the destruction of the natural world. [I]

TIBCG 448**Arts Administration**
5 credits

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

TIBCG 449**Museum Studies**
5 credits

Introduction to the history, philosophy, organization, administration and practice of museums. Changing emphases on the role of museums in cultural, socioeconomic and political contexts; collection management, exhibition and program planning, education, cultural tourism, community outreach and marketing. [I]

TIBCG 452**Anti-Semitism and the Holocaust**
5 credits

Historical, cultural, psychological, philosophical and artistic approaches to understanding the Holocaust, including an examination of the role of anti-Semitism, 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. [I]

TIBCG 453**Health, Illness and Culture**
5 credits

This course will explore meanings of health and illness in contemporary American culture. We will also consider historical, cross-cultural and literary examples. Conversely, health, illness and therapeutic and preventive practices provide crucial insights into aspects of American culture and society. [I]

TIBCG 454**Seminar on Health and Culture**
5 credits / Prerequisite: Permission of instructor

Historical, anthropological and sociological approaches to the meaning of health in modern and contemporary cultures. Exploration of how the expansion of medical, political and educative discourses about health and health hazards have shaped consciousness, identity and social practice. Seminar format (discussion-based class sessions and presentation of library research). [I]

TIBCG 455**Medicine and Morality: Issues in Biomedical Ethics**
5 credits

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

TIBCG 456**Environmental Ethics**
5 credits

Critical exploration of selected philosophical and literary texts pertinent to ethics attending the natural environment. Topics for consideration may include animal and nature rights, social ecology, natural value (instrumental, inherent, intrinsic), anthropocentrism versus deep ecology, and environmental aesthetic theory. [I/V]

TIBCG 458**Ways of Knowing**
5 credits

An investigation of the key concepts and problems involved in the analysis and appraisal of human knowledge and critical thought. An effort will be made to discern the difference between truth and falsity, knowledge and opinion, correct and incorrect judgment and how these are critically grounded. Different theories of knowledge will be studied. [I]

TIBGIN 220**Premodern East Asia**
5 credits

Examines premodern China, Japan, Korea and Vietnam from their earliest origins to the mid-eighteenth century. Considers social, cultural, political, economic and intellectual developments within a historical framework. [I]

TIBGIN 221**Modern East Asia**
5 credits

Examines Modern East Asia, focusing on China, Japan, Korea and Vietnam from the mid-eighteenth century to the present. Considers social, cultural, political, economic and intellectual developments within a historical framework. [I]

TIBGIN 281**Ancient Literature of Western Civilization**
5 credits

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

TIBGIN 282**Medieval and Renaissance Literature of Western Civilization**
5 credits

In this course we will examine critically works of literature and literary theology from the medieval and Renaissance eras in Europe, works we can call “archetypes” since they became the foundation for subsequent European writing and thought of all kinds. To include Dante's *Inferno*, Shakespeare's *Hamlet*, and Milton's *Paradise Lost*. [V]

TIBCIN 283
**Modern Literature
of Western Civilization**
5 credits

Examines literary works of Western civilization from the modern era, works important to subsequent Western writing and thought of all kinds. May include Swift's *Gulliver's Travels*, Goethe's *Faust*, Kafka's short stories, and Woolf's *Mrs. Dalloway*. [V]

TIBCIN 352
Cultural Geography
5 credits

Cultural components and the analysis of the role of culture in the formation of landscape patterns and the development of a sense of place. Emphasizes issues and problems generated by globalization. [I]

TIBCIN 354
History of the Concept of Culture
5 credits

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

TIBCIN 355
The Mind of Modernity
5 credits

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

TIBCIN 357
The Greek Mind and Imagination
5 credits

An exploration of what makes the contribution of the Greeks so unique in the formation and heritage of Western civilization. The course examines some of their major human expressions and achievements in art, philosophy, literature and history. It attends to the continuing influence of these ideas, values and institutions on the world today. [I]

TIBCIN 358
**History of Philosophy:
Medieval and Modern**
5 credits

Though the ideas of philosophers appear very different, there is continuity in the concerns of thinkers from different places and eras. Such continuity is apparent as one examines medieval and early modern philosophers such as Augustine, Aquinas, Descartes, Hume and Kant as they address questions about reality, thought, the beautiful and the good. [I]

TIBCIN 360
**History of Philosophy:
Modern and Contemporary**
5 credits

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

TIBCIN 365
Hinduism and Buddhism
5 credits

Hinduism and Buddhism, two of the world's most ancient religious traditions, both originated in India, and claim well over half a billion followers in the modern world. This course will present the radically different (from conventional Western) perspectives they offer on the context and meaning of human existence. [I]

TIBCIN 366
Islam
5 credits

This course will investigate the history and forms of Islam, the predominant religion of the Middle East. Particular attention will be devoted to understanding values, views and assumptions that are often quite different from those familiar in the secular societies of the West. [I]

TIBCIN 367
East Asian Religions: Zen and Taoism
5 credits

Study of Taoism as a characteristic East Asian worldview and of Zen as an East Asian reshaping of Indian Buddhism. Reading and discussion of Taoist and Zen materials. [I]

TIBCIN 390
Preparation for Study Abroad
1-5 credits; max. 5 credits

Prepares students for extended study abroad experiences by examining the history, culture, politics, arts of the host country. Encourages reflection on and preparation for intercultural experience through a psycho-social lens. [I/V]

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

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

TIBCIN 451
Renaissance Europe
5 credits

Development of Renaissance humanism and its influence on culture, politics and society in 14th, 15th and 16th century Europe and beyond. [I]

TIBCIN 452
**Art, Culture and History
of the Eternal City**
10 credits

Uses Rome as a laboratory to understand the role of art, history, and urbanism in the development of Western culture. Addresses the many facets of the cultural development of Rome and Italy, including geography, history, urban design, art, and architecture. Research-based and includes extensive fieldwork. [I]

TIBCIN 453
Ancient Greek Tragedy
5 credits

Examines selected tragedies of Aeschylus, Sophocles and Euripides. [V]

TIBCIN 455
Medieval Quests
5 credits

In this course we will examine critically important works of literature, philosophy and theology from the medieval era, broadly construed. With special attention to the theme of the "quest," we will read Augustine's *Confessions*, *Beowulf*, *The Quest of the Holy Grail*, *Sir Gawain and the Green Knight*, and *Don Quixote*. [V]

TIBCIN 456
**Postcolonial Studies:
African Perspectives**
5 credits

Investigates postcolonial cultures located in Africa. Situates the political, personal and historical dimensions of international and institutional hierarchies in Africa and the African diaspora. Examines African philosophy, literature, art, folklore and history as sources of postcolonial nationalism. [I]

TIBCIN 461
Religion and Church in Latin America
5 credits

This course is an interdisciplinary examination of the political, social and cultural implications of religion in Latin America. The course will cover four major themes: (1) the history of the Catholic Church and its influence on politics and socio-economic structures, (2) religious syncretism, (3) liberation theology and (4) changes occurring in contemporary Latin American Christianity. [I]

TIBCIN 462
African Folklore and Literature
5 credits

Explores oral and written traditions in Africa. Emphasizes how the aesthetics of storytelling and dialogue shape the production of narrative in contemporary African contexts. Explores anthropological, literary and historical approaches in viewing the aesthetic qualities of African folklore and literature. [I]

TIBCIN 463
God: East and West
5 credits

"God" (a personal Supreme Being who created the world) is the way of understanding the Ultimate most familiar to the Western world. There are, however, a number of alternative ways of understanding the Ultimate richly exemplified in non-Western religious

traditions. In this course we will consider both Western and Eastern approaches and examine their ramifications for the way human beings have thought. [I]

TIBICIN 466
Modernity and its Critics
5 credits

A consideration of various attempts to specify and critique the contours of Western modernity—in culture, philosophy and political economy. Themes selected will include the impact of Cartesian philosophy, science and rationality on our concepts of the world, ourselves, our bodies, time and human relations. [I]

TIBICIN 490
Society and Culture in Cuba
15 credits

Examines the history, culture, language, and politics of Cuba, as well as the psychological experiences and processes of living and studying abroad. *Classes held at the University of Cienfuegos, Cuba.* [I/V]

TIBICUS 260
American Political Theory
5 credits

Considers major issues and traditions in American thinking about democracy, citizenship, membership and justice. The focus is on works by important thinkers from the Founding to the 20th century. Includes conflicting visions and tensions associated with the demands of newly rising social groups, and American identities. [I]

TIBICUS 365
North American Indian Traditions
5 credits

A comparative exploration of the major traditional practices developed in Native North America. Special attention is given to world view, religious expression, the problems of change, and the contemporary viability of core elements associated with these traditions. [I]

TIBICUS 430
Introduction to Public History
5 credits

This course introduces students to the major issues and questions addressed by historians who work in the public sphere. Central themes include the interpretation of history, the role of history in popular culture, issues and aims in exhibiting history, the politics of public history, and historic preservation. [I]

TIBICUS 451
Cultural Studies (Seminar)
5 credits

Selected themes in American and/or other industrial cultures. Themes and readings will vary and may include: advertising; consumption and the middle class; the culture of work; youth subcultures; urban ethnography; gender and sexuality; individualism and community; culture and personality; and the therapeutic culture. *May be repeated for credit with instructor's approval.* [I]

TIBICUS 459
African-American Culture and Consciousness
5 credits

Examines African-American culture and consciousness from slavery to the present. Readings focus on the construction of African-American culture, racial identity, social consciousness, political thought, oppression and resistance and the confluence of race, class and gender in shaping cultural expressions such as blues, jazz, hip-hop and aesthetics. [I]

TIBICUS 460
African-American Religious History
5 credits

Examines African-American religious practices from slavery to the present. Focuses on the role of religion in African-American culture, racial identity, social consciousness, political thought, oppression and resistance, and the confluence of race, class and gender in shaping Christianity, Islam and traditional forms of African worship. [I]

TIBICUS 461
History of Religion in America
5 credits

Examines the significance of religion in American society from European colonization to the twentieth century. Topics include Puritanism, revivalism, women, slavery, ethnicity and immigration and pluralism. [I]

TIBICUS 464
Native American Cultural Areas
5 credits

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

TIBICUS 466
Life and Thought: Martin Luther King, Malcolm X and Angela Davis
5 credits

A readings/discussion seminar exploring the experiences and thinking of three well-known leaders of African-American protest in the 1960s. Students interpret black radicalism in that era and the relationship of these three analysts and activists to their times and to the present. [I]

Political Science

TPOLS 201
Introduction to Political Values and Ideas
5 credits

Surveys a variety of implicit and explicit values that inspire political action. Explores whether there is such a thing as a universe interest and what it might be, who should rule, and whether justice will be done. [I]

TPOLS 202
Introduction to American Politics
5 credits

Institutions and politics in the American political system. Ways of thinking about how significant problems, crises, and conflicts of American society are resolved politically. [I]

TPOLS 203
Introduction to International Relations
5 credits

The world community, its politics, and government. [I]

TPOLS 204
Introduction to Comparative Politics
5 credits

Political systems in a comparative framework. Traditional and contemporary approaches to the study of governments and societies in different countries. [I]

TPOLS 400
The American Presidency
5 credits

Examines the American presidency, its evolution, its occupants, and its place within the American system. Topics include presidential character, war, elections, the economy, and the Constitution. [I]

TPOLS 497
Political Internship in State Government
5 credits, max. 20

Students serving in approved internship program with state government agencies.

Psychology

TPSYCH 100
Introduction to Psychology
5 credits

Surveys major areas of psychological science, including human social behavior, personality, psychological disorders and treatment, learning, memory, human development, biological influences, and research methods. Related topics may include sensation, perception, states of consciousness, thinking, intelligence, language, motivation, emotion, stress and health, cross-cultural psychology, and applied psychology. [I]

TPSYCH 210
Abnormal Psychology
5 credits

Historical and current definitions, theory and research concerning abnormal psychological behavior. Major categories of psychopathology, including related treatment approaches. Assignments include: illustrative case studies, written critical perspectives of course materials, and interpretative analysis of major topics in field. [I]

TPSYCH 212
Child Abnormal Psychology
5 credits

Examines historical and current definitions, theory, and research concerning child and adolescent abnormal behavior. Covers major categories of psychopathology, including related treatment approaches. Includes illustrative case studies, written critical perspectives of course materials, and interpretative analysis of major topics in the field. [I]

TPSYCH 220**Lifespan Development***5 credits / Prerequisite: TPSYCH 100*

Explores human cognitive and psychosocial development across the lifespan. Covers theories, methodologies, and research findings using a lifespan approach, which examines continuity and change from conception to death and the interaction of biological, psychological, and social aspects of development. [I]

TPSYCH 230**Educational Psychology***5 credits*

Explores individual learning and the educational process. Emphasis on theories of cognition, personal/social/moral development, learning differences, and motivation. Covers cultural/community influences on the learner and educational process. Includes overview of teacher roles, classroom management, educational assessment. [I]

TPSYCH 240**Social Psychology***5 credits*

Surveys the major areas of social psychology, the science of human behavior in social situations. Emphasizes an understanding of the important methods, terms, theories and findings in social psychology. [I]

TPSYCH 300**History and Systems of Psychology***5 credits*

Examines historical, current and theoretical systems in psychology, such as psychoanalysis, behaviorism and existentialism. Offers a critical and philosophical examination of the field of psychology and its relationship to other disciplines. [I]

TPSYCH 301**Psychology of Adjustment***5 credits*

Examines research and theory focused on how people and organizations cope with change. The place of change in theories of human development, the mechanisms by which change is assumed to occur, strategies for managing change at the personal, organizational and societal level are discussed as well as the relationship between stress and social disorder and change. [I]

PSYCH 305**Statistical Methods for Psychology***5 credits*

Examines notions and methods of descriptive theoretical statistics and statistical reasoning. Focuses on inferential statistics and provides an introduction to the probability theory. Concentrates on interpretation of statistics as it relates to the field of psychology. [Q]

TPSYCH 311**Personality Theory***5 credits*

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

TPSYCH 320**Race, Class and Gender Contexts of Child Development***5 credits*

Explores how cultural contexts that include racism, classism, and sexism, as well as other contexts, such as school, family, and neighborhood, differentially shape the experiences of children. Applies these contexts to specific topics, such as cognitive development, identity, moral development, families, peers, and media. [I]

TPSYCH 321**Adolescent Psychology***5 credits*

Explores the multiple contexts of adolescents' lives, including the interactions of biology, psychology, and sociocultural aspects of development. [I]

TPSYCH 322**Adult Development***5 credits*

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

TPSYCH 340**Mental Illness Across Cultures***5 credits / Prerequisite: TPSYCH 210*

Examines how mental illness is understood by different cultures and in different historical periods. [I]

TPSYCH 401**Family Violence***5 credits*

Family violence is a pervasive social problem. This course offers a comprehensive interdisciplinary investigation of this topic. We will explore the history, theoretical explanations, causes and consequences of family violence, including intimate-partner violence, date and marital rape, elder abuse, and child physical and sexual abuse. [I]

TPSYCH 402**Human Sexuality***5 credits*

The major objectives of this course are to provide practical information about human sexuality, including biological, sociological, and psychological material, research methods, and current issues; to provide an opportunity to take the material learned and apply it to everyday situations, particularly those of a psychological nature. [I]

TPSYCH 403**Psychology of Black Women***5 credits*

Applies a psychological and feminist framework to the examination of black women's lives and development. Emphasis on the coping techniques used by black women throughout history. Topics include mental health, violence, male-female relationships, and cross-racial friendships. [I]

TPSYCH 404**Psychology of Food and Culture***5 credits*

Covers a global look at the social, symbolic and political-economic roles of food and eating. Examines cultural, ethnic and gender issues in relation to the production and consumption of food, as well as the neurobiological effects of certain foods on brain activity. [I]

TPSYCH 405**Body Image and the Psychology of Appearance***5 credits*

Examines the individual and social forces that shape body image, and psychological and physical correlates of body image. Influence of physical appearance on social perception will be covered, and adaptation to social/psychological appearance demands in terms of both problems, such as eating disorders, and resistance. [I]

TPSYCH 406**Chemical Dependency***5 credits*

Examines the biological, psychological, social and cultural factors involved in drug dependency and their influences on families. Explores theoretical concepts and practical situations related to family roles resulting from drug dependency. Examines prevention, intervention, treatment and 12-step programs including those related to various ethnic and cultural groups. [I]

TPSYCH 407**The Cultural Context of Developmental Psychology***5 credits*

Extends understanding of basic child development by critiquing and placing in cultural context Western models of development and methodologies used to search for universal development. Explores importance of culture to understanding developmental processes and the political nature of developmental psychology. [I]

TPSYCH 409**Group Counseling and Dynamics***5 credits*

Examines group work, group processes, patterns of communication, group and individual goal-setting, leadership, personal control, decision-making, self-esteem, and cultural factors. Includes role-playing and simulations and group participation.

TPSYCH 410**Existential Psychology***5 credits*

Examines the philosophical and literary movement of existentialism and its impact on clinical psychology. [I]

TPSYCH 411**Psychology and the Arts***5 credits*

Examines psychological theories and research related to creativity and the mind using literature, film, music and empirical research. [I]

TPSYCH 412**Women's Health: Power and Inequality***5 credits*

Places women's health in psychological, social, cultural, and political context. Surveys issues important to women's health, such as reproductive health, pregnancy and childbearing, mental health, and promoting women's health. Examines how gender interacts with ethnicity, social class, sexual orientation, and age in health and health care. [I]

TPSYCH 414**Psychology of Contemporary African-American Culture***5 credits*

Examines issues of contemporary African-American culture using an interdisciplinary approach and a psychological perspective. Topics include arts and media representations, political involvement, language, identity development, and personal relationships. Emphasizes social context as a way to better understand the psychological functioning of individuals of African-American descent. [I]

TPSYCH 415**Issues in Social Psychology***5 credits; max. 10 credits*

Examines the social context and influence of social movements such as hip-hop, black power, and feminism. Analyzes forms of popular culture from the perspective of social psychology. Topics vary. [I]

TPSYCH 416**Freud and His Critics***5 credits*

Examines the work of Sigmund Freud, its impact on clinical psychology, and historical and contemporary criticisms of this theoretical school. [I]

TPSYCH 420**Attachment and Interpersonal Relations***5 credits / Prerequisite: TPSYCH 311*

Takes a historical approach examining infant and adult attachment from its interdisciplinary origins, through the development of the methods used to test the theory, to its current status. May also cover topics at the boundaries between attachment and other areas, such as culture or neuroscience. [I]

TPSYCH 421**Social Psychology, Law, and Society***5 credits / Prerequisite: TPSYCH 240*

Examines the interaction of social psychology and the law and the role both play in the development of legal policy. Considers selected topics at the forefront of psych-legal inquiry, such as eyewitness testimony, confession evidence and implicit bias. [I]

Quantitative Studies**TQS 098****Intermediate Algebra***0 credits*

Intermediate algebra equivalent to third semester of high school algebra. *Extra fee required.*

TQS 107**Mathematics: A Practical Art**

5 credits / Prerequisite: score of 49% on MATHIA placement test, score of 35% on MATHPC placement test, or score of 56% on MATHEA placement test

Focuses on the important ideas of mathematics and mathematical methods of investigation with application to real life problems. Covers selected topics in arithmetic, geometry, probability and statistics. For students who have at least 1.5 years of high school algebra and do not plan to take additional mathematics. [N/Q]

TQS 110**Introductory Statistics with Applications***5 credits*

Addresses introductory statistical concepts and analysis in modern society. Includes descriptive statistics, graphical displays of data, the normal distribution, data collection, probability, elements of statistical inference, hypothesis testing, and linear regression and correlation. Practical examples used to demonstrate statistical concepts. [N/Q]

TQS 111**Algebra with Applications**

5 credits / Prerequisite: score of 49% on MATHIA placement test, score of 35% on MATHPC placement test, or score of 56% on MATHEA placement test

Examines the use of graphs and algebraic functions in business, economic, life and social sciences. Covers algebraic graphical manipulations to solve problems. Applies polynomial, exponential and logarithmic functions to describe phenomena in the real world. [N/Q]

TQS 120**Precalculus**

5 credits / Prerequisite: TMATH 098, score of 60% on MATHIA placement test, score of 40% on MATHPC placement test, or score of 77% on MATHEA placement test

Examines polynomial, rational, exponential, and trigonometric functions. [N/Q]

TQS 124**Calculus with Analytic Geometry I**

5 credits / Prerequisite: 2.5 in TQS 120, score of 68% on MATHPC placement test, score of 75% on MATHEC placement test, or score of 2 on AP test

First quarter in calculus of functions of a single variable. Emphasizes differential calculus. Emphasizes applications and problem solving using the tools of calculus. [N/Q]

TQS 125**Calculus with Analytic Geometry II**

5 credits / Prerequisite: either 2.0 in TQS 124, score of 3 on AB advanced placement test, or score of 3 on BC advanced placement test

Second quarter in the calculus of functions of a single variable. Emphasizes integral calculus. Emphasizes applications and problem solving using the tools of calculus. [N]

TQS 126**Calculus with Analytic Geometry III**

5 credits / Prerequisite: 2.0 in TQS 125, score of 5 on AB advanced placement test, or score of 4 on BC advanced placement test

Third quarter in calculus sequence. Sequences, series, Taylor expansions, and an introduction to multi-variable differential calculus. [N]

TQS 210**Intermediate Statistics with Applications**

3-5 credits / Recommended: TQS 110 or equivalent

Investigates intermediate concepts of statistical inference and testing using statistical software for analysis. Analyzes datasets and examples from a variety of disciplines such as environmental and social science. Includes critical review of scholarly reports. *Continuation of TQS 110.* [N/Q]

TQS 211**Calculus and its Practical Applications***5 credits / Prerequisite: Pre-calculus.*

This course involves the study of calculus and its applications in science and business. Calculus is the mathematics of motion and change. Topics include: advanced functions and their limits, maximums and minimums, rates of change or derivatives, and areas or integrals. Functions are analyzed graphically using computer techniques. [N/Q]

TQS 213**Calculus and Its Practical Applications II***5 credits / Prerequisite: TQS 211*

Covers advanced calculus and probability. Includes differential equations, functions of several variables, density and distribution functions. Stresses deep understanding of the main concepts and the usage of those concepts for mathematical modeling and application in science and business. [N]

TQS 214**Analytical Thinking***5 credits*

Develops problem-solving skills, decision-making methods, and precise written formulation of ideas through elementary mathematics. Emphasizes logical thinking and precise formulation of statements rather than mathematical formulae and theorems. Analyzes real life problems and situations; examines optimal decisions/solutions. No specialized mathematical skills required. [Q]

TQS 301

Mathematics:

A Quantitative Reasoning Approach

5 credits

Develops skills of mathematical reasoning with a broad application to several disciplines. Topics include logic, argument analysis, statistical reasoning, problem solving, mathematical modeling, exponential growth and decay, as well as application to the arts. Computer analysis techniques used where applicable. [N/Q]

TQS 307

Introduction to Differential Equations

3 credits / Prerequisite: 2.0 in TQS 125

Introductory course in ordinary differential equations. Includes first- and second-order equations and Laplace transform. [N]

TQS 308

Matrix Algebra with Applications

3 credits / Prerequisite: either 2.0 in TQS 126

Systems of linear equations, vector spaces, matrices, subspaces, orthogonality, least squares, eigenvalues, eigenvectors, applications. For students in engineering, mathematics, and the sciences. Credit allowed for only one of MATH 308 or MATH 318. [N]

TQS 390

Probability and Statistics in Engineering and Science

4 credits / Prerequisite: TQS 126

Concepts of probability and statistics. Conditional probability, independence, random variables, distribution functions. Descriptive statistics, transformations, sampling errors, confidence intervals, least squares and maximum likelihood. Exploratory data analysis and interactive computing. Students may receive credit for only one of TQS 390, STAT/ECON 481, and ECON 580. [N]

TQS 408

Numerical Methods

2 credits

Covers basic numerical methods and techniques. Topics include: error analysis, Newton's method, interpolation, numerical integration, Runge-Kutta methods, iterative methods for solving linear systems, discrete least squares approximation. [N/Q]

Spanish

TSPAN 101

Elementary Spanish I

5 credits / Prerequisite: score of 0-15 on SP100A placement test if Spanish is language of admission

Methods and objectives are primarily oral-aural.

TSPAN 102

Elementary Spanish II

5 credits / Prerequisite: either SPAN 101, or score of 16-44 on SP100A placement test

Methods and objectives are primarily oral-aural.

TSPAN 103

Elementary Spanish III

5 credits / Prerequisite: either SPAN 102, SPAN 110 or score of 45-69 on SP100A placement test

Methods and objectives are primarily oral-aural.

TSPAN 110

Basic Spanish Review

5 credits / Prerequisite: score of 10-44 on SP100A placement test

Covers the equivalent of 101 and 102 to prepare for 103. May not be taken in addition to 101 or 102.

TSPAN 121

Spanish Immersion I

5 credits / Prerequisite: score of 0-15 on SP100A placement test if Spanish is language of admission

Covers the equivalent of elementary Spanish (SPAN 101, 102, 103) through an alternative "planned immersion" method.

TSPAN 122

Spanish Immersion II

5 credits / Prerequisite: TSPAN 121

Covers the equivalent of elementary Spanish (SPAN 101, 102, 103) through an alternative "planned immersion" method.

TSPAN 123

Spanish Immersion III

5 credits / Prerequisite: TSPAN 122

Covers the equivalent of elementary Spanish (SPAN 101, 102, 103) through an alternative "planned immersion" method.

TSPAN 134

Intensive First-Year Spanish

15 credits

Equivalent of 121, 122, 123. Employs "planned immersion" method. Not open for credit to students who have taken TSPAN 121, 122, 123 or 102, 103.

TSPAN 199

Foreign Study: Elementary

2-16 credits, max. 16

Elementary instruction in approved foreign study program. Students who wish to satisfy foreign language proficiency requirement must see the faculty adviser and may be required to take additional courses through 103.

TSPAN 201

Intermediate Spanish I

5 credits / Prerequisite: either SPAN 103, SPAN 123, SPAN 134, score of 70-100 on SP100A placement test, minimum score of 51 on SP TL placement test, or score of 0-75 on SP200A placement test

Intensive practice in speaking, reading, and writing. Review of Spanish grammar. Oral practice based on literary and cultural readings. [V]

TSPAN 202

Intermediate Spanish II

5 credits / Prerequisite: either SPAN 201 or score of 76-145 on SP200A placement test

Intensive practice in speaking, reading, and writing. Review of Spanish grammar. Oral practice based on literary and cultural readings. [V]

TSPAN 203

Intermediate Spanish III

5 credits / Prerequisite: either SPAN 202, SPAN 210, or score of 146-165 on SP200A placement test

Intensive practice in speaking, reading, and writing. Review of Spanish grammar. Oral practice based on literary and cultural readings. [V]

TSPAN 210

Accelerated Intermediate Spanish

5 credits / Prerequisite: either TSPAN 103, 123, or 134

Merges TSPAN 201 and TSPAN 202. Designed to build listening, speaking, reading, and writing skills and to expand knowledge of culture and literature of the Spanish-speaking world. [V]

TSPAN 299

Foreign Study: Intermediate

2-16 credits, max. 16

Intermediate instruction in approved foreign study program. Further study at 200 level subject to placement test score. [V]

TSPAN 393 Foreign Study

2-10 credits, max. 20 / Prerequisite: either TSPAN 301, 310 or 314, any of which may be taken concurrently

Study in Spanish speaking country outside the standard Spanish curriculum of the University of Washington. [V]

States and Markets

TSMG 312

Economics in Modern Society

5 credits

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

TSMG 313

Theories of Economic Development and Social Change

5 credits

Introduction to the major theories on Third World economic development and social change in the post-World War II period. Examines the historical evolution of these theories and the important debates surrounding them, and critically assesses the theories in light of late 20th-century development experience in both western and non-western contexts. Major theories include liberal, Marxist, modernization, dependency, world systems, and the "new comparative political economy." [I]

TSMG 367

Utopias

5 credits

Explores the ideal society of the classical era and the Renaissance, and contrasts these early visions with the modern models of mass society and competitive markets in the light of the revolutionary experiences of the 19th and 20th centuries. Covers Utopian literature, political philosophy, economics, art and music.

TSMG 420
Women in the Global Economy
5 credits

Explores impact of “modernization” and “development” on the status and roles of women in selected Western and non-Western societies. Critical analysis of assumptions about women’s responses to social change which have guided research and development planning. Examines cultural practices, economic arrangements and government policies in order to understand opportunities and obstacles confronting women in developing countries today. [I]

TSMG 422
Political Economy of Technological Change
5 credits

Discusses the various ways technological change is conceptualized. Argues that technological change is both radical and incremental and is an outcome of economic, socio-political and cultural conditions. Seeks to show the complex dynamics underlying technological change, including bargaining, technology transfer, “learning-by-doing” and the role of the state in both industrialized and developing societies. [I]

TSMG 424
International Business and Development
5 credits

Study of the ways in which interactions between states, local business, multinational enterprises and political agencies produce uneven levels and rates of development in different countries. The course examines the question whether economic and technological backwardness will be a permanent feature of the modern world. [I]

TSMG 426
The Nature of Money
5 credits

Investigates the nature of money. Historical analysis of paper and metal money, bank credit and financial transactions, from antiquity to the present provides an understanding of the immense power of construction, destruction and suggestion that is exercised by this enigmatic means of payment. [I]

TSMG 440
Political Geography: Territory, State and Society
5 credits

Introduction to political geography from the perspective of political economy and the politics of difference. Discusses both critical approaches to human geography and geographical interpretations of the state. Emphasizes spatial dimensions of capitalist development as mediated by urban, national and global politics. [I]

TSMIN 200
International Interactions
5 credits

Interdisciplinary study of the interactions of diverse societies and traditions in the modern world. Topics may include: revolution, ecology, group and individual identity, nationalism and oppression, economic development and social change, world views, art and spiritual life. *Content and approach will vary with the instructors.* [I]

TSMIN 224
Modern Latin America
5 credits

A multidisciplinary examination of Latin America with a social science emphasis. The course includes a brief history of the region, sociological analysis of various Latin American institutions (the Church, the military, the labor movement, etc.), a consideration of migration issues and development economics, and a brief section on culture. The course concludes with an examination of contemporary Latin American political and social issues. [I]

TSMIN 229
Making of Modern Africa
5 credits

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

TSMIN 310
Modern European Political Theory
5 credits

Examines the emergence and development of modern European political thought through selected works by some of its most important exponents. Analyzes answers to questions about the nature of a political community, about citizenship and rights, about the evolving meaning of freedom, equality and democracy. [I]

TSMIN 311
International Human Rights
5 credits

Team-oriented research on the historical origins, theories, basic documents, personalities, institutions, and legal and political processes which have promoted international human rights as a widely accepted legal and moral foundation for a just world order. [I]

TSMIN 312
19th-Century Revolutions and Revolutionaries
5 credits

Examines the major revolutionary events and ideas of the 19th century: liberalism, socialism, and anarchism. Emphasizes discussion of political theories, movements, and their relationships to underlying historical processes. Ends with consideration of how these revolutions and revolutionaries helped define the political agenda for the 20th century. [I]

TSMIN 314
20th-Century Revolutions
5 credits

This course is an interdisciplinary look at four major 20th-century revolutions: those in Russia, China, Cuba, and Nicaragua. The course will begin with political theories of revolution; then it will discuss the historical process which accomplished each of the four revolutions and end with a discussion of how these revolutions established political legitimacy and culture. [I]

TSMIN 315
Europe in the 20th Century
5 credits

An interdisciplinary examination of the major political, social and cultural developments in Europe during the 20th century. The course will look at the two world wars, fascism and communism as alternatives to parliamentary democracy, Europe’s remarkable revival in the era since 1945, and conclude with an examination of the new integration of Europe and its prospects for re-establishing its former world prominence in the future. [I]

TSMIN 323
The Making of Mexico
5 credits

Considers the principal historical, social, and cultural forces that have been at work in creating the Republic of Mexico. Examines the country’s pre-Columbian past, the colonial era, the movement for independence, the Mexican Revolution, and the period of construction during the middle decades of the 20th century. Films, music, and slides supplement the lectures and discussions. [I]

TSMIN 326
Modern Brazil
5 credits

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

TSMIN 328
Third World Problems and Prospects
5 credits

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

TSMIN 330**Globalization in Latin America***5 credits*

Examines influences of globalization on local communities in Latin America. Considers the possibilities of free trade, multinationals, development agencies, the rule of law, and democratic activism to create economic and political development and livable communities. [I]

TSMIN 340**War and Empire in the Middle East***5 credits*

Comprehensive analysis of Middle Eastern Conflicts from WWI to the present time, from a political and economic point of view. Explores the encounter of Western culture and the Middle East through war and empire building, with emphasis on religious, ideological, political, and economic differences.

TSMIN 410**Caribbean Basin: Selected Topics***5 credits*

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

TSMIN 411**Human Rights and Violence in the Third World***5 credits*

This course is an interdisciplinary examination of political violence and human rights concerns in under-developed regions. The course will begin by establishing broad, inclusive definitions of violence and human rights, which will be used throughout the course. [I]

TSMIN 412**History of Vietnam***5 credits*

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

TSMIN 413**Pre-modern Japan***5 credits*

From its pre-history to the 18th century Japan blended native traditions with continental Chinese influences to create its own civilization. This course will examine the political, economic, social and intellectual factors that shaped Japan in the premodern age. The course provides a background to understanding the development of modern Japan. [I]

TSMIN 414**Modern China***5 credits*

Starting with early Chinese contacts with the West, this course will trace the 19th and 20th century Chinese experience through China's struggles to modernize, its revolutionary experience and the establishment and continuation of communist rule. Using an historical framework, this course will examine China's transformation from imperial rule to "People's Republic" by exploring political and economic change, and just as importantly, social, cultural and intellectual change. [I]

TSMIN 415**Modern Japan***5 credits*

This course will trace the transformation of Japan from a feudal country under Tokugawa military rule in the 19th century to an economic superpower in the 20th century. In addition to historical and political issues, social and cultural topics will be addressed, as will the clash of traditional Japan with the modern, industrialized West. [I]

TSMIN 416**Modern Korea***5 credits*

Traces Korea's transition from traditional Asian state to modern nation emerging on the world economic scene. Because of its geographic location, Korea has suffered chaotic change in the modern period. Course will cover Korean society, culture and politics, looking at Korea's period as a Japanese colony, the division of Korea, the Korean war and recent developments. [I]

TSMIN 418**Interpreting Enigmatic India***5 credits*

Introduces the politics and economics of modern India. Using a historical approach, this course examines India as a nation-state and its attempts to resist global capitalism. How this resistance has been shaped by local class and caste politics, regional differences, economic policies and performance are reviewed critically. Why there have been recent attempts to reintegrate India with the world economy and what it means for India's future are also addressed. [I]

TSMIN 420**Theories of Political Violence***5 credits*

Establishes broad, inclusive definitions of violence. Review of the theoretical discourse on the nature of violence as a political phenomenon. Themes include terrorism (both non-authoritative and state-sponsored), civil conflicts, and "tools" or calculated manifestations of violence (torture, massacres), the relationship between violence and development, and the relationship between culture and violence. [I]

TSMIN 422**International Humanitarian Law***5 credits*

Investigates International Humanitarian Law (sometimes called the Law of Armed Conflict), the field concerned with rules developed by civilized nations to protect the victims of armed conflict, including the Geneva Conventions. Case studies include the conflict between Israel and the Palestinians, as well as developments in Afghanistan and Iraq. [I]

TSMIN 424**Imperial China***5 credits*

Surveys the social, political, economic and intellectual history of Imperial China from the earliest times to the 17th century. Provides a background to understanding the development of Asia in general and modern China in particular. [I]

TSMIN 425**Contemporary Issues in International Political Economy***5 credits*

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

TSMIN 432**Drugs, Mafias and the Economics of Crime***5 credits*

Provides a history of the Sicilian Mafia, an analysis of the Mafia's economic activities; the connection to the Red (Russian) Mafia; the modern developments and financial laundering of dirty money; the arms trade, and the tangle of interests uniting warfare, drug trafficking and overall political destabilization. [I]

TSMIN 433**Exploring Nazism***5 credits*

Investigates the Nazi movement by looking at three key aspects of the phenomenon: society, finance and economics, and the revival of Germanic paganism. Examines the rise to power of Hitler and his followers cast against the social history of Germany and Europe from 1918 to 1938. [I]

TSMIN 434**The Pacific War***5 credits*

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

TSMIN 435**Contemporary Geopolitics***5 credits*

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

TSMIN 436**Contemporary Chinese Culture and Society***5 credits*

Examines cultural life in China since the founding of the People's Republic of China in 1949. Includes political rituals (e.g., struggle sessions), socialist policies (e.g., household registrations, work units), post-Mao social classes and consumerism and family relations and cultural practices such as gift-giving and relationship building. [I]

TSMIN 437**Conflict Resolution Practicum***5 credits*

Provides an opportunity to be involved in conflict resolution projects and work collaboratively with the Conflict Resolution Institute on case study analyses. [I]

TSMIN 480**Language and Culture of China***15 credits*

Combines intensive study of Mandarin Chinese with an examination of the history, culture, language, and politics of China. Classes held at Beijing University, People's Republic of China. [I/V]

TSMUS 200**American History I: 1607-1877***5 credits*

Introduces, surveys, and analyzes American history from 1607-1877. Traces political, economic, social, and cultural trends of America's Colonial, Revolutionary, Early National, Antebellum, Civil War, and Reconstruction eras. [I]

TSMUS 201**American History II: 1877-present***5 credits*

Introduces, surveys, and analyzes American history from 1877-present. Traces the major political, economic, social, and cultural trends of the American eras of Industrial Revolution, Progressivism, 1920s, FDR and the New Deal, World War II, Cold War, 1960s, and Reaganism to the present day. [I]

TSMUS 225**Economics as a Way of Thinking***5 credits*

Examines the economic theory of individual choices, applying this theory to analyzing many economic phenomena. Emphasis on relating an understanding of economic theory to public policy issues, in particular the appropriate boundary between the public and private sector, environmental policy, education policy and tax policy. [I]

TSMUS 300**The Making of America***5 credits*

Interdisciplinary study of diverse and changing American cultures. Topics may include: materialism, art and spiritual life; freedom and oppression; individualism and community; ethnicity, race, class and gender; social movements and social change; environmental ethics. *Content and approach will vary with the instructor.* [I]

TSMUS 320**American Constitutional Law***5 credits*

Covers fundamental principles of U.S. Constitution with emphasis on current and future controversial issues such as sex and race discrimination, free speech including the entertainment industry, privacy rights, rights of the criminally accused, *Roe v. Wade*, and separation of church and state. Discusses significant Supreme Court cases. [I]

TSMUS 322**American Labor Since the Civil War***5 credits*

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

TSMUS 410**Early American Politics and Law***5 credits*

This course will explore American political history from a variety of perspectives. Topics will change from quarter to quarter and will include, but are not limited to: the American Revolution; Constitution and Bill of Rights; political party systems; Jacksonian democracy; nationalism and sectionalism; and American law and lawyers. *May be repeated for credit with instructor's approval.* [I]

TSMUS 416**Current Issues in U.S. Public Policy***5 credits*

Examines the economics of government finance in the United States including: tax policy, social security, health insurance, welfare and education. Analyzes the conditions under which governments, rather than markets, provide goods; discusses current government policies and programs, and how well they work; and analyzes proposed reforms. [I]

TSMUS 417**Urban Problems and Policies***5 credits*

Analytical and empirical study of the economics of urban problems and policies in the United States including: education, poverty, housing, crime, finance, congestion and welfare. Presents a historical background to trends in urban areas and how these have been addressed in different regions. Where applicable, class related to Pierce County. [I]

TSMUS 419**The Robber Barons and the Philosophy of Business***5 credits*

Analyzes the history of American business dynasties, the change affecting industry, society, finance and banking during the rise of Big Business, from 1870 to 1930, and the philosophical reflections on such transformations as they were expressed by the most inspired social scientists of that era. [I]

TSMUS 420**Economics of Education***5 credits*

Examines topics in the economics of education, including how are schools financed and why; what determines the amount and distribution of individuals' educational attainment; debate over school vouchers; and the economic returns of education. [I]

TSMUS 421**Environmental Policy***5 credits*

Examines tradeoffs between the formal economy and the environment, and assesses current environmental policy. Places particular emphasis on examining and understanding local environmental issues. [I][N]

TSMUS 422**Economics of Sports***5 credits*

Explores sports economics. Uses economic theory and reasoning to examine issues central to professional sports, such the determination of salaries and whether or not the public subsidy of stadiums can be justified. [I]

TSMUS 467**United States History: 1945 to the Present***5 credits*

Examines U.S. history from 1945 to the present. Examines the social, political and economic history of the nation. Focuses on the role of culture, social consciousness, political thought and the confluence of race, class and gender in shaping U.S. history. Focuses on new developments in American life. [I]

Independent Study Courses**TESC 496****Internship***1-10, max. 10 / Permission of instructor required*

Environmental Science internship in the public or private sector, supervised by a faculty member. Permission based on approval of proposal submitted in advance of the internship. *Offered for credit/no credit only.*

TESC 497**Senior Thesis***5 credits / Permission of instructor required*

A significant environmental science independent research project planned and carried out by the student under the direction of a faculty member on a significant scholarly topic selected by the student in consultation with faculty.

TESC 498**Directed Readings**

1-5 credits, max. 15 / Permission of instructor required

Individual advanced research projects with an environmental emphasis carried out under supervision of individual faculty member.

TESC 499**Undergraduate Research**

1-10 credits, max. 15 / Permission of instructor required

Individual advanced environmental science or studies research projects carried out under supervision of individual faculty member.

TIAS 494**Honors Thesis**

5 credits, max. 10

Research and writing of a thesis supervised by a full-time IAS faculty member on a significant scholarly topic for students admitted to the IS honors option.

TIAS 496**Internship**

1-5 credits, max. 10 / Permission of instructor required

Internship in the public or private sector, supervised by a faculty member. Permission based on approval of proposal submitted in advance of the internship. Offered for credit/no credit only.

TIAS 497**Senior Thesis**

5 credits / Permission of instructor required

A significant independent research project planned and carried out by the student under the direction of a faculty member on a significant scholarly topic selected by the student in consultation with faculty.

TIAS 498**Directed Readings**

1-5 credits, max. 15 / Permission of instructor required.

Individual advanced research projects carried out under supervision of individual faculty member.

TIAS 499**Undergraduate Research**

1-5 credits, max. 15 / Permission of instructor required.

Individual advanced research projects carried out under supervision of individual faculty member.

Faculty**Cheryl Greengrove****Interim Director and Associate Professor**

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

Luther Adams

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

Dolores Alcaide Ramirez

Assistant Professor, Interdisciplinary Arts and Sciences; Spanish, Ph.D., Purdue University, 2006.

Michael Allen

Professor, Interdisciplinary Arts and Sciences; American History and Folklore; Ph.D., University of Washington, 1985.

Katie Baird

Associate Professor, Interdisciplinary Arts and Sciences; Economics of Social Issues, Public Economics; Ph.D., University of Massachusetts, 2000.

John Banks

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

Anne Beaufort

Associate Professor, Interdisciplinary Arts and Sciences; Composition and Writing, Ph.D., Stanford University, 1995.

Bonnie Becker

Assistant Professor, Interdisciplinary Arts and Sciences; Marine Ecology, Ph.D., University of California, San Diego, 2005.

Nicole Blair

Lecturer, Interdisciplinary Arts and Sciences; Writing and British Literature; Ph.D., University of Tennessee, 1989.

James F. Brown

Professor Emeritus, Interdisciplinary Arts and Sciences; Philosophy; Ph.D., New York University, 1974.

Tyler Budge

Assistant Professor, Interdisciplinary Arts and Sciences; Three-Dimensional Art, Sculpture; M.F.A., Illinois State University, 2002.

Kima Cargill

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

Erica Cline

Assistant Professor, Interdisciplinary Arts and Sciences; Microbiology, Ph.D., University of Washington, 2004.

Robert Crawford

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

Katherine Siân Davies-Vollum

Associate Professor, Interdisciplinary Arts and Sciences; Geology; D. Phil., St. Peter's College, University of Oxford, 1994.

Linda Dawson

Lecturer, Interdisciplinary Arts and Sciences; Aeronautical and Astronautical Engineering; M.S., George Washington University, 1973.

Anthony D'Costa

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.

Steve DeTray

Senior Lecturer, Interdisciplinary Arts and Sciences; Political Science, Third World Development, Nonprofit Studies; Ph.D., University of Washington, 1995.

Joyce Dinglasan-Panlilio

Acting Assistant Professor, Interdisciplinary Arts and Sciences; Chemistry; Ph.D., University of Toronto, 2007.

Cynthia Duncan

Associate Professor, Interdisciplinary Arts and Sciences; Spanish, Portuguese and Latin American Literature; Ph.D., University of Illinois, 1983.

Michael Forman

Associate Professor, Interdisciplinary Arts and Sciences; Modern European Thought and Culture; Ph.D., Rutgers University, 1995.

Kelly Forrest

Assistant Professor, Interdisciplinary Arts and Sciences; Social Psychology, Ph.D., University of Washington, 1998.

James Gawel

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

Claudia Gorbman

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

Mary Hanneman

Associate Professor, Interdisciplinary Arts and Sciences; Asian History, Pacific Rim Studies; Ph.D., University of Washington, 1991.

Philip Heldrich

Associate Professor, Interdisciplinary Arts and Sciences; Writing, English Literature and Small Press Publishing; Ph.D., Oklahoma State University, 1997.

Michael Honey

Professor, Interdisciplinary Arts and Sciences; American History, Labor and Ethnic Studies; Ph.D., Northern Illinois University, 1988.

Peter Horak

Professor, Interdisciplinary Arts and Sciences; Mathematics; Ph.D., Comenius University, Slovakia, 1980.

Trista Huckleberry

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

Emily Ignacio

Associate Professor, Interdisciplinary Arts and Sciences; Sociology; Ph.D., University of Illinois at Urbana-Champaign, 1998.

Beth Kalikoff

Associate Vice Chancellor for Academic Affairs; Director of Core Curriculum; Associate Professor, Interdisciplinary Arts and Sciences; Composition Studies, Writing Pedagogy; Ph.D., Indiana University, 1983.

Michael Kalton

Professor, Interdisciplinary Arts and Sciences; Comparative Religion, East Asian Languages and Civilization; Ph.D., Harvard University, 1977.

Turan Kayaoglu

Assistant Professor, Interdisciplinary Arts and Sciences; International Politics; Ph.D., University of Washington, 2005.

Michael Kucher

Associate Professor, Interdisciplinary Arts and Sciences; History; Ph.D., University of Delaware, 2000.

William Kunz

Associate Professor, Interdisciplinary Arts and Sciences; Broadcast Communication; Ph.D., University of Oregon, 1998.

Ionna Mavrea

Lecturer, Interdisciplinary Arts and Sciences; Mathematics; M.S., University of Connecticut, 1999.

Rachel May

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

Nita McKinley

Associate Professor, Interdisciplinary Arts and Sciences; Developmental Psychology, Ph.D., University of Wisconsin-Madison, 1995.

Divya McMillin

Associate Professor, Interdisciplinary Arts and Sciences; Communications; Ph.D., Indiana University, 1998.

David Morris

Associate Professor, Interdisciplinary Arts and Sciences; American Literature; Ph.D., University of Washington, 1984.

Michele Nacy

Lecturer, Interdisciplinary Arts and Sciences; American History; Ph.D., Kansas State University, 1995.

Beverly Naidus

Associate Professor, Interdisciplinary Arts and Sciences; Two-Dimensional Art, Painting, Drawing and Digital Imaging; M.F.A., Nova Scotia College of Art & Design, 1978.

Amós Nascimento

Assistant Professor, Interdisciplinary Arts and Sciences; Philosophy, Dr.Phil., Universität Frankfurt, 2002.

Julie Nicoletta

Professor, Interdisciplinary Arts and Sciences; Art History, Public History; Ph.D., Yale University, 1993.

Samuel Parker

Associate Professor, Interdisciplinary Arts and Sciences; Anthropology, Art History, Asian Studies; Ph.D., University of Chicago, 1989.

Guido Preparata

Affiliate Associate Professor, Interdisciplinary Arts and Sciences; Political Economy and Economic History; Ph.D., University of Southern California, 1998.

Jennifer Quinn

Professor, Interdisciplinary Arts and Sciences; Mathematics; Ph.D., University of Wisconsin - Madison, 1993.

Deirdre Raynor

Associate Professor, Interdisciplinary Arts and Sciences; American Literature, African-American Literature; Ph.D., University of Washington, 1997.

Johann Reusch

Assistant Professor, Interdisciplinary Arts and Sciences; History of Arts and Culture, European History; Ph.D., University of California, Los Angeles, 1994.

Beth Rushing

Vice Chancellor and Professor, Interdisciplinary Arts and Sciences; Sociology; Ph.D., Duke University, 1988.

Peter Selkin

Lecturer, Interdisciplinary Arts and Sciences; Earth Sciences; Ph.D., Scripps Institution of Oceanography, University of California, San Diego, 2003.

Emmett Joseph Sharkey

Associate Professor, Interdisciplinary Arts and Sciences; Comparative Literature; Ph.D., University of California, Davis, 1998.

Riki E. Thompson

Acting Assistant Professor, Interdisciplinary Arts and Sciences; Composition and Rhetoric; Ph.D. candidate, University of Washington, 2007.

Carolyn West

Associate Professor, Interdisciplinary Arts and Sciences; Clinical Psychology; Ph.D., University of Missouri-St. Louis, 1994.

Charles Williams

Assistant Professor, Interdisciplinary Arts and Sciences; U.S. Politics, Ph.D., University of California, Berkeley, 2005.

BACHELOR OF SCIENCE

Nursing (R.N. to B.S.N.)

Philosophy of Undergraduate Education

The members of the Nursing faculty believe that the purpose of university-based undergraduate nursing education is to prepare professional nurses whose practice is informed by theory and research. The philosophy of the undergraduate curriculum is rooted in values of excellence, diversity, community, social justice, integrity and creativity. Preparation for the various roles in practice requires knowledge of the arts and sciences, together with content and processes foundational to the discipline. We are a community of learners and scholars—a community created in collaboration with students. The members of the faculty believe that their teaching styles need to take into account the diverse nature of how students learn. Ultimately, nursing education requires a commitment to community service, scholarly inquiry, interdisciplinarity and life-long learning.

Program Overview

Students in the B.S.N. program are registered nurses who have completed the initial phase of their education through an associate degree or diploma nursing program. As most students in the UW Tacoma Nursing program are employed in a variety of health-care settings, courses are scheduled to enable students to continue employment while enrolled in the program of study. A B.S.N. from UW Tacoma enhances the graduate's ability to contribute to his or her community's institutions and to the health of citizens of Washington state, particularly during this period of rapid change in health care.

The B.S.N. curriculum focuses on critical thinking, responses to health and human functioning, nursing intervention and person-environment interaction within a context of cultural diversity. The curriculum also includes all the essential elements of baccalaureate education for professional nursing practice as defined by the American Association of Colleges of Nursing (AACN). An interdisciplinary emphasis encourages an understanding of a broad range of ideas, knowledge and methods of study.

Accreditation

Affiliated with the University of Washington School of Nursing at the Seattle campus, UW Tacoma's Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Program Goals

Opportunities are provided to enable the learner to develop professionally and to meet the Nursing program goals, which are for graduates to:

- Communicate clearly and succinctly in speech and in writing.
- Promote effective communication between clients from various socio-cultural and linguistic backgrounds and representatives of the health care and social service systems.
- Demonstrate critical thinking, clinical decision-making and psychomotor skills necessary for safe and competent practice.
- Demonstrate cultural sensitivity as shown by thought processes and behavior.

OVERVIEW

The Nursing program focuses on the discovery and dissemination of knowledge that promotes health. The curriculum emphasizes and fosters the integration of teaching, inquiry and service within a community of learners. Partnerships with the community assist the program in providing learning environments in which learners build upon their skills and knowledge to strengthen their understanding of local, national and global health issues.

Phone: (253) 692-4470

Fax: (253) 692-4424

Office: Cherry Parkes 326

Campus box: 358421

Web site: www.tacoma.washington.edu/nursing

Director: Marjorie Dobratz

Administrator: Nan West

Adviser: Dannah Madden

- 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 UW Tacoma. This work will become a part of the student's record of accomplishment in the program.

Essential Behaviors for Admission, Continuation and Graduation

The following amplifies requirements found in the University of Washington Student Conduct Code. For admission, continuation and graduation in their programs, students need to abide by the following specifications for behaviors and abilities. In this document, "students" pertains to all UW Tacoma Nursing students.

Communication

Students must communicate effectively and sensitively with patients and their families as well as with other students, staff, faculty, professionals, agency personnel, community residents and others relevant to their areas of study. Expression of ideas and feelings must be clear and appropriate. Students must demonstrate a willingness and ability to give and receive feedback.

Cognitive

Students must be able to reason, analyze, integrate, synthesize and evaluate in the context of the nursing activities of their programs/areas of study.

Behavioral/Emotional

Students must possess the emotional health required for the full utilization of intellectual abilities, the exercise of sound judgment and the timely completion of

responsibilities in their programs/areas of study. Further, students must be able to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, other professionals and agency personnel under all circumstances including highly stressful situations. Students must have the emotional stability to function effectively under stress and adapt to environments that may change rapidly without warning and/or in unpredictable ways as relevant to their programs or areas of study. Students must be able to demonstrate empathy for the situations and circumstances of others and appropriately communicate that empathy. Students must acknowledge that values, attitudes, beliefs, emotions and experiences affect their perceptions and relationships with others. Students must be able and willing to examine and change behaviors when they interfere with productive individual or team relationships. Students must demonstrate effective and harmonious relationships with the diverse academic, professional and community environments relevant to their chosen programs of study.

Professional Conduct

Students must possess the ability to reason morally and practice nursing in an ethical manner. They must be willing to learn and abide by professional standards of practice as well as regulations for professional licensure. Students must demonstrate the attributes of compassion, integrity, honesty, responsibility and tolerance.

Motor and Sensory Skills

Students need to have sufficient motor function and sensory skills to be able to execute movements and make observations required in the domain of nursing care or nursing activity in their chosen programs/areas of study.

Reasonable Accommodation for Disabilities

The Nursing Program is committed to ensuring that otherwise qualified students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, education and employment for students with disabilities. The Nursing Program works closely with Disability Support Services (DSS) in this process. DSS is the contact point for students with permanent or temporary sensory, physical or psychological disabilities interested in requesting reasonable accommodations due to the effects of a disability.

Students who wish to request reasonable accommodations are encouraged to contact DSS to start the process for documenting their disability and determining eligibility for services prior to the start of the program. While this process can be started at any time, reasonable accommodations may not be

implemented retroactively so being timely in requesting your accommodations is very important. The University does have policies regarding the type of documentation required in order to diagnose different disabilities and a process for requesting accommodations. To learn more about the process for establishing services through this offices please contact: Disability Support Services at 253-692-4493 (V/TTY), 253-692-4602 (FAX), or dssuwt@u.washington.edu.

Students with disabilities are expected to perform all the essential functions of the program with or without reasonable accommodation. The Nursing Program will work with the student and the respective campus disability office to provide reasonable and appropriate accommodations. While the Nursing Program will make every effort to work with our students with disabilities to accommodate their disability-related needs, it is important to note we are not required to provide requested accommodations that would fundamentally alter the essential functions or technical standards of the program.

Admission Requirements

Applicants to the UW Tacoma B.S.N. program must meet the following requirements:

- Current unrestricted licensure as a registered nurse in the state of Washington
- One year of clinical practice (preferred, but not required)
- A cumulative GPA of at least 2.0 in all college coursework
- A minimum of 90 credits in prerequisite coursework to include:
 - 5 credits of chemistry (CHEM 100 or 101)
 - 10 credits of anatomy and physiology (can be met via examination)
 - 3 credits of microbiology (can be met via examination)
 - 5 credits of advanced math (can be petitioned)
 - 5 credits of statistics (can be taken at UW Tacoma).
 - 5 credits of English composition and 10 additional credits of writing-intensive coursework.
 - 15 credits of Social Science coursework. May be completed at UW Tacoma.
 - 15 credits of Visual, Literary and Performing Arts coursework.

- A minimum grade of 2.0 in each of the prerequisites shown above.
- Advanced placement amounting to 45 credits earned through successful completion of **R.N. licensure examination**.
- Meets essential behaviors for admission.

Provisional admission may be offered to students in the final year of an associate degree in Nursing program. Students with 50–90 transferable credits may be considered. Please contact an adviser for more information.

Application Process

The UW Tacoma B.S.N. program has an annual admission process. Applications that meet the priority closing date of Feb. 15 are assured a review for admission for the upcoming academic year. Subsequent reviews are completed on a space-available basis.

A completed application consists of the following materials:

- Application for undergraduate admission and application fee. For admission in a quarter other than Summer, consult with the B.S.N. adviser before mailing application.
- Two official transcripts reflecting all previous academic and nursing coursework. High school transcripts should be submitted if foreign language was completed in high school.
- Goal statement addressing reason for pursuing a B.S.N., expectations and outcomes desired for the educational experience, and future educational or professional goals.
- Three recommendations: one from a supervisor attesting to clinical abilities; one from a supervisor, trainer or instructor addressing ability to learn; and a third from a peer or community or other contact.
- Résumé outlining nursing experience and/or academic clinical experience.

After admission to the program, students are required to complete a health history, possess required immunizations, current CPR certification and unrestricted R.N. license. Students will be required to complete the UW HIPAA Compliance course. Students are responsible for their own transportation to and from practicum coursework and will be required to complete forms for the implementation of the Washington State Child Abuse and Adult Abuse Information Law (CAAL) related to Department of Health regulations. This includes completion

of the Conviction/Criminal History Form and criminal background check processed through the Washington State Patrol.

Provisional admission is offered to students who are completing eligibility requirements for licensure as an R.N. in the state of Washington.

Pre-major Admission

Admission for Nursing coursework is in Summer and Autumn quarters. 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

Students are required to maintain satisfactory progress in their pursuit of the B.S.N. degree, defined as achieving a minimum grade of 2.0 in all nursing, nursing-related and required courses. Students must also achieve a 2.0 grade in any repeated course and provide proof of valid R.N. licensure in the state of Washington before enrolling in any clinical course.

Full-Time vs. Part-Time

The B.S.N. program can be completed in four quarters as a full-time student (10 to 14 credits per quarter for four quarters) or on a part-time plan ranging from six to eight quarters (four to nine credits per quarter). Students who plan to work while attending UW Tacoma are encouraged to attend part-time or complete required electives and prerequisites before beginning required nursing coursework.

Scholarships

The Nursing Program offers undergraduate and graduate scholarships for current students or students transferring to UW Tacoma. The scholarships are awarded to students who demonstrate both financial need and outstanding academic achievement. Contact the Nursing Program office for more information at (253) 692-4470.

Graduation Requirements

To qualify for graduation with a Bachelor of Science in Nursing from the University of Washington Tacoma a student must:

- Satisfy all B.S.N. admission requirements.
- Complete all required Nursing courses.
- Complete 10 credits in upper-division electives at UW Tacoma.
- Complete a minimum of 180 credits distributed as follows:
 - 90 transfer credits
 - 45 advanced placement credits via R.N. licensure examination
 - 45 graded credits in residence at UW Tacoma:
 - 35 credits in required Nursing coursework (minimum 2.0 grade in each course)
 - 10 credits in required upper-division electives (minimum 2.0 grade in each course)
- Additional electives to meet a minimum of 180 credits (Nursing coursework at UW Tacoma used to satisfy this requirement must also be completed with a minimum grade of 2.0).

ADN-BSN-MN Study Option

The ADN-BSN-MN study option is an accelerated program plan for high-achieving associate degree and diploma-prepared nurses to earn their MN degree. Applicants must be graduates of a National League for Nursing accredited program. ADN-BSN-MN students substitute two undergraduate nursing courses with MN courses. The six credits of master's level course work are counted as part of the 180 required undergraduate credits.

A program of study is planned that meets UW Tacoma BSN and MN graduation requirements. The BSN is awarded upon completion of the baccalaureate program. Once a baccalaureate degree is earned and the student is accepted into the UW Graduate School, the student then completes a 39-credit graduate program, rather than the standard 45-credit program.

To be considered for the accelerated ADN-BSN-MN study option, the student must have a:

- Cumulative GPA of 3.5 for all transfer college courses.
- GPA of 3.0 or higher for all nursing courses completed since UW Tacoma admission.

- Course grade of 3.5 or higher in T NURS 350, Critical Analysis and Writing to Improve Decision Making.

Full-time BSN students must indicate interest and begin the application process in the ADN-BSN-MN study option by the end of the first quarter of study. Notification of admission status for this accelerated program will be completed prior to Autumn Quarter.

Part-time BSN students must indicate interest and complete the application process in the ADN-BSN-MN study option by the end of Autumn Quarter in their first year. Notification of admission status for this accelerated program will be completed prior to Winter Quarter.

Application Process

Students must first be accepted into the UW Tacoma BSN program before applying for the ADN-BSN-MN study option. The application process is as follows:

- **Make an appointment with the BSN adviser.** Call (253) 692-4470 to schedule an appointment.
 - Full-time students must meet with the adviser by the end of Summer Quarter.
 - Part-time students must meet with the adviser by the end of Autumn Quarter year one.
- **Goal Statement.** The statement should be relative to the objectives of the MN program. This should include how the ADN-BSN-MN study option will assist you in meeting your professional goals. This should be a maximum of three pages.
- **UW Tacoma MN Application.** Complete the application for admission to the UW Tacoma Master of Nursing program.
- **References.** Two additional references are required for this program. One must be an academic reference and one from a clinical nursing supervisor. MN Request for Recommendation forms can be downloaded from this Web site: www.tacoma.washington.edu/nursing/prospective_students/mn/mn_recommendation.pdf.
- **Résumé or CV.** The résumé should describe all work experience, including professional, volunteer and community activities, identify dates and positions and provide a brief description of responsibilities.
- **Criminal History Information and Authorization Form.** The Nursing program requires all students to complete a Washington State Patrol form and Criminal History Information sheet authorizing background checks before being considered for admission.

- **Graduate School Application.** Complete the online application for admission to the UW Graduate School. The application is found at <https://www.grad.washington.edu/ApplyforAdmiss/>.

- Full-time students must complete this application by the end of Winter Quarter.
- Part-time students must complete this application by the end of Winter Quarter in the second year of study.

Acceptance into the ADN-BSN-MN study option does not connote or imply automatic acceptance into the UW Graduate School. The student must meet the criteria for acceptance. Requirements are found at www.tacoma.washington.edu/nursing/prospective_students/mn/admission.cfm.

Course Descriptions

See the Nursing Web page for the most current course information at www.tacoma.washington.edu/nursing.

Required Courses

T NURS 340 Clinical Nursing Phenomena

3 credits
Examines selected clinical phenomena from the perspective of physiologic, patho-physiologic, 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.

T NURS 350 Critical Analysis and Writing to Improve Decision Making

3 credits
Focuses on critical thinking and writing relevant to learning and practice in nursing. Includes self-assessment, collaborative learning, problem solving approaches, and clinical decision making. Applies critical analysis to health-related issues.

T NURS 402 Families in Society

3 credits
Review of family with emphasis on the nature and analysis of families in society, including their development and transitions across the life-span. Examines families within the context of concepts such as social support, loss and grief, violence and chronic illness. Focuses on diversity in families, family assessment and family strengths. [I]

T NURS 403 Introduction to Research in Nursing

3 credits / Prerequisite: T NURS 350 and introductory statistics course
Describes the systematic steps of the research process. Introduces approaches, frameworks, and concepts used in investigating nursing problems. Emphasizes integration of research findings to establish evidence-based nursing practice. [Q]

T NURS 407 Diversity: Issues of Exclusion and Inclusion

3 credits
Examines the ways that difference is defined, used and experienced in society. Analyzes the intersections of multiple forms of oppression. Attention given to the ideological and institutional manifestations of oppression in U.S. society. Diversity taught as a social context for nursing practice. [I] [V]

T NURS 410 Ethical Issues in Clinical Practice

3 credits
Identifies ethical issues relevant to the profession of nursing. Uses multiple ethical perspectives to identify, describe, and analyze selected ethical dilemmas relevant to professional practice, the delivery of health care, and the health of individuals and populations. [I]

T NURS 412 Nursing and Health Care Systems

3 credits
Introduction to analyzing current health care systems and their effectiveness in achieving desired health outcomes for selected client populations. Emphasizes leadership behaviors and the role of nurses as advocates for system change.

T NURS 414 Health, Communities, and Populations I

5 credits / Prerequisites: T NURS 350, T NURS 403
Emphasizes working in partnership to facilitate health of individuals, families, groups, communities, and populations. Examines concepts and strategies used to promote health in the context of social, cultural, political, and economic factors. Applies concepts and strategies through group work and field experience in community setting. [I]

T NURS 415 Health, Communities, and Populations II

4 credits / Prerequisite: T NURS 414
Examines concepts and strategies used to plan, implement, and evaluate interventions and promote change in public policy. Emphasizes collaborative work in and with communities. Applies concepts and strategies through group work and field experience in community setting. [I]

T NURS 430**Interpersonal Relationships in Nursing***3 credits / Prerequisite: T NURS 350*

Addresses communication skills, patterns and practices. Examines nonverbal and verbal modes of communication. Explores a variety of communication domains: cultural, personal, professional, group interaction and conflict. Emphasizes application of conceptual models in interpersonal processes. [I]

T NURS 450**Initial Connected Learning***1 credit*

Assists students with transition into their role as a BSN student and with the development of portfolios. Emphasis on problem solving for purposes of synthesizing, integrating, and deepening understanding about material students are learning in current courses. Opportunity to address mechanics of upper-division academic standards.

T NURS 451**Final Connected Learning***1 credit*

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

T NURS 499**Undergraduate Research***1-5 credits, max. 12*

Supervised individual research on a specific nursing problem.

Health-Related Courses**T HLTH 305****Statistics: Learning from Data***5 credits / Prerequisite: Intermediate algebra or permission of instructor*

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. [Q]

T HLTH 310**Health, Illness, and Society***5 credits*

Covers complex societal factors influencing health both locally and globally, utilizing perspectives from diverse disciplines. Analyzes topics such as the social construction of health and illness, the meaning of health and illness in cultural context, the social determinants of health, and issues in health care delivery and access. [I]

T HLTH 410**Environmental Equity***5 credits*

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

T HLTH 415**Representations of Health Policy and Ethics in Film***5 credits*

Examines contemporary conflicts about health and health care using films. Films used as a means of displaying and exploring the competing images of bodies, policies, workers, and institutions used to frame and personify these debates. Films supplemented by readings in film analysis, literature, narrative ethics, and health policy. [V]

T HLTH 420**Holistic Health***5 credits*

Examines the economic, social and cultural conditions that support the growth of holistic nursing. Discusses relevant research and practice issues of selected methods of complementary/alternative healing.

T HLTH 425**Violence in Intimate Partner Relationships***5 credits*

Examines partner violence as a cumulative interactive experience that must be framed within historical and social contexts. Emphasizes current literature on conceptualizing gendered violence, theoretical perspectives of abuse in intimate relationships. [I]

T HLTH 430**Adolescent Health in Context***5 credits*

Provides an overview of adolescent health in the United States and examines current issues in adolescent health research. Addresses a matrix of adolescent health contexts such as historical constructions of adolescence, politics, race/ethnicity, class, gender, culture, sexuality, school, neighborhood, family and peer groups. [I]

T HLTH 435**Women's Health, Women's Lives***5 credits*

Examines sociocultural, economic, and political influences on women and their health. Discusses issues relevant to women and health across the life span from an historic, contemporary, and futuristic perspective. Focuses on social roles central to women's lives, transitions, identity and gender inequities and their impact on women's health. [I]

T HLTH 440**Business of Health Care***5 credits*

Explores the forces driving the changes in the evolving U.S. health care system to include resource allocation and cost-containment strategies. Emphasizes the examination of key economic concepts, e.g., outputs, supply, demand, and markets as they relate to the health care industry.

T HLTH 470**Challenges and Controversies in U.S. Health Care***5 credits*

Explores public and private forums in which health policy is formulated and within which the politics of health care operate. Discusses legislative and political mechanisms through active participation in the legislative process. [I]

T HLTH 472**Human Health and the Environment***5 credits*

Examines the literature on environmental factors that influence human health and survival. Physical, social, cultural, economic and political factors in the environment will be examined. Examines environmental factors at home (lead, radon), in work settings (occupational health and safety), in the community (pesticides, electromagnetic fields), and in the global context (decreased ozone depletion, global warming). One field trip. [I]

T HLTH 480**Death and American Society***5 credits*

Examines the social, cultural and psychological aspects of death, loss and grief. Presents a multi-disciplinary approach to death in American society, integrating theory and research with clinical data and personal experiences. Topics include cultural rituals around death, loss and grief, dying as a personal experience and ethical issues around death. [I] [V]

T HLTH 485**Critical Issues in Global Health***5 credits*

Reviews and analyzes current issues and trends in global health and the influence of economic, political and social factors on health and living conditions in countries across the globe. Considers transnational factors that shape risks to health and the structural conditions that determine a nation's vulnerability in a globalized economy. [I]

ABOUT FULFILLING ADMISSION REQUIREMENTS

Some students are admitted to UW Tacoma before they have completed all of their admission requirements. Students may fulfill missing requirements in the Areas of Knowledge and Quantitative/Symbolic Reasoning through courses offered at UW Tacoma. Courses that fulfill these requirements are indicated with bold letters at the end of the course description: [V] Visual, Literary and Performing Arts (Fine Arts and Humanities); [I] Individuals and Societies (Social Sciences); [N] The Natural World (Natural Sciences); [Q] Quantitative/Symbolic Reasoning; and [W] Writing.

T HLTH 499**Undergraduate Research**

1-5 credits, max. 12

Supervised individual research on a specific nursing problem.

Faculty**Marjorie Dobratz**

Director and Professor

Nursing

R.N.; D.N.Sc., University of San Diego, 1990.

Kathleen Shannon Dorcy

Senior Lecturer, Nursing; R.N.; M.N.,

University of Washington, 1991.

Denise Drevdahl

Associate Professor, Nursing; R.N.; Ph.D.,

University of Washington, 1996.

Sharon Gavin Fought

Associate Professor, Nursing; R.N.; Ph.D.,

University of Texas, 1983.

Kären Landenburger

Professor, Nursing; R.N.; Ph.D., University of

Washington, 1987.

June S. Lowenberg

Professor, Nursing; R.N.; Ph.D., University of

California San Diego, 1985.

Sondra Perdue

Senior Lecturer, Nursing; Dr.P.H., University

of California, Los Angeles, 1985.

Janet Primomo

Associate Professor, Nursing; R.N.; Ph.D.,

University of Washington, 1989.

Ruth Rea

Associate Professor, Nursing; R.N.C.; Ph.D.,

University of Texas at Austin, 1987.

Christine Stevens

Assistant Professor, Nursing; R.N.; M.P.H.;

Ph.D., University of Washington, 2004.

Cathy Tashiro

Associate Professor, Nursing; R.N.; Ph.D.,

University of California San Francisco, 1998.

BACHELOR OF ARTS

Social Welfare

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

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

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

Graduates with a degree in Social Welfare are prepared to accept professional social work positions in a variety of settings. Typical positions for social welfare graduates are those that serve children, families, older persons, individuals with developmental disabilities, persons with severe and persistent mental illness, individuals who abuse alcohol and drugs, and those who are in the criminal justice system, health and long-term care agencies, and public social services. In providing these services in agencies and organizations, graduates

are engaged in a wide range of roles, including as caseworkers, family advocates and social services employees at community agencies, mental health centers and chemical dependency settings.

Accreditation

The Social Work Program at the University of Washington Tacoma is accredited by the Council on Social Work Education (CSWE) as a BASW program option of the University of Washington School of Social Work in Seattle.

Admission Requirements

The UW Tacoma Social Welfare program admits a cohort of students in Autumn Quarter only. Core classes must be taken in sequence. Prior to application students must complete all admission requirements for UW Tacoma and the Social Welfare program (or students must have a plan in place to complete required courses prior to entry).

To be considered for admission a student must meet the following minimum qualifications:

- Completion of General University Requirements (see page 23)

- A cumulative GPA of at least 2.0 in all college coursework.
- A GPA of at least a 2.0 or C grade or higher in each Social Welfare prerequisite course:
 - Introductory or survey course in psychology
 - Introductory or survey course in sociology
 - Introductory, survey, micro or macro course in economics
 - One approved course in human biology. Contact the Social Work program office for a list of approved courses. Human biology must have been successfully completed within the last 10 years.
 - 5 credits of introductory statistics taken within the last five years, must be completed before entering the senior year (may be completed at UW Tacoma)
- A minimum of 75 college-level credits

OVERVIEW

Developed in collaboration with and under the auspices of the University of Washington School of Social Work, the 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.

Phone: (253) 692-5820

Fax: (253) 692-5825

Office: WCG 203

Campus box: 358425

Web site: www.tacoma.washington.edu/social

E-mail: tsocial@u.washington.edu

Interim Director: Tom Diehm

Administrator: Terri Simonsen

Adviser: Deana Holmes

How to Apply

The UW Tacoma Social Welfare program has an annual admission process. Applications submitted by the priority closing date 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

Current UW Tacoma students must complete a “Declare/Change of Major” form. Transfer students must submit the Application for Transfer Admission and pay the \$50 application fee.

All applicants must complete the Social Welfare Program Application.

Transcripts

Transfer students must submit official transcripts reflecting all previous academic coursework. High school transcripts should be submitted if foreign language was completed in high school.

Admissions Essay

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

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

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

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

- Your duties as a social service provider
- What you learned from the experience
- How the experience has influenced your career goals
- Any involvement with disadvantaged populations
- Any involvement with social issues

The admissions essay is a critical element in the review of each applicant's

qualifications. Applicants are urged to carefully follow the instructions provided regarding the essay and to be as thorough as possible within the essay length limits.

Résumé

Please provide a résumé of experience that includes the following:

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

Background Check Forms

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

Curriculum Objectives

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

- Apply entry-level social work practice skills to individuals, families, groups, communities, tribes and organizations.
- Demonstrate an ethical and just professional use of self and the ability to use supervision and consultation.
- Practice effectively within agencies and delivery systems and identify, plan and pursue needed agency and system changes aimed at promoting social and economic justice.
- Demonstrate knowledge of and commitment to social work values and ethics through effective social work practice.
- Demonstrate understanding of and appreciation for differences based on gender, ethnicity, race, religious creed, sexual orientation, class and physical and developmental disabilities.
- Identify the ways in which oppression, colonization, privilege, discrimination and social and economic disadvantage contributed to complex human welfare problems.
- Understand the strengths and empowerment perspectives in practice, policy and research in order to promote social and economic justice.
- Understand and describe the comparative history of social welfare

and social work systems in the United States as well as the emergence of social work as a profession.

- Understand the growing prevalence of economic inequality, the distribution of poverty and societal remedies to resolve these problems.
- Analyze the impact of social policies on people (both clients and workers), agencies, communities, service systems and nations, including American Indian and Alaska Tribal nations.
- Understand and critically apply theoretical frameworks to understand individual development and behavior across the lifespan and the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, tribes and communities).
- Demonstrate knowledge and skills in social work research methods used to develop and evaluate interventions and social service delivery systems.
- Understand, use and promote evidence-based methods in generalist social work practice.
- Use effective oral and written communication skills with a variety of client populations, colleagues and members of the community.

Course of Study

The required core curriculum must be taken in sequence over a two-year period. The Social Welfare curriculum consists of a 67-credit program comprised of these major areas:

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

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

Model Program of Study

To help prospective students understand the sequencing of the Social Welfare curriculum, the Model Program of Study (above) shows a typical progression for the degree. Please note, students with admission requirements or Social Welfare prerequisite deficiencies must meet with the program adviser regarding completion and scheduling of deficiencies. Also, students who have not completed at least 20 credits of Visual, Literary or Performing Arts (VLPA) or 20 credits of Natural World (NW) distribution within their lower-division coursework must meet with the program adviser regarding selection of appropriate courses within an elective category to complete requirements.

Social Welfare core courses (TSOCWF) must be taken in sequence as noted. Matriculated students may take Social Welfare electives and general electives at any time.

Social Welfare Practicum

In addition to classroom instruction, students are required to complete 480 hours of practicum experience in an outside agency or organization under the supervision of a qualified social worker. In the practicum settings, students gain experience in such roles as advocate, case manager, change agent, group leader and organizer. They may assist a chemically-dependent person in changing destructive behavior patterns; help a battered woman find a safe, stable environment; support a person with mental illness in living independently in his or her community; marshal resources to enable a person with a physical disability to enter mainstream society; foster or find a safe environment for an abused child; advocate for housing for homeless people; or help a community organize itself to prevent neighborhood problems.

Academic Standards

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

- **Maintain a 2.5 cumulative GPA in required Social Welfare courses and a 2.0 cumulative UW Tacoma GPA.** A student whose Social Welfare cumulative GPA falls below 2.5 in any quarter will be placed on academic probation. Once on academic probation, the student must contract with the Social Work program director to formulate an action plan for improving his or her GPA and attain at least a 2.75 GPA for each succeeding quarter until the Social Welfare GPA is raised to a 2.5. Students who continue on probation will be reviewed by the director and may be suspended from the program for low scholarship.

MODEL PROGRAM OF STUDY

YEAR 1

Autumn

TSOCWF 300	Social Welfare: Historical Approaches (3)
TSOCWF 310	Social Welfare Practice I (3)
TSOCWF 402	Human Behavior and Social Environment I (3) Elective* (5)

Winter

TSOCWF 311	Social Welfare Practice II (3)
TSOCWF 320	Social Welfare: Contemporary Approaches (3)
TSOCWF 403	Human Behavior and Social Environment II (3) SW elective from approved list* (5)

Spring

TSOCWF 312	Social Welfare Practice III (3)
TSOCWF 404	Cultural Diversity and Social Justice (5) SW elective from approved list* (5)

Summer

Electives* (10)

YEAR 2

Autumn

TSOCWF 390	Introduction to Social Welfare Research (5)
TSOCWF 405	Practicum Seminar (3)
TSOCWF 415	Practicum (4)

Winter

TSOCWF 405	Practicum Seminar (3)
TSOCWF 415	Practicum (4) SW elective from approved list* (5)

Spring

TSOCWF 405	Practicum Seminar (3)
TSOCWF 415	Practicum (4) Electives* (8)

Sample based on 90 credits.

*Required social welfare electives from approved list and other general electives may be taken at times other than those designated above, schedule permitting.

Note: Statistics is a required course for the BASW program; if the course has not been completed with a 2.0 or C grade or better within the last five years, students must take it prior to TSOCWF 390.

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

Required Social Welfare courses are TSOCWF 300, 310, 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 TSOCWF required courses. To begin the practicum (TSOCWF 415), the student's TSOCWF 311 instructor must recommend that the student is ready for placement.
- **Maintain continuous enrollment.** A student who begins the program and then withdraws from the University for more than one quarter (excluding Summer Quarter) will have to re-apply to the program to be re-admitted. If re-admitted, the student must meet with the program director to prepare a revised program of study. The director will determine which courses may or may not be applicable to the current curriculum and which courses must be completed for the degree.

Graduation Requirements

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

- Be a matriculated Social Welfare student in good academic standing with the University of Washington Tacoma.
- Satisfy all prerequisite and admission requirements for entrance into the Social Welfare program.
- Complete a recent introductory statistics course with a minimum grade of 2.0. Please see a program adviser for details.
- Complete a minimum of 180 credits. At least 45 of the last 60 credits of upper-division work must be taken in residence at UW Tacoma.
- Maintain a minimum cumulative GPA of 2.5 in all required Social Welfare coursework.
- Earn a minimum grade of 2.0 in each required departmental course.
- Have a minimum 2.0 GPA for all UW Tacoma coursework at graduation.
- Complete 52 credits of core courses in Social Welfare to include:
 - TSOCWF 300 Social Welfare: Historical Approaches
 - TSOCWF 310 Social Welfare Practice I
 - TSOCWF 311 Social Welfare Practice II
 - TSOCWF 312 Social Welfare Practice III
 - TSOCWF 320 Social Welfare: Contemporary Approaches
 - TSOCWF 390 Introduction to Social Welfare Research
 - TSOCWF 402 Human Behavior and the Social Environment I
 - TSOCWF 403 Human Behavior and the Social Environment II
 - TSOCWF 404 Cultural Diversity and Justice
 - TSOCWF 405 Practicum Seminar
 - TSOCWF 415 Practicum
- Complete 15 credits of approved Social Welfare electives.
- Apply for graduation with a program adviser by the deadline posted by the Social Work program for the expected date of graduation.

Course Descriptions

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

TSOCWF 300 **Social Welfare: Historical Approaches** 3 credits

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

TSOCWF 310 **Social Welfare Practice I** 3 credits

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

TSOCWF 311 **Social Welfare Practice II** 3 credits / Prerequisite: TSOCWF 310

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

TSOCWF 312 **Social Welfare Practice III** 3 credits / Prerequisite: TSOCWF 311

Focus on macro systems in a diverse society using the generalist perspective. The implications of system resources and configurations for meeting human needs are considered. The role and function of generalist social workers to understand and advocate for system development and change is emphasized. *Required for all Social Welfare majors.*

TSOCWF 320 **Social Welfare: Contemporary Approaches** 3 credits

Current policy and program developments in the social welfare field. Topics include income maintenance proposals, the emergence of programs to treat specific social dysfunctions (e.g., mental health services) and the growth of a service-oriented society. *Required for all Social Welfare majors. Open to non-majors. [I]*

TSOCWF 350 **Biopsychosocial Human Services** 3 credits

Examination of human life at the cellular level contextualized through the social environment. Emphasis upon cells, systems and individual development and functioning. Coverage of relevant theoretical frameworks commonly used in biological sciences, human services and social work will be used to address biological issues with clients in social and community contexts. *Open to non-majors. [N/I/W]*

TSOCWF 351 **Applied Statistics for Social and Human Services** 5 credits

Application of statistical methods for use in social and human services. Examines purpose and use of social statistics to include analyzing the relationships between variables as a tool for conducting research; central tendencies and dispersion; probability; descriptive statistics; statistical inference and hypothesis testing; and bivariate analysis. *Open to non-majors. [N/Q]*

TSOCWF 352 **Women in the Criminal Justice System** 5 credits

Explores the history, societal impact and future of women within the U.S. criminal justice system. Focuses on factors which contribute to female incarceration including poverty, physical and sexual victimization, chemical dependency and major mental illness. Gender-responsive strategies designed for advocacy and empowerment address major economic and social justice issues. *Open to non-majors.*

TSOCWF 353 **Mental Illness and Recovery** 5 credits / Recommended: introductory psychology

Provides an overview of persistent and disabling mental illness among adults. Combines classroom and experimental learning. Students learn directly from service providers and consumers the challenges of living with serious mental illness and within health and social welfare system constraints. [I]

TSOCWF 354 **Sexual Orientation and Gender Identity** 5 credits

This course focuses on legal and sociopolitical topics related to sexual orientation and gender identity using social justice and empowerment perspectives. The framing of such topics at the local, national and global level is emphasized, as is the intersectionality of sexual and gender identity with other aspects of human diversity. *Open to non-majors. [I]*

TSOCWF 390
Introduction to Social Welfare Research
5 credits / Prerequisite: Completion of an introductory statistics course with a 2.0 (C) grade or higher

Introduction to the logic of the scientific method as applied to social work/welfare practice, design and conduct of a research study, data collection and summarization. Skill development in critical consumption of social welfare research. Required for all Social Welfare majors.

TSOCWF 402
Human Behavior and the Social Environment I
3 credits

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

TSOCWF 403
Human Behavior and the Social Environment II
3 credits / Prerequisite: TSOCWF 402

Focuses on person-in-the-environment for individuals and family development across the lifespan. Utilizes developmental and social systems perspectives in seeking to understand and influence human behavior across diverse backgrounds. Required for Social Welfare majors. [I]

TSOCWF 404
Cultural Diversity and Justice
5 credits

History and culture of disadvantaged and oppressed groups served in social welfare generalist practitioners. Required for all Social Welfare majors. Open to non-majors. [I]

TSOCWF 405
Practicum Seminar
3 credits; max. 9 credits / Prerequisite: TSOCWF 312

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

TSOCWF 409
Readings in Social Welfare
1-5 credits; max. 15

Student-oriented, individually contracted projects on topics of interest in social welfare not covered by other Social Welfare offerings. Open only to Social Welfare majors.

TSOCWF 415
Practicum
4 credits; max. 12 credits / Prerequisite: TSOCWF 312

Students are placed in selected social service agencies and accept beginning social service assignments under the supervision of competent agency personnel. Required for all Social Welfare majors. Open only to Social Welfare seniors. Credit/no credit only.

TSOCWF 420
Interpersonal Violence and Society
5 credits

Explores interpersonal violence from both sociological and psychological frameworks. Understanding of the nature, dynamics and effects of interpersonal violence and the threads that connect personal and community violence. Will evaluate how best to prevent and decrease the amount of violence in society. Open to non-majors. [I]

TSOCWF 421
Cross-Cultural Grieving
5 credits

Examines spiritual, psychosocial, physical, and behavioral impacts of major loss on persons, families, and communities as it occurs in diverse North American ethnic and cultural communities. Exploration of death, dying, major family separations, divorce and refugee/immigration changes as it relates to grief, loss and mourning. Open to non-majors. [I]

TSOCWF 422
Aging in American Society
5 credits

Covers physical and psychological processes of aging. Social aspects of aging related to family roles, cultural and social support and use of health and social services will be included. Home- and community-based services and how those services may need to change in the 21st century will be reviewed. Open to non-majors. [I]

TSOCWF 423
Risk and Ethics in Human Enterprises
5 credits

Values, ethics, risk management and the law are explored in depth as they relate to the provision of human services programs, and other professional disciplines. Topics include: conflict of interest, duty of care, duty to warn, privacy and confidentiality, risk analysis, and ethical decision making. [I]

TSOCWF 424
Information Technology and Human Service Practice
5 credits

In-depth exploration of the impact of information technology on human service agencies and their consumers. Topics include: changing human service practice, human service Web sites, online therapy and self-help information, and technology-based social problems. Involves experiential learning. [I]

TSOCWF 450
International Comparisons of Current Issues
12 credits

Provides an international comparison of social policy and social service delivery systems. In addition to a three-week intensive field component, students will complete relevant readings and conduct an independent research project on a relevant topic negotiated with the instructor. Open to non-majors. [I]

TSOCWF 490
Research in Social Welfare
1-3 credits, max. 10 credits

Individual work with faculty member to assist with current research projects. Training and supervision in some or all of the following research tasks: literature review, data analysis, record-keeping, interviewing, report writing, data entry and coding, data collection, and other tasks commonly found in research problems in social welfare.

Faculty

Thomas M. Diehm
Interim Director

Social Work; Field Education, Community Mental Health, HIV/AIDS, Gay Men's Issues; Ph.D., Portland State University, 2004.

Erin A. Casey
Assistant Professor, Social Work; Domestic Violence; Ph.D., University of Washington, 2006.

Carol J. Donaldson
Teaching Associate, Social Work; Child Welfare Training and Advancement Program Practicum Instructor; Child Welfare; M.S.W., University of Washington, 1999.

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

ABOUT FULFILLING ADMISSION REQUIREMENTS

Some students are admitted to UW Tacoma before they have completed all of their admission requirements. Students may fulfill missing requirements in the Areas of Knowledge and Quantitative/Symbolic Reasoning through courses offered at UW Tacoma. Courses that fulfill these requirements are indicated with bold letters at the end of the course description: [V] Visual, Literary and Performing Arts (Fine Arts and Humanities); [I] Individuals and Societies (Social Sciences); [N] The Natural World (Natural Sciences); [Q] Quantitative/Symbolic Reasoning; and [W] Writing.

Jerry Finn

Professor, Social Work; Information Technology and Social Work, Domestic Violence, Mental Health, Program Evaluation; Ph.D., University of Wisconsin - Madison, 1980.

Michelle D. Garner

Assistant Professor, Social Work; Spirituality and Social Work; Ph.D., University of Washington, 2007.

Marian S. Harris

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

Teresa Holt

Lecturer, Social Work; Children, Youth and Families, Diversity, Field Education; M.S.W., University of Washington Tacoma, 2001.

Theodore E. Johnstone

Lecturer, Social Work; Community Organization and Group Work; M.S.W., University of Washington, 1972.

Janice H. Laakso

Associate 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

Professor, Social Work; Feminist Social Work Practice, Education and Administration, Human Diversities, Qualitative Research; Ph.D., University of Denver, 1990.

Patricia Spakes

Chancellor; Professor, Social Work; Family Theory, Research and Policy; Ph.D., University of Wisconsin - Madison, 1979.

BACHELOR OF ARTS

Urban Studies

Overview

The course of study explores both the theoretical nature of societies and the practical application of becoming actively involved in the process of change or improvement. Course topics include society and culture, housing, urbanization, environment, planning, race and poverty, and economic development and sustainability. All of these can be enhanced by field experience, internships, study-abroad programs and community service or research projects. A strong research component is required so the application of theory may be tested in a real-world situation. This prepares strong graduates to enter the workforce or continue their education with graduate or professional study in fields ranging from planning and design to law, public administration, public policy and education.

Students who complete the program may qualify for a wide variety of jobs in the public and private sectors including housing, community development, planning, transportation, government or human services.

An academic minor or certificate can complement the major so as to broaden students' understanding of topics including nonprofit management, environmental studies, public history, education, human

rights, restoration ecology, computing and software systems and geographic information systems (GIS).

Students are encouraged to participate in Urban Studies foreign study tours, exchange programs or to have an international focus/perspective in their coursework.

Educational Emphasis

Urban Studies has built its curriculum around four program 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
- Guide students to effectively analyze the social and cultural worlds that constitute urban environments

Overall objectives of the program:

- Provide an understanding of the form and function of cities
- Instill an awareness of problems and issues confronting metropolitan areas
- Provide an interdisciplinary curriculum that allows students to understand the complex interrelationships that make up the urban environment and permits them to approach problems from a variety of perspectives
- Equip students with the analytical skills needed to undertake research in an urban milieu

Learning outcomes:

- Approach urban issues from an interdisciplinary perspective
- Apply analytic and quantitative skills to assess and develop strategies to analyze and resolve urban issues
- Compare and contrast approaches used in designing and undertaking research in urban studies
- Demonstrate effective written and oral communication skills
- Demonstrate appreciation for the diverse nature of urban populations and the social justice issues many of these populations face

OVERVIEW

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 social, economic, historical, environmental and political processes and issues affecting urban areas.

Phone: (253) 692-5880

Fax: (253) 692-4800

Office: WCG 223

Campus box: 358437

Web site: www.tacoma.washington.edu/urban_studies

Director: Brian Coffey

Administrator/Adviser: Kim Davenport

Minor

A minor in Urban Studies is available to undergraduate students in other degree programs. Please see the “Minors and Certificates section beginning on page 107.

Admission Requirements

All students who have completed the admission requirements with a cumulative GPA of 2.0 and at least 40 college-level credits will be considered for admission.

Educational Qualifications

- A cumulative grade-point average (GPA) of 2.0 in all college coursework. Applicants with a completed application and a minimum GPA of 2.50 will be given priority consideration for admission.
- Fulfillment of General University Requirements (see page 23).
- 5 credits of English composition.
- Completion of mathematics through intermediate algebra.
- Completion of a minimum of 40 transferable college-level credits.

How to Apply

A completed application consists of the following materials:

Application

Application for undergraduate admission and application fee.

Personal Goal Statement

A one- to two-page personal statement is required with the undergraduate application. The personal statement should address the student’s motivation for pursuing an Urban Studies degree, address how the degree can blend the student’s educational and career goals, list involvement in community-based activities and personal/professional accomplishments, describe personal strengths and experiences that support the student’s interest and commitment for the degree. This is also where the student should address any weaknesses on transcripts or explain adversity experienced that affected previous academic performance.

The statement must include the student’s name, address, telephone number and e-mail address. It should also indicate the desired quarter of admission. The personal statement is an important part of the application and will be used to assess the student’s qualifications and fit with the program.

Transcripts

Two official transcripts must be submitted from each college and university attended, even if no credit was earned. Failure to submit a complete set of transcripts may result in denial of admission or dismissal from the University. If you took a foreign language or intermediate algebra in high school and are using that to fulfill the foreign language or mathematics requirement, you must submit one official high school transcript as well.

Application for admission will not be considered until a completed application, transcripts and personal goal statement have been received.

Selection Criteria

Urban Studies candidates are evaluated on the following criteria:

- Completion of all Urban Studies admission requirements
- Personal goal statement
- Previous academic performance

Course of Study

The Urban Studies program admits students every quarter except summer. The curriculum consists of 58 to 61 credits of required coursework:

- Core courses (33-36 credits)
- Core electives (25 credits)

In addition to the core areas, students will be required to complete 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.

Core

Urban Studies students begin their course of study with 33 to 36 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 techniques and field courses.

- TURB 301 The Urban Condition (5)
- TURB 316 Cities and Citizenship (5)
- TURB 220 Introduction to Urban Planning (5)
- TURB 430 Pacific Rim Cities (5) or TURB 460 Urban Issues in the Developing World (5)
- TURB 492 Urban Studies Capstone Seminar (5)

■ One of the following techniques courses:

TURB 350 Intro. to Urban Research (5)
TGIS 311 Maps and GIS (6)

■ One of the following field courses:

GEOG 490 Field Research: The Seattle Region
TURB 315 Homes, Housing and Homelessness (3)
TURB 415 Urban Government and Organizations (5)
TURB 479 Planning and Development in the Puget Sound Region (3)

Core Electives

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

TCSIG 445 The Metropolis (5)
TCSIIN 438 Urbanization and the Environment (5)
TCSIUS 431 Community Organizations and the Nonprofit Sector (5)
TCSIUS 445 History of Tacoma (5)
TGIS 311 Maps and GIS (6)
T HLTH 410 Environmental Equity (3)
TMGMT 348 Leading the Nonprofit Organization in the 21st Century (5)
TSMUS 417 Urban Problems and Policies (5)
TSOCW 501 Social Policy and Economic Security (3)
TURB 494 Urban Studies Research (1-15, max. 15)
TURB 496 Urban Studies Community Service Project (3-15, max. 15)
TURB 498 Urban Studies Internship (3-15, max. 15)

Any Urban Studies course (TURB prefix) not already counted as core.

General Electives

Students must complete 17-32 credits of general electives. Transfer credits from other institutions may apply toward general electives. The Urban Studies program will accept a maximum of 105 transfer credits. An adviser will evaluate transcripts upon request.

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 an general elective course, it will not count toward their graduation, but they are *not required* to repeat the course.
- Core and core elective courses may not be taken by correspondence (distance learning).
- Core and core elective courses may not be taken S/NS (satisfactory/not satisfactory).
- Upper-division courses completed at other accredited four-year institutions may be applied toward the general elective requirement. Adviser transcript evaluation available upon request.
- Upper-division courses considered for transfer credit are held to the 1.7 grade standard.

Graduation Requirements

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

- Be a matriculated Urban Studies student in good academic standing with the University of Washington Tacoma.
- Satisfy all Urban Studies admission requirements for graduation.
- Complete all Urban Studies core and core elective coursework with a minimum 2.0 grade-point average in each class.
- Maintain a minimum *cumulative* grade-point average of a 2.0.
- Complete 180 credits, at least 75 of which must be upper-division (300-400 level) coursework.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.
- Apply for graduation with an Urban Studies adviser by the application deadline posted by the department.

Course Descriptions

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

TURB 101 **Exploring Cities** 5 credits

Introduction to the multidisciplinary field of urban studies. Exposes the complexity of everyday life in metropolitan areas. Explores how the various disciplines of sociology, anthropology, geography, economics and political science have studied and made sense of cities. Special attention given to issues of class, race and gender. [I]

TURB 205 **Images of the City** 3 credits

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. [I]

TURB 210 **Urban Society and Culture** 5 credits

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

TURB 220 **Introduction to Urban Planning** 5 credits

Introduction to the planning process. The major planning sub-fields are presented and discussed. Included are topics in housing, transportation, recreation, environmental planning and preservation planning. Techniques associated with growth controls and land-use management are examined. Introductory course for students whose emphasis will be in planning, and a prerequisite for other planning-related courses. [I]

TURB 301 **The Urban Condition** 5 credits

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

TURB 312 **Race and Poverty in Urban America** 5 credits

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

TURB 314 **Gender and the Urban Landscape** 5 credits

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

TURB 315 **Homes, Housing and Homelessness** 3 credits

This course provides a hands-on introduction to issues of housing and homelessness, focusing on the South Puget Sound region. Topics include the meaning of "home," the political economy of public housing, the rise and expansion of suburbia, the cultural significance of gated communities and the persistence of homelessness in our cities. Students will gain an in-depth understanding of these issues in our area through organized class field trips and research projects. *Fulfills a core or core elective requirement depending on chosen program plan.* [I]

TURB 316 **Cities and Citizenship** 5 credits

Addresses inequality in urban spaces through the concept of citizenship and ideas about "rights to the city." While the course is traditional in its concern with urban poverty, race, ethnicity and immigration, it offers a vocabulary of citizenship and rights to investigate urban inequalities and how various populations experience them. [I]

TURB 318 **Organizing Communities** 3 credits

Examines social, economic and political problems from an organizer's perspective. Examines problems and issues associated with organizing, and introduces the basic tools required to design successful organizing efforts. Particular attention will be given to communities facing issue-oriented organizing. [I]

TURB 321 **History of Planning, Theory and Practice** 5 credits

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

TURB 322 **Land-Use Planning** 5 credits / Prerequisite: TURB 320, TURB 321 or permission of instructor

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

TURB 330
City Worlds
5 credits

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

TURB 335
Community Development
3 credits

Examines roles of the private and public sectors in developing communities. Considers public policy approaches and strategies of public-private cooperation aimed at downtown revitalization, historic preservation, and democratic access to urban spaces. Investigates issues associated with community development projects. [I]

TURB 350
Introduction to Urban Research
5 credits

Introduction to research methods pertinent to the study of urban issues, society and culture. Emphasizes the logic of the scientific method, understanding the interrelated stages of the research process, understanding and critiquing quantitative and qualitative research literature, and learning strategies for gathering and analyzing data. [I]

TURB 360
The African-American Urban Experience
5 credits

Places African-Americans at the center of the American urban condition from the colonial era to the 21st century. Interdisciplinary study of U.S. urban history, contemporary social, cultural and policy research and comparative perspectives on race and ethnicity to illuminate the growth and evolution of African-American urban communities. [I]

TURB 379
Urban Field Experience
5-15 credits, max. 15

Designed as a field course to be offered during the summer. Based in a city sufficiently different from the Tacoma metropolitan area to expose students to a distinct “urban laboratory.” These differences will revolve around city size/structure in that major metropolitan centers will be selected as sites for the course. In addition, cultural differences will be a consideration in that many of the offerings will be in foreign cities. Examples of anticipated locales are New York, Mexico City, London, and Amsterdam. Course content will vary depending on the destination. The course is part of the newly developed Urban Studies program and is intended to enhance

students’ perspectives on urbanism through an experience that provides an in-depth look at a global city. Intended to increase students’ ability to critically assess urban issues and problems through direct observation/experience. Further, through interaction with experts from the local area, the course is designed to acquaint students with the techniques practitioners use to address urban issues.

TURB 380
Comparative International Perspectives on Cities and the Environment
15 credits

Interdisciplinary approach to integrating urban and environmental issues in two or more world cities. Includes site visits and interactions with foreign scholars and practitioners. Topics may include coastal development, transportation, parks, marine conservation, indigenous cultures, environmental planning, gentrification, urban governance and watershed management. Offered jointly with TEST/ENVIR 380. [I/N]

TURB 399
International Urban Studies
3-15 credits

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

TURB 401
Urban Change and Development
5 credits

Examines relationships that shape the development of cities under conditions of globalization. Overview of key terms and concepts, examples of changing urban social and economic conditions, and analysis of connections among global processes, urban experiences, and the production of urban space in the United States. [I]

TURB 410
Environmental Justice
3 credits

Explores the relationships between environmental issues and people of color and low-income communities from both local and global perspectives. Emphasizes issues of race/ethnicity, socioeconomic status, and policy and politics in environmental justice. Offered jointly with T HLTH 410. [I]

TURB 415
Urban Government and Organizations
3-5 credits

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

TURB 420
Cities and the Constitution
5 credits

Examines the Constitutional rights to freedom of expression in the public institutions and public places of cities. Considers rights to freedom of expression as they exist in a variety of forums—from streets and parks to schools, shopping malls, university sporting events and the property surrounding prisons. Analyzes interactions among rights and community interests. [I]

TURB 425
Cities and Terrorism
5 credits

Examines cities as the societal focal points of terrorism and individual privacy rights. Considers influences of urbanization on notions of privacy and discusses the significance of expectations of privacy in Fourth Amendment jurisprudence. Analyzes political speech and legislation directed at terrorism in terms of consequences for cities and privacy rights.

TURB 430
Pacific Rim Cities
5 credits

Examines links between urbanization and globalization on the Pacific Rim and connections between events and social/economic processes in places that seem distinct (e.g., China, Canada, Mexico, Philippines). Case studies and discussion topics include questions of class formation, political change, migration patterns, and gender/family dynamics.

TURB 440
City and Nature
5 credits

Examines connections between urban and environmental conditions by investigating the social and material production of urban nature. Challenges conceptual barriers between nature and the city that have evolved over time and considers new strategies for achieving both environmental sustainability and social justice in the city. [I]

TURB 450
Sustainable Development
5 credits

Examines the global goal of sustainable development within the context of rapid urbanization. Emphasizes best practices in Europe, North America, Asia and Africa. Examines major environmental challenges and innovative development initiatives designed to meet those challenges.

ABOUT FULFILLING ADMISSION REQUIREMENTS

Some students are admitted to UW Tacoma before they have completed all of their admission requirements. Students may fulfill missing requirements in the Areas of Knowledge and Quantitative/Symbolic Reasoning through courses offered at UW Tacoma. Courses that fulfill these requirements are indicated with bold letters at the end of the course description: [V] Visual, Literary and Performing Arts (Fine Arts and Humanities); [I] Individuals and Societies (Social Sciences); [N] The Natural World (Natural Sciences); [Q] Quantitative/Symbolic Reasoning; and [W] Writing.

TURB 460**Urban Issues in the Developing World***5 credits*

Examines challenges associated with urban development and societal change in developing countries. Examines topics such as mega cities, squatter housing, and informal labor. Adopts a geographical perspective and focuses on local governance issues.

TURB 475**Community & Economy***5 credits*

Explores the connections between economic practices and local community development under conditions of global, political and economic interconnectedness. Critically examines the spatial character of capitalist economic behavior and considers a range of challenges confronting efforts to build sustainable and equitable local economies.

[I]

TURB 479**Planning and Development in the Puget Sound Region***3 credits*

Examines the problems and prospects associated with rapid growth in the Seattle-Tacoma urban region. Site visits and discussions with public officials, planners and developers. Topics/sites vary and include such issues as growth management, sprawl, transportation, sustainable development, land-use and environmental protection. [II]

TURB 492**Urban Studies Capstone Seminar***5 credits*

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

TURB 494**Undergraduate Research***1-15 credits, max. 15*

Undergraduate Research is intended to afford students the opportunity to undertake independent research. Collaboration with a faculty member on a project of mutual interest is encouraged. Goals are to strengthen skills in research design, improve student understanding of the appropriate application of research techniques and methodologies, and enhance writing skills.

TURB 496**Community Service Project***3-15 credits, max. 15*

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

TURB 498**Urban Internship***3-15 credits, max. 15*

Offers students an opportunity to gain experience and increase their understanding of the urban environment by working with a government agency, not-for-profit organization or private-sector firm. Students apply the skills and knowledge gained in the classroom to urban problems/issues.

Faculty
Brian Coffey*Director and Professor*

Urban Studies

Geography; Ph.D., University of Oregon, 1982.

Yonn Dierwechter

Assistant Professor, Urban Studies; Ph.D., London School of Economics, 2001.

Steven Garrett

Lecturer, Urban Studies; Geography; M.A., University of Washington, 2004.

Lisa Hoffman

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

Linda Hurley Ishem

Acting Assistant Professor, Urban Studies; M.B.A., Northwestern University, 1987.

J. Mark Pendras

Assistant Professor, Urban Studies; Ph.D., Rutgers University, 2005.

Minors and Certificates

Applied Computing Minor

Contact an adviser in the Institute of Technology at (253) 692-5860 to learn more about this minor.

The minor in Applied Computing is designed for students who want to be sophisticated users of computing technology and principals in their field, but do not seek extensive programming experience. The minor offers grounding in basic computing skills and principles and key technologies such as database management and computer networks. It also provides the student the opportunity to integrate these skills into his or her major field.

The minor in Applied Computing does not require computer proficiency or prerequisites. This minor consists of five courses: three core courses designed to offer depth in computing skills and concepts and two to encourage breadth of experience.

Requirements

The Applied Computing minor requires **25 credits** to include:

Core courses (15 credits)

- TINST 310 Computational Problem Solving
- TINST 311 Database Management and Data Analysis
- TINST 312 Computer Networks and the Internet

Elective courses (10 credits)

Students must choose one course from each list to fulfill the 10 elective credits:

- List A (5 credits):
 - TINST 401 Technology in the Service of Society
 - TINST 475 Entrepreneurship in Computing and Software Systems
 - TINST 490 Special Topics in Applied Computing
 - TINST 498 Directed Readings in Applied Computing
 - TINST 499 Research in Applied Computing
- TCSS 452 Human-Computer Interface

- TCSS 481 Computer Security

■ List B (5 credits):

- A second TINST elective from List A
- TACCT 330 Introduction to Accounting Information Systems
- TBUS 301 Quantitative Analysis for Business
- TCSIG 330 Inquiry and Research in the Social Sciences
- TGIS 311 Maps and GIS
- TIBCG 437 Technology in the Modern World
- TSOCWF 424 Information Technology and Human Service Practice

Note: Some required courses may be taken out of sequence to accommodate student schedules.

Asian Studies Minor

Contact an adviser in *Interdisciplinary Arts and Sciences* at (253) 692-4450 to learn more about this minor.

The Asian Studies minor offers students the opportunity to develop a well-rounded understanding of the countries and cultures of Asia. The courses enable students to fit the Asian experience into a theoretical context of global patterns of modernization and economic development while focusing on specific historical and cultural elements in Asian countries.

Requirements

The Asian Studies minor requires **30 credits** to include:

- 10 credits from the following list of framework courses:
 - TCOM 430 Global Networks, National Identities
 - TCOM 460 Communication and National Development
 - TSMG 313 Theories of Economic Development and Social Change
 - TSMIN 418 Interpreting Enigmatic India
 - TSMIN 424 Imperial China
 - TSMIN 322 Comparative Perspectives on East Asian and Latin American Development

- TSMIN 436 Contemporary Chinese Culture and Society
- TURB 430 Pacific Rim Cities

■ 20 credits from the following list of content courses:

- TCHIN 101 First-Year Chinese
- TCHIN 102 First-Year Chinese
- TCHIN 103 First-Year Chinese
- TCXIN 281 Art and Culture in India
- TCXIN 282 Art and Culture in China
- TCXIN 283 Art and Culture in Japan
- TIBCIN 220 Premodern East Asia
- TIBCIN 366 Islam
- TIBCIN 367 East Asian Religions: Zen and Taoism
- TIBCIN 463 God: East and West
- TSMIN 412 History of Vietnam
- TSMIN 413 Premodern Japan
- TSMIN 414 Modern China
- TSMIN 415 Modern Japan
- TSMIN 416 Modern Korea
- TSMIN 434 The Pacific War

Computing and Software Systems Minor

Contact an adviser in the Institute of Technology at (253) 692-5860 to learn more about this minor.

The minor in Computing and Software Systems focuses on computer programming, problem solving and how software is designed to meet diverse human needs. The minor emphasizes fundamental skills that apply to current computer-based technologies, such as dynamic Web pages, and that will remain applicable to the next generation of computing devices. Coursework in the minor balances theoretical underpinnings of computing with the pragmatics of hands-on practice in developing a variety of software projects.

Prerequisites

- Calculus (MATH 124 or equivalent)
- Probability/Statistics (TQS 110 or equivalent)
- TCSS 142 or equivalent
- TCSS 143 or equivalent

Requirements

The CSS minor requires **30 credits** to include:

- TCSS 305: Programming Practicum
- TCSS 321: Discrete Structures
- TCSS 342: Data Structures
- TCSS 360: Software Development and Quality Assurance Techniques
- TCSS 371: Machine Organization
- One additional 300- or 400-level TCSS course

Education Minor

Contact an adviser in *Interdisciplinary Arts and Sciences* at (253) 692-4450 to learn more about this minor.

This minor is designed to help students interested in teaching to meet the course requirements for applying to K-12 certification programs. By offering a choice of relevant courses in both IAS and Education, including a “hands-on” practicum in a public school classroom, the minor provides the opportunity to gain broad perspectives on educational issues in today’s world.

Requirements

The minor in Education requires a minimum of **29 credits** of coursework including a 14-credit core. Any course taken for the purpose of fulfilling a Teacher Certification program curriculum requirement or prerequisite must be passed with a 2.0 minimum grade. A 3.0 GPA is required for admission to the Teacher Certification program. Students should consult with a program adviser prior to enrolling in classes.

■ Education Core (14 credits):

All three courses below:

- TEDUC 471 Diversity and Equity in Schools and Curriculum (3)
- TEDUC 482 Schools in American Society (3)
- TEDUC 490 Service Learning Practicum in Education (3) *

Plus one of the following courses:

- TPSYCH 220 Lifespan Development (or equivalent transfer course) *
- TPSYCH 320 Theories of Child Development (or equivalent)*

■ Electives (15 credits):

Select one course each from lists A, B and C.

Children and Youth (List A):

- TCOM 258 Children and Television
- TPSYCH 212 Child and Adolescent Abnormal Psychology
- TPSYCH 230 Educational Psychology
- TPSYCH 321 Adolescent Psychology
- TPSYCH 401 Family Violence

U.S. History and Diversity (List B):

- TCSIG 265 Race and Ethnicity in the United States
- TCSIUS 220 African American History: 1619-1865
- TCSIUS 221 African-American History: 1865-1945
- TCSIUS 223 African-American History: 1945-present
- TCSIUS 349 Minorities and Higher Education in American History
- TCSIUS 441 Black Freedom Movement in Perspective
- TCSIUS 443 Ethnicity and the Urban Landscape
- TCXUS 238 Hispanics in the United States
- TIBCUS 459 African-American Culture and Consciousness
- TIBCUS 464 Native American Cultural Areas
- TIBCUS 466 Life and Thought: Martin Luther King, Malcolm X and Angela Davis
- TSMUS 200 American History I: 1607-1877*
- TSMUS 201 American History II: 1877-present *
- TSMUS 300 The Making of America*
- TSMUS 410 Early American Politics and Law: The American Revolution
- TSMUS 420 Economics of Education
- TURB 360 The African American Urban Experience

Group C: Supporting Courses (5 credits)

Art, Science and Writing that support K-8 teaching. Select one course from any of the following areas:

- Art History and Studio practice
- TCXG 230 Western Arts and Culture
- TCXG 240 Landscape in Contemporary Art
- TCXG 377 Art of the Americas *
- TCXG 382 2-D Design and Contemporary Approaches in Art
- TCXG 284 3-Dimensional Art and Contemporary Approaches to Sculpture
- TCXG 383 South Sound Contemporary Art: Creativity and the Art of Seeing
- TCXG 386 Contemporary Art and Studio Drawing
- TCXG 470 The Material World: Art and Artifacts
- TCXG 471 Culture and the Meaning of Visual Arts*
- TCXIN 281 Art and Culture in India
- TCXIN 282 Art and Culture in China
- TCXIN 283 Art and Culture in Japan
- TCXIN 284 Art and Culture in 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 371 History of Rock & Roll
- TCXUS 383 Early American Music, Art, Literature, Education and Theater*
- TCXUS 471 History of Jazz

Science

- TESC 100 Introduction to Environmental Science*
 - TESC 107 Geohazards and Natural Disasters
 - TESC 232 Issues in Biological Conservation
 - TESC 236 Plants and People: the Science of Agriculture
 - TESC 241 Oceanography*
 - TESC 243 Geography of the Physical Environment *
 - TESC 247 Maritime History and Science in the Pacific Northwest
 - TESC 422 Evolution
- Writing
- TCXG 272 Writing Effectively
 - TCXG 373 Introduction to Writing Poetry
 - TCXG 374 Argument in Research and Writing
 - TCXG 381 Introduction to Creative Writing: Fiction
 - TCXG 464 Teaching Writing
 - TCXG 484 Writing Creative Non-Fiction

Environmental Studies Minor

Contact an adviser in *Interdisciplinary Arts and Sciences* at (253) 692-4450 to learn more about this minor.

The Environmental Studies minor gives students who are interested in environmental issues a good grounding in the principles of this field. For students interested in the various aspects of the environment, such as science, law, economics, history, policy, health, education, psychology, and justice, this minor offers a range of courses to choose from as well as the basic science. No prerequisites are needed. For students from all majors, this minor can be useful in obtaining the perspectives that make them more successful job applicants, as well as more informed employees and citizens.

Requirements

The minor in Environmental Studies requires **25 credits** to include:

- TESC 100: Introduction to Environmental Science
- Five credits of a biological science (B) course and five credits of a psychological science (P) courses from the list below:
 - TESC 107 Geohazards and Natural Disasters (P)
 - TESC 117 Physical Geology (P)
 - TESC 120 Introductory Biology I (B)
 - TESC 130 Introductory Biology II (B)
 - TESC 140 Introductory Biology III (B)
 - TESC 141 General Chemistry I (P)
 - TESC 151 General Chemistry II (P)
 - TESC 161 General Chemistry III (P)
 - TESC 213 Physical Forces in the Natural World (P)

* Course also fulfills UW Tacoma Teacher Certification prerequisite.

TESC 227	Earth History (P)
TESC 232	Biological Conservation (B)
TESC 236	Plants and People: The Science of Agriculture (B)
TESC 237	Environmental Geology (P)
TESC 238	Human Interactions with Marine Invertebrates (B)
TESC 239	Energy and the Environment (P)
TESC 241	Oceanography (P)
TESC 243	Geography of the Physical World (B)
TESC 247	Maritime History and Science of the PNW (P)
TESC 304	Tropical Ecology and Sustainability (B)
TESC 311	Maps and GIS (P)
TESC 315	Applied Physics with Environmental Applications (P)
TESC 318	Biogeography (P or B)
TESC 319	Water Quality Concepts & Watershed Studies (P)
TESC 321	Soils and Environmental Applications (P)
TESC 329	Geomorphology and Soils (P)
TESC 333	Environmental Chemistry (P)
TESC 340	Ecology and its Applications (B)
TESC 343	Atmosphere and Air Pollution (P)
TESC 345	Pollution and Public Policy (P)
TESC 349	Research at Sea (P or B)
TESC 362	Introduction to Restoration Ecology (B)
TESC 402	History and Ecology of Biological Invasions (B)
TESC 408	Marine Plankton (B)
TESC 417	Field Geology (P)
TESC 422	Evolution (B)
TESC 431	Water Resources and Pollution (P)
TESC 433	Pollutant Fate and Transport in the Environment (P)
TESC 434	Biology/ History/Politics of Salmon in the PNW (B)
TESC 435	Limnology (P)
TESC 438	Environmental Biology: Marine Invertebrates (B)
TESC 440	Environmental Entomology (B)
TESC 442	Marine Ecology (B)
TESC 452	Plants, Insects and their Interactions (B)
TESC 462	Restoration Ecology Capstone Course I (B)
TESC 463	Restoration Ecology Capstone Course II (B)
TESC 464	Restoration Ecology Capstone Course III (B)

- Five credits of an environmental ethics or philosophy course from the following list:

TIBCG 363	Philosophical Perspectives on the Environment
TIBCG 456	Environmental Ethics

- Five credits of a law/policy course from the following list:

TCSIUS 438	Environmental Law
TEST 333	Environmental Policy Application and Compliance
TSMUS 421	Environmental Policy

Health and Society Minor

Contact an adviser in Nursing at (253) 692-4470 to learn more about this minor.

Health care is a growing segment of the U.S. economy. There is an increasing need to have an understanding of the complex issues faced by individuals, families, health care agencies and communities as they deal with health and illness as the population ages. The Health and Society minor provides a valuable study option for students with allied health work experience or students interested in the health care sector.

Requirements

The minor in Health and Society requires **28 credits** to include:

- T HLTH 310: Health, Illness and Society (5 credits)
- TNURS 407: Diversity: Issues of Exclusion and Inclusion (3 credits)
- 20 credits from among the following courses:

T HLTH 410	Environmental Equity
T HLTH 415	Representations of Health Policy and Ethics in Film
T HLTH 420	Holistic Health
T HLTH 425	Violence in Intimate Partner Relationships
T HLTH 430	Adolescent Health in Context
T HLTH 435	Women's Health, Women's Lives
T HLTH 440	Business of Health Care
T HLTH 470	Challenges and Controversies in U.S. Health Care
T HLTH 472	Human Health and the Environment
T HLTH 480	Death and American Society
T HLTH 485	Critical Issues in Global Health
TNURS 402	Families in Society
TNURS 410	Ethical Issues in Clinical Practice

Hispanic Studies Minor

Contact an adviser in Interdisciplinary Arts and Sciences at (253) 692-4450 to learn more about this minor.

Hispanic Studies combines proficiency in the Spanish language with a general knowledge of the cultural, historical and political framework of Spanish America. It also promotes an awareness of Hispanic culture in the United States. This interdisciplinary minor draws on traditional fields such as second-language acquisition, history, literary analysis and criticism, film studies, art history, political science, and sociology. It emphasizes the interrelationship between language and culture and trains people to interact with native speakers of Spanish more effectively.

Requirements

The minor in Hispanic Studies requires **25 credits** to include:

- 10 credits of Spanish language skills:*

TCXG 301	Intensive Spanish: Reading
TCXG 302	Intensive Spanish: Conversation
TCXG 303	Intensive Spanish: Writing
- 15 credits of Hispanic Studies courses:*

TCSIIN 435	Popular Movements in Latin America
TCSIIN 441	Mexican Cinema and Society
TCXIN 376	Hispanic Film
TCXIN 377	Mexican Literature and the Search for National Identity
TCXIN 461	Contemporary Mexican Culture
TCXIN 462	Women in Latin America
TCXIN 463	Contemporary Cuban Culture
TCXIN 464	The Arts, Cultures and History of Mexico (study abroad; 12 cr.)
TCXIN 476	Latin American Women Writers
TCXIN 490	Contemporary Spanish Culture
TCXUS 228	Hispanics in the United States
TIBCIN 461	Religion and Church in Latin America
TIBCIN 490	Society and Culture in Cuba (study abroad; 15 cr.)
TSMIN 224	Modern Latin America
TSMIN 323	The Making of Mexico
TSMIN 326	Modern Brazil
TSMIN 410	Caribbean Basin: Selected Topics

* Students who are diagnosed as native speakers or at an advanced level of proficiency (4 or higher on the ACTFL scale) are not required to take the language classes. These students should take an additional 10 credits from list B.

Human Rights Minor

Contact an adviser in *Interdisciplinary Arts and Sciences* at (253) 692-4450 to learn more about this minor.

The Human Rights minor is a tri-campus, interdisciplinary minor open to undergraduate students from all programs and departments of the University of Washington. Students who are interested in social justice or international law and politics will find this new option to be of particular interest.

Requirements

The Human Rights minor requires **25 credits** to include the following:

- 10 credits of courses concerned with human rights (i.e., as defined in the Universal Declaration of Human Rights) as a core concept.

Tacoma:

TCSIG 452	Political Theory of Human Rights
TIBCG 452	Anti-Semitism and the Holocaust
TSMIN 311	International Human Rights
TSMIN 420	Theories of Political Violence
TSMIN 421	Human Rights in Emerging Democracies: Eastern Europe and Latin America
TSMIN 422	International Humanitarian Law

(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:

TCSIIN 435	Popular Movements in Latin America
TCSIIN 436	Rural Societies and Development
TCSIUS 221	African American History: Jim Crow to Martin Luther King, Jr.
TCSIUS 335	Social Class and Inequality
TCSIUS 340	History of U.S.-American Indian Relations
TCSIUS 441	Black Freedom Movement
TCSIUS 452	Minorities and the Law
TCXUS 384	African American Women's Literature
TCXUS 385	African American Literature from Slavery to the Present
TCXUS 478	Literature of the Harlem Renaissance
TIBCIN 352	Cultural Geography
TIBCUS 459	African-American Culture and Consciousness
TCSIUS 222	African-American History: 1945-Present
TSMG 313	Theories of Economic Development and Social Change

TSMIN 312	Nineteenth Century Revolutions and Revolutionaries
TSMIN 330	Globalization in Latin America
TSMIN 425	Contemporary Issues in International Political Economy
TSMIN 433	Exploring Nazism
TSMUS 413	Civil Rights, Civil Liberties
TSMUS 415	Labor Research Practicum
TURB 314	Gender and the Urban Landscape
TURB 316	Cities and Citizenship: Researching Inequalities in Urban Settings

(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 additional credits from either of the above lists.

- At least 3 credits (of the 25 required) must be in a human-rights-related internship, practicum, international study abroad or demonstrated equivalent.

Courses that satisfy this requirement include:

TIAS 496, BLS 403, BLS 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.

Museum Studies Minor

Contact an adviser in *Interdisciplinary Arts and Sciences* at (253) 692-4450 to learn more about this minor.

The Minor in Museum Studies familiarizes students with museum theory, philosophy, and practice. It aims to prepare students for graduate studies in museology, museum management and entry-level positions in the field. A general track encompasses shared practices that involve registration, curatorial approaches, conservation, fundraising and general management. A specialized track focusing on art museums explores issues that are particular to the academic disciplines associated with those institutions, such as art criticism, connoisseurship, and the art market. The unique location of UW Tacoma within a central campus of museums and its proximity to major metropolitan areas provides students with numerous internship and job-placement opportunities

Requirements

The minor in Museum Studies requires **40-45 credits** to include:

- 10 credits of core courses:

TIBCG 448	Arts Administration
TIBCG 449	Museum Studies
	Curatorial Theory and Practice <i>(under development)</i>

- 15 credits from the General or Art Museum Tracks:

General Museum Track

TCXG 470	The Material World: Art and Artifacts
TCXG 480	Contemporary Art and Society: 1945 to the Present
TCSIG 430	Introduction to Public History
TCXG 335	History of Photography
TCXG 377	Art of the Americas
TIBCIN 450	Contemporary Theories of Culture

Art Museum Track

TCXG 469	Art Theories, Methods, Philosophies
TCXG 480	Contemporary Art and Society: 1945 to the Present
TCXIN 479	Modern European Art
TCXG 335	History of Photography
TCXG 377	Art of the Americas
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
TCXG 471	Culture and Meaning in the Visual Arts

- 10 credits from the following list:

TCSIUS 431*	Community Organizations and the Nonprofit Sector
-------------	--

*These courses are also part of the Minor in Nonprofit Management. Students may wish to pursue these two minors in combination.

- TCSIG 431* Organizational Development
- TCSIUS 451* Essentials of Grant Writing and Fundraising
- TCSIUS 433 Organizational Systems and Change
- TCSIUS 348 Leading a Nonprofit Organization in the 21st Century

■ 5-10 credits of an internship:

- TIAS 496* Internship(s) with a focus in Museum Studies certified by supervising instructor

Nonprofit Management Minor

Contact an adviser in *Interdisciplinary Arts and Sciences* at (253) 692-4450 to learn more about this minor.

This minor in Nonprofit Management offers students the opportunity to develop competencies in, among other things, community building, volunteer management, budgeting, grant writing and fundraising, as well as to gain a better understanding of current societal challenges. Students will also gain valuable professional experience through supervised internships in local nonprofit agencies. These internships provide students with important real-world challenges, as well as the opportunity to develop networks leading to meaningful and exciting careers improving the communities in which they live.

Requirements

The Nonprofit Management minor requires **25 credits** to include the following:

- TCSIUS 431: Community Organizations and the Nonprofit Sector
- TCSIG 431: Organizational Development
- TCSIUS 451: Essentials of Grant Writing and Fundraising
- TIAS 496: Internship
- TCSIUS 457: Nonprofit Management Capstone

Public History Minor

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

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

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

Requirements

The Public History minor requires **35 credits** to include the following:

- U.S. History Core: 10 credits
 - TSMUS 200 American History I: 1607-1877
 - TSMUS 201 American History II: 1877-present
- History Elective: 5 credits (List A)
 - TCSIG 436 North American Regions
 - TCSIIN 438 Urbanization and the Environment
 - TCSIUS 437 Doing Community History
 - TCSIUS 441 Black Freedom Movement in Perspective
 - TCSIUS 445 History of Tacoma
 - TCSIUS 450 Black Labor
 - TCXUS 383 Early American Music, Art, Literature, Education, and Theater
 - TCXUS 238 Hispanics in the U.S.

- TCXUS 371 History of Rock and Roll
- TCXUS 376 American Architecture
- TCXUS 471 History of Jazz
- TCXUS 482 American Folklore
- TESC 247 Maritime History and Science in the Pacific Northwest
- TEST 221 Environmental History: Water
- TEST 332 A Natural History of Garbage
- TIBCG 437 Technology in the Modern World
- TIBCUS 464 Native American Cultural Areas
- TSMIN 200 International Interactions
- TSMUS 321 Civil War
- TSMUS 322 American Labor Since the Civil War
- TSMUS 410 Early American Politics and Law
- TSMUS 413 Civil Rights, Civil Liberties
- TSMUS 419 Robber Barons and the Philosophy of Business

■ Public History and Research Core: 15 credits (List B)

- TIBCUS 430 Introduction to Public History
- TCXG 470 The Material World: Art and Artifacts
- TIAS 496 Internship (5 credits max) contact faculty adviser for details

■ Architectural, Art, or Local History Elective: 5 credits (List C)

- TCSIUS 445 History of Tacoma
- TCSIUS 437 Doing Community History
- TCXUS 376 American Architecture
- TIBCG 448 Arts Administration
- TIBCG 449 Museum Studies

Urban Studies Minor

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

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

Requirements

The Urban Studies minor requires **30 credits** to include the following:

- Core Courses (10 credits):
 - TURB 301 The Urban Condition **and**
 - TURB 430 Pacific Rim Cities **or** TURB 460 Cities in the Developing World
- Core Electives (15 credits):
 - Select 15 credits from approved Urban Studies core elective list, to include at least one 400-level course.
- Capstone Course (5 credits)
 - TURB 492 Urban Studies Capstone Seminar

Geographic Information Systems (GIS) Certificate

Offered by Urban Studies and Environmental Science. Check with an adviser or visit www.tacoma.washington.edu/urban_studies/academics/GIS/ to learn more about this certificate.

The certificate in Geographic Information Systems (GIS) provides students with an excellent foundation in the concepts necessary for spatial modeling with a variety of digital data. Students develop the analytical and practical skills needed for research in GIS and entry into the employment sector. The certificate program is a nine-month course of study for those seeking the knowledge and skills to utilize GIS in fields such as urban and regional planning, environmental research, resource management, crime analysis, marketing, real estate, medical research and various branches of government. The program is designed to benefit entry- to intermediate-level users who lack formal education in GIS.

Requirements

The GIS certificate requires **24 credits** to include the following. All courses must be completed with a minimum grade of 2.0.

- TGIS 311 Maps and GIS (6)
- TGIS 312 GIS Data and Analysis (6)
- TGIS 313 Advanced GIS (3)
- TGIS 414 GIS Project Design (6)
- TGIS 415 GIS Practicum (3)

Admission

Students must complete a separate application for the GIS Certificate and submit the following:

- GIS Application
- 60 semester or 90 quarter college-level credits to include a course in statistics
- Two letters of recommendation
- Résumé
- Personal statement
- Excel assessment test

Students are admitted to the program in Autumn Quarter only. The deadline for admission is August 1. Refer to the GIS Web site for more information.

Nonprofit Management Certificate

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

The certificate program is designed to meet the needs of postbaccalaureate students who would like to complete training in nonprofit management. The requirements are the same as for the Nonprofit Management minor. The certificate allows students who have already completed a bachelor's degree to complete the nonprofit management curriculum.

Undergraduate students also earn the certificate when they complete the minor.

Requirements

The Nonprofit Management certificate requires **25 credits** to include:

- TCSIUS 431: Community Organizations and the Nonprofit Sector
- TCSIG 431: Organizational Development
- TCSIUS 451: Essentials of Grant Writing and Fundraising
- TIAS 496: Internship
- TCSIUS 457: Nonprofit Management Capstone

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 a fundamental training in restoration ecology, including a one-year, team-based restoration project has been completed. 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 Restoration Ecology certificate requires a minimum of **25 credits**. All courses must be completed with a minimum grade of 2.0.

- TESC 362: Introduction to Restoration Ecology (7 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
TESC 462 (2 credits)
TESC 463 (3 credits)
TESC 464 (3 credits)

The capstone consists of a three-quarter, 10-credit sequence of courses that take place during the fall-winter-spring quarters. In the capstone, students participate in a hands-on restoration project from design, analysis, and implementation to developing a monitoring plan, all within a multidisciplinary teamwork setting.

Graduate Admission and Graduation

Admission Requirements

The University of Washington Graduate School determines the requirements for admission to graduate study. Admission to a graduate program at UW Tacoma is contingent upon acceptance by the Graduate School and the program of choice at UW Tacoma. Each graduate student must be admitted into a specific graduate program; the Graduate School does not permit general graduate enrollment.

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

www.grad.washington.edu

Admission Procedures

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

- Hold a baccalaureate degree from an accredited college or university in this country or its equivalent from a foreign institution.
- Have earned a 3.0 or B grade point average in the most recent two years of study or 90 quarter credits (60 semester credits).
- Complete online application to the University of Washington Graduate School at:

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

- Arrange for the receipt of scores on the Graduate Record Examination (GRE) or an alternative test if the program requires. Scores must be received directly from ETS.

- Submit one official transcript from all previously attended colleges, universities and institutions to the program of choice at UW Tacoma. Admitted students will be required to submit a second official transcript from their baccalaureate institution after admission.

Additional materials, such as goal statements and letters of reference, may be required by individual programs. Please see the individual program sections in this catalog for details.

Priority for admission of applicants into a graduate degree program is based upon the applicant's apparent ability, as determined by the University, to complete the program expeditiously with a high level of achievement and also upon the applicant's promise for success in his or her subsequent career. In addition, according to Graduate School admission policy:

- No practice may discriminate against an individual because of race, color, national origin, disability, sex, age, religious preference, creed, sexual orientation, marital status, or background, or status as disabled veteran or Vietnam-era veteran and
- Sustained efforts must be made to recruit qualified students who are members of groups that have been subject to discrimination or are underrepresented in certain disciplines.

How to Apply for Graduate Admission

Application materials may be obtained from the Web site of the academic program at UW Tacoma in which the student wishes to pursue graduate studies. For detailed information about admission to graduate studies at UW Tacoma, contact the specific program office at UW Tacoma.

Priority Dates for Graduate Applications

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

Applying to the UW Graduate School

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

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

An application fee of \$45 must be paid by credit or debit card or electronic check with the online application. Applicants who are unable to apply online should contact their program of choice to discuss other application options.

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

Applying to a UW Tacoma graduate program

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

PRIORITY APPLICATION DATES FOR GRADUATE ADMISSION

	Autumn	Winter	Spring	Summer
Business (M.B.A.)	Apr. 15	—	—	—
Computing and Software Systems (M.S.)	May 15	Oct. 15	Jan. 15	—
Education (M.Ed.)	Aug. 31	Dec. 1	Feb. 28	May 15
Educational Administrator	—	—	—	Dec. 1
Interdisciplinary Studies (M.A.)	May 1	Oct. 1	—	—
Nursing (M.N.)	Aug. 15	Nov. 15	Feb. 15	—
Social Work (M.S.W. - 3-year program)	Mar. 1	—	—	—
Social Work (M.S.W. - Advanced Standing)	—	Jun. 29	—	—
Teacher Certification (K-8)	—	—	—	Mar. 5

wish to apply. 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.

Notification of admission status

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

Admission credentials of applicants who do not register for the quarter to which they have been admitted are normally retained for a period of one year from the quarter of application. At the end of this period, credentials on file are discarded unless the applicant has notified the Office of Graduate Admissions and the program of a continued interest in attending the University.

Graduate credits taken as an undergraduate

University of Washington students who are within six credits of completing their undergraduate work and who have met the requirements for admission to the Graduate School may register the quarter immediately preceding admission to the Graduate School for up to six credits in 500-level courses in addition to the last six credits they require of undergraduate work. For example, a student admitted for Autumn Quarter may take graduate credits during the preceding Spring Quarter.

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 UW student number and receive a student identification card that entitles them to all privileges and access to facilities that are extended to matriculated students.

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 UW Tacoma 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 the specific program for details.

Graduate Student Policies

The following section contains detailed information concerning policies and procedures relating to graduate students and graduate studies. Students should verify all information with the program adviser of the individual academic program or appropriate staff.

For more information on the UW Graduate School and graduate student policies, please visit the Graduate School Web site at www.grad.washington.edu.

Graduate Courses

Graduate courses are intended for, and ordinarily restricted to, either students enrolled in the Graduate School or graduate nonmatriculated students and are given numbers from 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 the program office. A \$35 fee is charged for each petition filed. Students who are registered for any portion of a quarter may not go on leave for that quarter unless they officially withdraw at the Office of the UW Tacoma Registrar prior to the first day of the quarter.

On-leave status can be granted for up to four quarters. On-leave graduate students returning to the University on or before the termination of their authorized periods of leave need only register using MyUW for the quarter they want to return.

Re-admission

A student previously registered in the Graduate School who has failed to maintain graduate student status but who wishes later to resume graduate studies must apply online to be re-admitted. If the student has attended any other institution during the period when not registered at the University of Washington, official transcripts in duplicate of the student's work must be submitted. An application for re-admission carries no preference and is treated in the same manner as an application for initial admission, including the requirement of payment of the application fee.

Students are required to meet the program requirements in place at the time they are re-admitted.

The Graduate School normally allows six years to complete requirements for a master's degree. Periods spent on leave or out of status are included.

Graduation Requirements for the Master's Degree

It is the responsibility of each graduate degree candidate to meet the following Graduate School minimum requirements (plus any additional requirements that may be specified by the program in which the master's degree is being earned; see item 7):

1. Under a thesis program, a minimum of 36 quarter credits (27 course credits and a minimum of nine credits of thesis) must be presented. Under a non-thesis program, a minimum of 36 quarter credits of coursework is required.
2. At least 18 of the minimum 36 quarter credits for the master's degree must be for work numbered 500 and above. (In a thesis program, nine of the 18 must be course credits and nine may be for Master's Thesis [700].)
3. Numerical grades must be received in at least 18 quarter credits of coursework taken at the University of Washington Tacoma. The Graduate School accepts numerical grades in approved 400-level courses accepted as part of the major and in all 500-level courses. The student must earn a minimum grade of 2.7 in each class in order for it to be counted. A minimum cumulative GPA of 3.0 is required for a graduate degree at the University.
4. The residence requirement for the master's degree is one year (three full-time quarters). Students registered for fewer than 10 credits per quarter may add part-time quarters together to achieve the equivalent of one full-time quarter (10 or more credits) to be applied toward fulfilling residence requirements. However, excess credits beyond 10 may not be subtracted from one quarter and added to another. Once a student is admitted to a graduate degree program, a full quarter of residence is granted for any quarter in which at least 10 credits in approved courses, research, thesis, or internship are satisfactorily completed.
5. In a thesis degree program, a thesis, approved by the supervisory committee, must be submitted to the Graduate School. A student must register for a minimum of nine credits of thesis (700). With the exception of summer, students are limited to a maximum of nine credits per quarter of thesis (700).

6. A final master's examination, either oral or written, as determined by the student's supervisory committee, must be passed if it is a program requirement.
7. Any additional requirements imposed by the graduate program adviser in the student's major department or by the student's supervisory committee must be satisfied. A master's degree student usually takes some work outside the major department. The graduate program coordinator in the major department or the student's supervisory committee determines the requirements for the minor or supporting courses.
8. The graduate student must apply for the master's degree within the first seven weeks of the quarter in which he or she expects the degree to be conferred. See Graduate Degree Application Process below.
9. The graduate student must maintain registration as a full- or part-time student at the University for the quarter in which the degree is conferred. A student who does not complete all degree requirements by the last day of the quarter must be registered for the following quarter.
10. All work for the master's degree must be completed within six years. This includes quarters spent on leave or out of status and applicable work transferred from other institutions.
11. A student must satisfy the requirements for the degree that are in force at the time the degree is to be awarded.

Graduate Degree Application Process

Students may submit a request for their master's degree starting from the first day of the quarter they expect to graduate until the Sunday of the seventh week of the quarter they expect to graduate. Students who miss the deadline may submit their request up to the Sunday of the ninth week of the quarter, but will pay a \$250 late fee. Requests cannot be accepted after the Sunday of the ninth week.

For students requesting their degree in Summer Quarter, the deadline is the sixth week. The seventh week is considered late and requires the extra fee. Requests after the seventh week of Summer Quarter cannot be accepted.

If degree requirements are not met in the requested quarter or a student neglects to pay the late fee, the student must submit another degree request for the quarter they expect to complete requirements.

Students will be required to have a UW NetID before completing the master's degree application. The degree application is found at: www.grad.washington.edu/stsv/mastapp.htm. Students who cannot complete the master's request online or need to make changes should contact Graduate School Student Services at studentservices@grad.washington.edu. All students should check with their graduate program to ensure they are in compliance with departmental procedures for graduation clearance.

- When completing the Master's Degree Request, the system will automatically run a degree audit to inform the student of any unsatisfied Graduate School requirements.
- Students will receive an e-mail confirming receipt of their Master's Degree Request and their department is notified that a request has been submitted.
- The student's department enters any department contingencies into the MyGradProgram system and can elect to send an e-mail to the student to notify them. The department will print the master's degree warrant and the warrants will be routed to the student's master's committee in a manner determined by the department.
- By signing the master's degree warrant, the student's committee certifies that the student has met all departmental requirements for the degree (except the thesis, if one is required) and the warrants must be placed in the student's department file.

- Once the warrant has been signed, the department will recommend whether or not the student is to graduate that quarter and these recommendations are conveyed to the Graduate School by the Sunday following the end of the quarter. E-mails are sent to the student notifying them that their department has made a recommendation on their request.

- Once the Graduate School receives the degree request recommendation, a final transcript audit and a review to determine if all Graduate School and department contingencies are met, will be completed by the Graduate School staff.

- The Graduate School enters the final graduation decision into the MyGradProgram system and e-mail notifications are sent to the student informing them of their graduation status.

A student must be registered as a graduate student and complete a minimum of two credits during the quarter in which degree requirements are met and the degree is conferred.

Commencement

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

Diploma distribution

Diplomas are produced approximately 12 weeks after the end of the quarter in which they are earned and are mailed to the student.

MASTER OF

Business Administration

The Master of Business Administration (MBA) degree is designed for working professionals who want to enhance their abilities to respond to, manage and lead change. The 18-course program emphasizes the organization as a system and builds an understanding of how each organizational component affects and interacts with others.

The primary goal of the MBA program is to provide current and future managers with the knowledge necessary to succeed in an increasingly dynamic and complex 21st-century environment. By design, the program integrates leadership, technological, analytical, interpersonal and communication skills. Students will learn to:

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

- Allocate organizational resources strategically;
- Consider the social, political, ethical and environmental consequences of management decisions.

Accreditation

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

Admission Requirements

Applicants must simultaneously be admitted to the Milgard School of Business and to the Graduate School of the University of Washington. Application forms are available on the MBA Web site at www.tacoma.washington.edu/mba. Applications must be submitted in time to meet the Milgard School of Business deadline listed on the Web site, as this supersedes the Graduate School admissions deadline. The MBA program admits students for Autumn Quarter only. Admission is competitive.

The following are required for admission to the Master of Business Administration program:

- A baccalaureate degree from an accredited institution.
- An overall grade-point average of 3.0 calculated from the applicant's final 90 graded quarter credits or 60 graded semester credits.
- Competitive scores from the *Graduate Management Admissions Test* completed within the last five years.
- A minimum of two years of postbaccalaureate managerial work experience.
- One official transcript from each institution attended. If admitted, a second baccalaureate transcript will be requested by the Graduate School.
- One essay. Details about the essay are included in the application packet.
- A résumé and completed Personal Data Form.
- Two confidential professional recommendations.

OVERVIEW

The mission of the Milgard School of Business 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. We also are committed to advancing and disseminating business knowledge and theory and to cultivating collaborative relationships with the community.

Phone: (253) 692-5630

Fax: (253) 692-4523

Office: Dougan 401

Campus box: 358420

Web site: www.tacoma.washington.edu/mba

E-mail: uwtmba@u.washington.edu

Dean: Shahrokh Saudagaran

Administrator: Julia Smith

Adviser: Caroline Calvillo

- Applicants holding Permanent Residence Status and an international baccalaureate degree (or higher) must submit scores for the TOEFL exam. Minimum scores are 580 (paper-based), 237 (computerized TOEFLC), 92 (Internet-based TOEFLIBT).
- Applicants with foreign transcripts are encouraged to apply by January to allow extra time for transcript evaluation. Foreign transcripts must be accompanied by an English translation when submitted.

Program Design

The 18-course, non-thesis MBA degree has two components:

- Core courses
- Elective courses

The choice of electives will depend on students' career and educational goals. Students can create a profile of elective courses that allows them to gain additional knowledge of management, finance, leadership or marketing. Elective courses also can be taken outside of Business from other UW Tacoma graduate programs.

Enrollment and Classes

The UW Tacoma two-year MBA allows students to continue in their careers while they develop new managerial knowledge and skills. In the average quarter, an MBA student will enroll in two courses (8 credits) of study. Students may complete their degree on a year-round basis in two years (including summers) or extend to three or more years.

Classes meet primarily on weekday evenings and some Saturdays; many incorporate Internet components. Online assignments and discussion offer flexibility while keeping students connected to the faculty and their classmates. Courses integrate current conceptual and practical knowledge while building analytical and interpersonal skills. As a result, the curriculum is immediately relevant to practicing managers.

Chartered Financial Analyst (CFA)

The MBA program offers a Chartered Financial Analyst (CFA) option. This series of courses helps students prepare for the Level I exam. Students generally sit for the exam in June during their second year of study.

Elective Credits

A minimum of 12 graded elective credits must be completed in Tacoma MBA elective courses numbered 500 and above. The

remaining elective credits can be completed via Tacoma MBA elective courses, credits from other UW graduate degree programs, transfer credits, or some combination of these as discussed in the policies below.

No more than eight credits of TBUS 569, Analytical Research, may be applied toward the MBA degree.

Transfer Credits from Other Institutions

An admitted MBA student may petition to transfer up to the equivalent of 12 quarter credits of graduate business coursework from an accredited institution toward the elective portion of the degree. Graduate credits that have been applied toward a completed degree cannot be transferred.

Applicants may petition by sending a letter to the Graduate Program Adviser. The petition should identify the courses requested for transfer credit and, for each course, clearly articulate how the course content contributes to the objectives of the UW Tacoma MBA curriculum. Petition requests will not be evaluated until an official transcript is received by the Milgard School of Business.

Written petitions for transfer credits completed prior to admission to the MBA program must be submitted during the first quarter of enrollment in the MBA program (Autumn quarter).

Enrolled UW Tacoma MBA students who take courses at another institution with the intent of transferring the credits should first seek approval from the graduate program adviser. If approved, these students should submit a written petition to transfer credits within one academic quarter of completing the course at another institution (e.g. petitions to transfer summer credits must be received by the end of Autumn Quarter).

Coursework that duplicates the content of required courses in the MBA curriculum will not be accepted for transfer elective credit.

Petitions are reviewed by the Graduate Committee and a letter is mailed to the address of record indicating how many credits, if any, will transfer. Students who transfer graduate credits from another university may be restricted in the elective courses they may take to complete their elective. Details of such restrictions will be included in the reply letter to the petitioning student. All decisions of the Graduate Committee with respect to transfer credits are final.

UW Credits Earned Outside the Tacoma MBA

A portion of MBA elective credits may be earned at the University of Washington in other degree programs. Students do not

need to petition to ensure these credits apply toward their degrees. The following restrictions apply:

1. At least 12 elective credits must be taken from Tacoma MBA courses numbered 500 and above.
2. No more than 12 credits earned in other UW graduate programs (numbered 500 and above) can be applied to the MBA degree.
3. No more than 5 credits of 400-level Tacoma business courses can be applied to the MBA degree.
4. 400-level courses from any other undergraduate program cannot be applied toward the MBA degree.

Ungraded Credits (S/NS)

Core courses in the Tacoma MBA curriculum cannot be taken Satisfactory/Not Satisfactory (S/NS). No more than 12 credits of elective courses may be completed as S/NS.

Minimum Requirements for the MBA Degree

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

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

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

Course Descriptions

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

Core Courses

TBUS 500 Quantitative Methods in Business

4 credits

Examines statistical concepts including probability and probability distributions. Develops an understanding of sampling and estimation procedures, hypothesis testing, and inference. Topics include correlation and regression analysis, and analysis of time series.

TBUS 501
Financial Theory
4 credits

Examines financial theory including asset valuation, capital markets, and the basic terminology of corporate finance. Focuses on Time Value of Money, Equity Valuation, Cost of Capital and basics of risk management as essential tools.

TBUS 503
Accounting for Business Decisions
4 credits

Emphasizes selected financial accounting and managerial accounting topics. Cost behavior, activity-based costing, budgeting, and financial accounting and reporting are explored with an emphasis on understanding the information provided and prepared from a managerial perspective.

TBUS 504
Marketing Management
4 credits

Explores the processes by which organizations create value for customers. Focuses on marketing decision making, including opportunity analysis, positioning strategies, product development/management, distribution channels, pricing tactics, and integrated marketing communications. Enables students to engage in target market selection and marketing program design.

TBUS 506
Strategic Management
4 credits

Focuses on the strategy development process in organizations and on how to create sustainable competitive advantage. Includes developing an understanding of the strategic position of organizations, strategic choices for the future and how one can best translate strategies into action.

TBUS 507
Individual and Team Dynamics
4 credits

Examines human behavior in organizations in terms of individual, small group, intergroup and the total organization. With an emphasis on managing people, topics include leadership, communication, group dynamics, decision-making, self-awareness, motivation, perception, influence, learning and the management of change and conflicts. Class dynamics serve as significant examples for understanding human behavior.

TBUS 508
Integrated Systems
4 credits / Prerequisite: Completion of TBUS 500, 501, 503-507 and 520

Integrates material learned in the MBA core through immersion in systems theory. Students learn to view organizations as open systems and evaluate consequences of business decisions. An online simulation is used to demonstrate the interplay of various subsystems in organizations while competitive forces create an environment of ongoing change.

TBUS 520
Microeconomics for Managers
4 credits

Examines ways to apply tools of intermediate microeconomic theory to issues of interest to managers. Topics include market processes, consumer theory, firm behavior in competitive and imperfectly competitive markets, product pricing, and strategic behavior.

TBUS 570
Organization Development
4 credits

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

Elective Courses (32 credits)

TACCT 520
International Accounting Seminar
4 credits

Enhances understanding of international accounting issues. Examines the impact of accounting diversity on global capital flows and explores the convergence of global accounting standards. Covers accounting for changing prices, goodwill and other intangibles, as well as social and environmental reporting, geographic segment disclosure practices and financial reporting in emerging markets.

TACCT 525
Forensic Accounting Seminar
4 credits / Prerequisite: TBUS 503

Explores the nature, detection and prevention of fraudulent financial reporting. Investigates types of fraud, how fraud is committed, and ways to prevent fraud in corporations.

TACCT 531
Financial Statement Analysis
4 credits / Prerequisite: TBUS 503

Provides analytical tools and research techniques necessary to understand and interpret financial statements.

TBUS 560
Tools for Forecasting and Assessing Change
4 credits

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

TBUS 568
Internship
3-5 credits

Allows students to explore new career avenues or to extend their current career experience into new areas. Involves explaining knowledge and skills through on-site project work with an organization. *Requires written internship plan and faculty permission prior to registration.*

TBUS 569
Analytical Research
2-4 credits

Provides an opportunity to work independently to explore specific business topics in greater depth. The student must develop a research proposal and make arrangements with a faculty member to supervise the project prior to course registration. *Tacoma MBA students only. Permission of faculty is required prior to registration.*

TFIN 521
Macroeconomics for Managers
4 credits

Focuses on the use of intermediate macroeconomic theory to understand how different sectors of the economy are inter-related. Specific emphasis is placed on international markets and how to assess the impact on firms of different macroeconomic policies and events.

TFIN 522
Investment Valuation
4 credits / Prerequisite: TBUS 501

Examines the valuation of financial assets including stocks, bonds and real assets such as businesses. Focuses on discounted cash flow, risk option pricing theory and models, market efficiency, dividend discount models, and real options theory.

TFIN 526
Portfolio Management
4 credits / Prerequisite: TBUS 501

Provides an understanding of investor decision making under uncertainty, and how portfolios may be used to reduce risk. Explores the portfolio management process including construction, revision, and protection of both fixed income and equity portfolios. Covers performance evaluation and risk management.

TIS 555
Topics in Managing Technology: Decision Making and Information Technology
4 credits

Examines managerial decision making and strategies for applying information technology. Explores: decision framing and decision analysis; factors and issues that contribute to the complexity of decisions; cognitive, social, and political dimensions of decisions; personal, group, and organizational decision making; and IT architectures for decision support.

TMGMT 512
Business Ethics and Social Responsibility
4 credits

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.

TMGMT 516**Business Communication***4 credits*

Explores communication and its impact on the business environment. Investigates advanced methods of business presentation design/delivery, explores relevant communication theories, covers critical concepts such as global communication, crisis communication, gender communication in the workplace and meeting management. Also investigates communication issues which are typically controversial in organizations.

TMGMT 518**Business Law***4 credits*

Examines legal issues in a business context. Considers law as a strategic tool to help achieve core business objectives, create value, and manage risk. Addresses legal aspects of business management, agreements and relationships including: contracts, torts, product liability, employment, intellectual property, agency and business organizations.

TMGMT 520**Managing Corporate Responsibility***4 credits*

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

TMGMT 532**Strategic Human Resource Management***4 credits*

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

TMGMT 553**Leadership in a Changing World***4 credits*

Concentrates on the knowledge and skills that managers need to lead effectively in today's dynamic business environment. The course examines what it takes to be an outstanding leader under a variety of circumstances. Participants will develop a greater understanding of how change impacts individuals, teams, and organizations. The course requires students to study a "live" case as well as develop an action plan to increase their own leadership competencies.

TMGMT 557**Negotiations***4 credits*

Emphasizes the conflict resolution approaches most commonly used by managers to resolve disputes at the individual, group and organizational levels. Students will learn to assess conflict situations and select appropriate resolution techniques as well as hone their skills in negotiation and mediation.

TMGMT 574**New Business Ventures***4 credits*

Examines the legal, financial, strategic and managerial challenges of creating and operating new businesses. Topics include building an entrepreneurial firm, developing start-up strategy, creating business plans, obtaining venture financing and managing a growing company.

TMKTG 520**Services Marketing***4 credits / Prerequisite: TBUS 504*

Explores the unique challenges of managing services and delivering service quality that lead to customer satisfaction. Examines methodologies available for measuring, analyzing and designing services. Investigates the role of marketing in attracting customers and shaping customer expectations.

Faculty
Shahrokh M. Saudagaran

Gary E. & James A. Milgard Endowed Dean and Professor,
Milgard School of Business
International Accounting; Ph.D., University of Washington, 1986.

Elizabeth Alexander

Assistant Professor, Milgard School of Business; Strategic Management and Public Policy, International Business, International Political Economy; Ph.D., George Washington University, 2006.

Zoe I. Barsness

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

Daniel Bryan

Assistant Professor, Milgard School of Business; Accounting; Ph.D., University of Oregon, 2002.

Zhiyan Cao

Assistant Professor, Milgard School of Business; Accounting; Ph.D., Yale University, 2006.

Vanessa Chio

Associate Professor, Milgard School of Business; Management, International Business; Ph.D., University of Massachusetts, 2000.

Sergio V. Davalos

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

Ehsan Feroz, CFE, CGFM

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

Marinilka Barros Kimbro

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

Fei Leng, CFA

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

Stern Neill

Associate Professor, Milgard School of Business; Marketing; Ph.D., Louisiana State University, 2000.

G. Kent Nelson

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

Stephen Norman

Assistant Professor, Milgard School of Business; Economics; Ph.D., Cornell University, 2006.

Gregory Noronha, CFA

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

Dorothy J. Parker, CPA

Senior Lecturer, Milgard School of Business; Accounting; Ph.D., University of Arkansas, 1992.

Jill M. Purdy

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

Gregory M. Rose

Professor, Milgard School of Business; Marketing; Ph.D., University of Oregon, 1995.

Eugene Sivadas

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

Tracy A. Thompson

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

Douglas T. Wills, CFA

Associate Professor, Milgard School of Business; Economics; Ph.D., Texas A&M University, 1995.

MASTER OF SCIENCE

Computing and Software Systems

The Master of Science degree in Computing and Software Systems (CSS) prepares graduates for careers as computer engineers, database administrators, project managers, software developers, support specialists and systems analysts. Those with a master's degree in computer science typically earn 25 to 30 percent higher starting salaries than those with bachelor's degrees, according to a report by the U.S. Bureau of Labor Statistics.

The CSS master's program serves a diverse population of students, from those with significant experience and degrees in the field, to those with non-computing-related undergraduate degrees. By broadening the base of students eligible for the program, the Institute encourages a greater number of undergraduate students to continue their education at the graduate level and to attract an increasing number of nontraditional students who have related work experience and a strong interest in the field.

Curriculum

The Master of Science in Computing and Software Systems provides a broad overview of the technologies and theories supporting computing and software systems. The master's program advances the theoretical concepts of computer science from the bachelor's program. In addition, it requires that a student demonstrate the ability to synthesize and apply those concepts outside the classroom.

These goals are achieved in three stages:

- Foundational courses to emphasize theoretical (conceptual) as well as practical (embodied) knowledge.
- Theory courses that refine critical thinking skills and breadth of knowledge.
- Thesis, significant capstone design project or course-only option to strengthen confidence, leadership ability and communication skills.

Students completing the M.S. degree will attain the following competencies:

- Familiarity with the software development life cycle, both in theory and application.
- Skill in developing distributed and Web-based applications, along with the ability to learn new technologies rapidly.
- The opportunity to learn additional concepts and technologies in greater depth, through a capstone project.
- A foundation for self-directed learning to stay at the leading edge of this fast-changing field.

OVERVIEW

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

Phone: (253) 692-5860

Fax: (253) 692-5862

Office: Pinkerton 210

Campus box: 358426

Web site: www.tacoma.washington.edu/tech

E-mail: uwtech@u.washington.edu

Director: Orlando Baiocchi

Adviser: Christine Rials

Admission Requirements

Applicants must provide evidence of the successful completion of a baccalaureate degree from an accredited institution with at least a 3.0 GPA. A degree in computer science is not required; however, any entering student may be required to take one or more **Bridge Courses** in order to fill gaps in their undergraduate education. All candidates must demonstrate successful completion of coursework in the following areas:

- Calculus
- Science (physics preferred)
- Object-oriented design and programming (Java preferred)
- Discrete Structures
- Data Structures
- Algorithms

Application Process

Those interested in enrolling in the Master of Science in Computing and Software Systems should make an appointment with an adviser by calling (253) 692-5860. Details about the curriculum and prerequisites along with application materials are available on the Institute's Web site at www.tacoma.washington.edu/tech.

Curriculum

Bridge Courses

A student may be required to take one or more Bridge Courses in order to fill gaps in their undergraduate education. The student will be notified of required Bridge Courses at time of admission.

- TCSS 522 Computer Operating Systems
- TCSS 545 Database Systems Design
- TCSS 560 Software Engineering
- TCSS 572 Computing Systems Design

Core Courses

Core Courses integrate theory and practice in the realm of distributing software systems.

- TCSS 543 Advanced Algorithms
- TCSS 558 Applied Distributed Computing
- TCSS 598 Master's Seminar

Electives

Student choose three electives, one of which can be a 400-level elective course from the CSS undergraduate curriculum. Electives are listed in the course descriptions section below.

Capstone or Additional Course Options

Candidates who elect to take the capstone option will complete a student-defined software project under the supervision of a faculty member, over the course of two quarters. The nature of the project will vary according to the student's educational goals, but in all cases will broaden or deepen the student's expertise in an area of computer science. Students with a grounding or interest in industrial or other practical problems may want to undertake an implementation that solves a significant real-world problem, whereas students contemplating future graduate study are encouraged to undertake a more academically oriented masters thesis.

An alternative three-course option is available for students who are primarily interested in a broader education in computer science. Additional 500-level electives are taken from a range of topics in computer science, in lieu of the capstone. A total of 15 additional hours of elective coursework is required.

Course Descriptions

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

TCSS 522 Computer Operating Systems 5 credits

Examines the advanced concepts of operating systems and how they function. Includes process management, concurrency, inter-process communication, multi-threading, memory management, caching, file systems, graphical interfaces, security and networking. *Not available for elective credit.*

TCSS 523 Data Compression 5 credits

Covers a broad range of compression techniques, as well as their implementations in today's compression standards. Techniques include block-based codes, dictionary coding, predictive coding, vector quantization, and transform coding, including wavelets. Covers selected standards for text, image, video and audio compression.

TCSS 540 Theory of Computing 5 credits

Covers computational models including finite automata, regular expressions, context-free grammars, pushdown automata, Turing machines and techniques for analyzing them. Basic computability theory and undecidability, computational complexity theory and NP-completeness.

TCSS 543 Advanced Algorithms 5 credits

Prepares students for analysis and use of advanced algorithms. Covers advanced graph, number-theoretic (with applications to cryptography), online, approximation (with performance guarantees) and probabilistic algorithms. Covers Turing machines and NP-completeness. *Not available for elective credit.*

TCSS 545 Database Systems Design 5 credits

Covers fundamental database concepts, relational databases, conceptual data modeling, entity relational diagrams and UML, logical and physical design, SQL commands and queries, query optimization, Wen database applications development, transaction management, distributed and object-oriented databases, data warehousing and data mining, XML query language, image and text retrieval, data storage and indexing. *Not available for elective credit.*

TCSS 555 Data Mining 5 credits

Covers methods and systems for data mining and discovering knowledge from data; mining system architectures; concept learning; text and multimedia mining; decision trees; Bayesian and belief networks; neural networks; case-based reasoning; cluster and multidimensional analysis; several application; tools to build new applications; knowledge discovery.

TCSS 558 Applied Distributed Computing 5 credits / Prerequisites: TCSS 545 & TCSS 572 or equivalents

Covers techniques and concepts associated with constructing software that is distributed, reliable, efficient and extensible; programming multi-threaded applications, communication among objects on different computers, creating a server accessed by multiple clients, using common object design patterns, locating and tailoring components and more. *Not available for elective credit.*

TCSS 559 Web Services 5 credits / Prerequisite: TCSS 558

Investigates a service-oriented computing paradigm for use with the Internet, web services. Includes comparisons of distributed computing paradigms, enterprise application integration, service oriented architecture, web services concepts, web services technologies, service coordination protocols, service compositions and service applications.

TCSS 560 Software Engineering 5 credits

Prepares students for developing software applications within a human and organizational setting. Focuses on the software development life cycle, requirements gathering and analysis, design methodologies and notations, verification and validation, software measurement and quality assurance. *Not available for elective credit.*

TCSS 566**Computer-Mediated Communications***5 credits*

Examines the uses of computer and communication technologies, including application implementations, for supporting human-to-human communications in both personal and social contexts. Includes topics from sociological and psychological aspects needed to design effective systems. Involves development of significant collaboration application and research paper.

TCSS 570**Introduction to Parallel Computing***5 credits / Prerequisite: TCSS 543*

Covers parallel architectures, interconnection networks, and embeddings; fundamental communication operations; performance and scalability metrics; parallel programming paradigms, message-passing programming in MPI, and shared-address-space programming in threads; parallel algorithms for sorting, searching, matrix problems, graph problems, and dynamic load balancing.

TCSS 572**Computing Systems Design***5 credits*

Covers machine organization/architecture, systems software and networking of computers for distributed applications. Includes design of CPU, memory, I/O and assembly language. Network topics include protocols and programming applications distributed over multiple systems. *Not available for elective credit.*

TCSS 581**Cryptology***5 credits / Prerequisite: TCSS 543*

Covers simple ciphers, block and stream ciphers, attacks, public-key ciphers, electronic signature, cryptographic algorithms and real-world examples.

TCSS 588**Bioinformatics***5 credits / Prerequisite: TCSS 543*

Covers methods and systems for the application of computer science to biology, medicine, genomics and proteomics, biological domain background, machine learning, statistical learning, hidden markov models, case-based reasoning, neural networks, semantic approaches, evolutionary computing, stochastic grammars and linguistics and grid computing.

TCSS 590**Special Topics in CSS***5 credits*

Examines current graduate-level topics and issues associated with computing and software systems. *Permission of instructor required.*

TCSS 598**Master's Seminar in CSS***5 credits*

Surveys the canonical literature pertinent to a master of science in CSS. Readings in research and applied computing are assigned to provide grounding in master's-level work. Weekly discussions of topics taken from the readings. *Not available for elective credit.*

TCSS 600**Independent Study in CSS***1-10 credits, max. 10*

Examines current topics and issues associated with computing and software systems. *Permission of instructor required.*

TCSS 700**Master's Thesis in CSS***1-10 credits*

Research project lead by a CSS graduate faculty member. *Permission of instructor required.*

TCSS 702**Design Project in CSS***1-10 credits*

Significant design and implementation project lead by a CSS graduate faculty member. *Permission of instructor required.*

Faculty**Orlando Baiocchi****Director and Professor**

Institute of Technology
Electrical Engineering; Ph.D., University
College in London, 1976.

Isabelle Bichindaritz

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

Donald Chinn

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

Sam Chung

Associate Professor, Institute of Technology;
Computer Science; Ph.D., University of South
Florida, 1995.

Larry A. Crum

Professor Emeritus, Institute of Technology;
Electrical Engineering; Ph.D., Marquette
University, 1971.

Steve Hanks

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

George Mobus

Associate Professor, Institute of Technology;
Computer Science; Ph.D., University of
North Texas, 1994.

Moshe Rosenfeld

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

Josh Tenenberg

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

Larry Wear

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

Daniel Zimmerman

Assistant Professor, Institute of Technology;
Computer Science; Ph.D., California Institute
of Technology, 2002.

Education

Master of Education • Educational Administrator • Teacher Certification

The Education Program offers these options:

- K-8 Teacher Certification with Special Education Option
- Secondary Science Education
- Professional Certificate
- Master of Education for Practicing Educators
- Educational Administrator

Earning a Master of Education (M.Ed.) degree through the Education Program at the University of Washington Tacoma prepares new and practicing teachers to meet the needs of all learners in our diverse communities. Prospective teachers may earn a residency teaching certificate. Prospective principals and program administrators may also earn a residency administrator certificate.

For practicing teachers we offer professional certification, as well as study options including At-Risk (including Special Education), Humanities, Science and Educational Leadership. We have an advisory process to help teachers become highly qualified by earning new endorsements. The Education Program allows students to combine professional certification and endorsements into degree programs, should they desire to do so.

The programs vary in length, focus, and requirements. Some are part-time and some are full-time.

Degree Requirements

To be eligible for a UW Tacoma Master of Education, a student must meet the following UW requirements:

- Complete a minimum of 45 quarter credits in upper-division and graduate-level courses applicable to the degree. The Special Education Study Option requires 49-50 quarter credits. Courses taken through correspondence, distance learning or independent study through correspondence will not meet graduate degree requirements.
 - Obtain at least 18 of the minimum 36 quarter credits for work numbered 500 and above.
 - Earn a minimum of 30 credits at the University of Washington Tacoma.
 - Earn numerical grades in at least 18 quarter credits of coursework taken at the University of Washington Tacoma.
 - Be registered for and successfully complete a minimum of two quarter credits at UW Tacoma during the quarter in which the degree is to be conferred.
- Arrange to remove any X, N or I grades or grades with DR designation posted on the student's transcript for courses needed to satisfy degree requirements. (If the course is a degree requirement and the two-year limit to remove the I grade has passed, the student will need to retake the course.) These courses must be successfully completed by the end of the quarter in which the student expects to receive the degree.
 - Earn a grade of 2.7 or better on all coursework used to satisfy the M.Ed. degree requirements, and a minimum cumulative grade-point average of 3.0.
 - Complete the program requirements (petitioned courses approved for transfer included) within a six-year time period. This includes quarters spent on leave or out of status and applicable work transferred from other institutions. Courses may not be transferred that were used to satisfy requirements for another degree. The courses to be transferred must be approved by the UW Education program and UW Graduate School.

OVERVIEW

Student learning is our primary goal; we prepare educators to meet the needs of all learners in our diverse communities. The Education Program is dedicated to discovering and teaching the best practices in instruction and school leadership. We strive to be at the forefront in meeting the educational needs of students in the South Puget Sound region.

Phone: (253) 692-4430

Fax: (253) 692-5612

Office: WCG 324

Campus box: 358435

Web site: www.tacoma.washington.edu/education

Interim Directors: Diane Kinder, José Rios

Advisers: Sara Contreras, Carla Van Rossum, Anne Davis

Certification Specialist: Anne Davis

Graduation Requirements

To be eligible for a graduate degree from UW Tacoma, students must also:

- Maintain continuous enrollment, be enrolled or have on-leave status every quarter beginning with the quarter of admission into the Graduate School up to and including the quarter in which the degree will be conferred. An application for on-leave status must be filed for any quarter, summer excluded, in which the student will not be attending. Applications for on-leave status must be filed no later than the fifth day of the quarter in which the student will be on leave; the application fee is \$35 and is nonrefundable. Students must apply through the UW Tacoma Education Program.
- Submit formal UW application for the master's degree. This application is now initiated online: <http://www.grad.washington.edu/stsv/mastapp.htm>. See Graduate Degree Application Process on page 112 for more information.
- Students must satisfy the requirements for the degree that are in force at the time the degree is to be awarded.
- Complete the Course of Study form and submit to the Education Program office in Room WCG 324. The form is available online at www.tacoma.washington.edu/education.
- Complete all requirements of the Culminating Experience.

K-8 Teacher Certification

The Master of Education Program with a focus on K-8 Teacher Education features an introduction to teaching in all areas of the elementary and middle school curriculum, preparation for non-curricular aspects of the teacher's role, reflection on contemporary issues in education and frequent supervision. Cooperating teachers and university faculty work together to provide students with a program that ensures integration of course content with hands-on experience. Field placements begin on the first day of school in September, which usually follows Labor Day, allowing students to experience the beginning of the public school year.

Students may choose to earn certification in K-8 elementary education or K-8 elementary education and K-12 special education.

The first year is a full-time course of study. Admitted students progress as a cohort community through four quarters (five quarters for those seeking special education) of full-time study beginning in summer quarter. Upon completion of all certification requirements, one may be recommended to the state for a teaching certificate. The additional credits required to obtain the master's degree are taken in the evening and are conducive to a working teacher's schedule.

This program is based on the most current educational research and theory. Our goal is to ensure that our graduates have a positive impact on student learning. Upon successful completion of all program requirements, students will earn a Master of Education degree and a Washington State Residency Teaching Certificate.

Admission Requirements

Admission to the Master of Education program requires that applicants be simultaneously admitted to the UW Tacoma Education program and the UW Graduate Admissions. To qualify for consideration, applicants must:

- Have earned a bachelor's degree from a regionally accredited university or college.
- Have earned a cumulative grade-point average of at least 3.0 calculated from the final 90 graded quarter credits or 60 graded semester credits. Applicants who do not meet this requirement may still be eligible for admission depending on the quality of their academic work and educational experience with children of elementary school age.

- Submit one official sealed transcript from each collegiate institution attended. If you are admitted and choose to enroll in the program, you must send a second transcript showing the conferral of your bachelor's degree to the UW Graduate Admissions Office upon their request. (If you received your baccalaureate degree from the University of Washington, you do not need to submit a second transcript.)
- Have completed courses in the subject areas listed in the chart on the next page. All courses must be 100-level or above and must have a grade of 2.0 or better.
- Submit a personal goal statement of one or two pages that describes why you would like to teach. The goal statement is an important part of the application because it allows you to share a part of yourself that the admissions committee typically would not see in your GPA.
- Submit a résumé of professional experience, educational background and other relevant information including volunteer experience.
- Submit two confidential, sealed letters of recommendation from individuals who can speak to your commitment, academic ability and potential as a teacher.
- Have experienced a minimum of 40 hours in a public school classroom within the last five years.
- Submit Graduate Record Exam (GRE) General Test scores. This computer-based test is widely available and may be scheduled by calling 1-800-GRE-CALL or the Sylvan Learning Center at (253) 848-0771. UWT's institution code is R4854; the department code is "Education." Testing is available throughout the year by appointment.
- Have taken the Washington Educator Skills Test-Basic (WEST-B). For more information, go to www.west.nesinc.com.
- Selected finalists will be invited for a personal interview.

K-8 Certificate and Degree Requirements

In addition to the state of Washington certification requirements, all students must complete the following coursework:

TEDUC 463	Arts in the Schools
TEDUC 483	Health Education and Child Abuse Issues
TEDUC 501	Foundations of Education: Policy, Ethics and Philosophy
TEDUC 506	Seminar in Graduate Writing
TEDUC 515	Science Methods
TEDUC 520	Multicultural Education
TEDUC 538	Classroom Assessment
TEDUC 541	Literacy Instruction for Diverse Students
TEDUC 548	Classroom Management
TEDUC 549	Teaching Students with Special Needs
TEDUC 554	Language Arts
TEDUC 555	Literature and Content Reading
TEDUC 560	Math Methods I
TEDUC 561	Math Methods II
TEDUC 562	Social Studies Methods
TEDUC 566	Education and Technology
TEDUC 587	Field Experience I
TEDUC 588	Field Experience II
TEDUC 589	Field Experience III
TEDUC 590	Reflective Seminar

(The above courses represent four full-time quarters of study beginning in Summer Quarter.)

Additional Degree Requirements

TEDUC 502	Learning about Learning
TEDUC 503	Educational Measurement
TEDUC 504	Understanding Educational Research Comprehensive Exam Culminating Experience (6 cr.)

K-8 / Special Education Certificate and Degree Requirements

In addition to the state of Washington certification requirements, all students must complete the following coursework:

TEDUC 463	Arts in the Schools
TEDUC 483	Health Education and Child Abuse Issues
TEDUC 501	Foundations of Education: Policy, Ethics, and Philosophy
TEDUC 506	Seminar in Graduate Writing
TEDUC 515	Science Methods
TEDSP 520	Multicultural Issues in Special Education
TEDUC 541	Literacy Instruction for Diverse Students
TEDSP 544	Special Education Assessment and Evaluation
TEDSP 546	Collaborative Consultation
TEDSP 547	Special Education and the Law
TEDSP 548	Special Education Classroom Management
TEDSP 550	Special Education Principles & Practices I
TEDSP 551	Special Education Principles & Practices II
TEDUC 554	Language Arts
TEDUC 555	Literature and Content Reading
TEDUC 560	Math Methods I
TEDUC 561	Math Methods II
TEDUC 562	Social Studies Methods
TEDUC 566	Education and Technology
TEDSP 587	Field Experience I
TEDSP 588	Field Experience II
TEDSP 589	Field Experience III
TEDSP 590	Reflective Seminar

(The above courses represent five full-time quarters of study beginning in Summer Quarter.)

Additional Degree Requirements

TEDUC 502	Learning about Learning
TEDUC 503	Educational Measurement
TEDUC 504	Understanding Educational Research Comprehensive Examination Culminating Experience (6 cr.)

Washington State Certification

Upon successful completion of the Teacher Certification Program and a passing score on the Praxis II exam for Elementary Education, students will be recommended to the Office of the Superintendent of Public Instruction for a Residency Teacher Certificate with an endorsement in Elementary Education. For those interested in an additional endorsement in Special Education, a passing score on the Praxis II exam for Special Education is also required.

Students may qualify for additional endorsements based on a passing score on the Praxis II for their endorsement area. For more information on the Praxis II exam, go to www.ets.org/praxis.

K-8 CERTIFICATION COURSE REQUIREMENTS

Writing	English composition
Literature	
Math	Course(s) that cover the major concepts, procedures and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, probability and algebra (e.g., intermediate algebra).
Life Science	Course(s) in biology, botany, zoology, physical anthropology or physiology.
Physical Science	Course(s) in astronomy, chemistry, geology, physics or oceanography.
Science Lab	Taken with either life or physical science.
U.S. History	General survey course.
Geography	Course(s) that cover spatial arrangement of people, places, resources and environments on the Earth's surface; knowledge and understanding of maps, charts and other geographic tools.
Art	Course(s) that cover art appreciation, history or applied courses in the visual or performing arts.
Child, Adolescent or Lifespan Development	Course(s) that cover the major concepts, principles, theories and research related to the development of children and young adolescents (e.g., child, adolescent or lifespan development).
Technology	No proof of coursework is required, but please see "Technology Skills Required" document at: tacoma.washington.edu/education/docs/technology-skills.pdf

Secondary Science Education

The Master of Education Program with a focus on Secondary Science Education partners with local schools to prepare future teachers to help students in middle and high school gain knowledge and success in science. The preparation of secondary teachers in science education addresses one of the most significant gaps in the teacher corps today. Field placements begin on the first day of school in September, which usually follows Labor Day, allowing students to experience the beginning of the public school year.

It is a part-time or full-time program for those who hold a bachelor's degree. With the exception of the field experience component, the program is offered in the evening and occasional Saturdays. We tailor your internship around your specific goals and objectives, and previous experience in the field of science. It is a 62-credit program that begins in Summer Quarter.

This program is based on the most current educational research and theory. Our goal is to ensure that our graduates have a positive impact on student learning. Upon successful completion of all program requirements, students will earn a Master of Education degree and a Washington State Residency Certificate with an endorsement in Science, Earth Science and/or Biology for grades 5-12.

Admission Requirements

Admission to the Master of Education program requires that applicants be simultaneously admitted to the UW Tacoma Education program and the UW Graduate Admissions. To qualify for consideration, applicants must:

- Have earned a bachelor's degree from a regionally accredited university or college.
- Have earned a cumulative grade-point average of at least 3.0 calculated from the final 90 graded quarter credits or 60 graded semester credits. Applicants who do not meet this requirement may still be eligible for admission depending on the quality of their academic work and educational experience with children of secondary school age.
- Submit one official sealed transcript from each collegiate institution attended. If you are admitted and choose to enroll in the program, you must send a second transcript showing the conferral of your bachelor's degree to the UW Graduate Admissions Office upon their request. (If you received

your baccalaureate degree from the University of Washington, you do not need to submit a second transcript.)

- Have completed a course in adolescent or lifespan development. Course must be 100-level or above and must have a grade of 2.0 or better.
- Submit a personal goal statement of one or two pages that describes why you would like to teach. The goal statement is an important part of the application because it allows you to share a part of yourself that the admissions committee typically would not see in your GPA.
- Submit a résumé of professional experience, educational background and other relevant information including volunteer experience.
- Submit two confidential, sealed letters of recommendation from individuals who can speak to your commitment, academic ability and potential as a teacher.
- Have experienced a minimum of 40 hours in a public school classroom within the last five years. The classroom should closely match the subject and age level you wish to teach.
- Submit Graduate Record Exam (GRE) General Test scores. UW Tacoma's institution code is R4854; the department code is "Education."
- Have taken the Washington Educator Skills Test-Basic (WEST-B). For more information, go to www.west.nesinc.com.
- Submit Praxis II scores (in content area). For more information, go to www.ets.org/praxis.
- Selected finalists will be invited for a personal interview.

Washington State Certification

Upon successful completion of the Secondary Science Education Program, students will be recommended to the Office of the Superintendent of Public Instruction for a Residency Teacher Certificate with an endorsement in Science, Earth Science and/or Biology for grades 5-12.

Secondary Science Education Degree Requirements

In addition to the state of Washington certification requirements, all students must complete the following coursework:

TEDUC 511	Secondary Science Methods I
TEDUC 512	Science Methods II
TEDUC 539	Principles of Secondary Instruction & Assessment

(The above three certification courses must be taken in consecutive quarters.)

TEDUC 501	Foundations of Education: Policy, Ethics and Philosophy
TEDUC 506	Seminar in Graduate Writing
TEDUC 520	Multicultural Education
TEDUC 523	Culture of Secondary Schools
TEDUC 524	Secondary Students with Disabilities
TEDUC 525	Child Abuse Seminar
TEDUC 533	Classroom Management in Secondary Schools
TEDUC 535	Literacy in Secondary Schools
TEDUC 566	Education and Technology (or waiver)
TEDUC 585	Field Experience I
TEDUC 586	Field Experience II

Additional Degree Requirements

TEDUC 502	Learning about Learning
TEDUC 503	Educational Measurement
TEDUC 504	Understanding Educational Research Comprehensive Exam Culminating Experience (6 cr.)

Professional Certificate

All beginning teachers and most teachers coming from out of state receive the Residency Certificate as their first teaching certificate. Within five years of reaching provisional status, teachers are expected to begin working toward the second-level teaching certificate, the Professional Certificate.

UW Tacoma offers teachers the opportunity to pursue a Professional Certificate with a Master of Education or a Professional Certificate only. For current information visit us online at: www.tacoma.washington.edu/education.

For a complete text on Requirements for Issuance of the Professional Teaching Certificate or Renewal of the Residency Teaching Certificate (CT 35), please go to: www.k12.wa.us/certification/profed/pubdocs/CT35.pdf.

Admission Requirements

Admission to the Professional Certificate program requires that applicants:

- Have earned a bachelor's degree from an accredited institution.
- Have a grade-point average of 3.0 calculated from the final 90 graded quarter credits or 60 graded semester credits.
- Submit one official sealed transcript from each collegiate institution attended. If you are admitted and choose to enroll in the program, you must send a second transcript showing the conferral of your bachelor's degree to the UW Graduate Admissions Office upon their request. (If you received your baccalaureate degree from the University of Washington, you do not need to submit a second transcript.)
- Submit a personal goal statement of two to three pages describing how graduate study will enhance your professional growth. The goal statement is an important part of the application because it allows you to share a part of yourself that we typically would not see in your GPA.
- Submit Personal Data form.
- Submit two confidential sealed letters of recommendation (one of which must come from the sponsoring principal/administrator).
- Submit a copy of teaching certificate.
- Submit Washington state form SPI4421 (available on the Education Web site).

Applicants pursuing the Master of Education must also:

- Submit Graduate Record Exam (GRE) General Test scores. This computer-based test is widely available and may be scheduled by calling 1-800-GRE-CALL or the Sylvan Learning Center at (253) 848-0771. UWT's institution code is R4854; the department code is "Education." Testing is available throughout the year by appointment.

Application Procedures

Professional Certificate with Master of Education (option 1)

Applicants must apply online to the UW Graduate Admissions and also submit required documents to the UW Tacoma Education Program. The application checklist is a helpful document to ensure that all items are complete. No action can be taken until all materials are received.

Professional Certificate Only (option 2)

Applicants must first contact the Education Program office at (253) 692-4430 or e-mail uwted@u.washington.edu to request appropriate Graduate Non-Matriculated application information. Use the current application packet that will be mailed to you. Applicants pursuing the Professional Certificate only must enroll in the Pre-Assessment Seminar in their first quarter. Please note that the seminar may not be offered every quarter.

Certificate Requirements

In addition to the State of Washington Professional Certificate requirements, students must complete the following coursework (*students must choose one option*):

Option 1: Professional Certificate with the Master of Education*

TEDUC 550 Pre-assessment Seminar
TEDUC 552 Culminating Seminar
Core Courses
Study Option Courses
Education Electives
Non-Education Electives
Culminating Experience

Option 2: Professional Certificate only**

TEDUC 550 Pre-assessment Seminar
TEDUC 552 Culminating Seminar
Selected coursework in consultation with an adviser

* Minimum of 45 quarter credits required

** Minimum of 17 quarter credits required

Master of Education for Practicing Educators

This degree program is designed to build upon the skills, knowledge and commitment of practicing educators. The focus is on K-12 teachers and their continuing professional development. Underlying is a vision of the teacher as one who is broadly educated and continuing to learn, skilled and committed to the craft of teaching and entrusted to nurture the greatest human potential in every learner.

The program is designed as a full-time or part-time program of study. Generally, the core and study-option courses are completed in the first year; students complete their elective courses and culminating experience the second year. This program allows students to embed professional certification and endorsements into degree programs, should they desire to. To meet the needs of students who are employed during the weekday, courses follow an evening schedule, though some courses may be offered on Saturdays. For current information visit us online at: www.tacoma.washington.edu/education.

Degree Requirements

Students must complete a minimum of 45 quarter credits, 49-50 quarter credits for Special Education. There are seven required program components:

1. The **core courses** provide the background, perspectives and resources necessary for in-depth work in an area of specialization. They prepare individuals to understand the basics of theory and research in education. All students are required to complete a total of 13 quarter credits as follows:

TEDUC 501 Foundations of Education: Policy, Ethics & Philosophy (3)
TEDUC 502 Learning about Learning (3)
TEDUC 503 Educational Measurement (3)
TEDUC 504 Understanding Educational Research (prerequisite: TEDUC 503) (3)
TEDUC 506 Seminar in Graduate Writing (1)

2. The **study option** provides focused study in one specialized area of education. Students must select *one* study option below and complete required courses.

At-Risk with an emphasis in:

- At-risk learner
- Reading/literacy
- Special education

Science/Math with an emphasis in:

- Science
- Mathematics
- Middle-level math/science

Humanities with an emphasis in:

- Middle-level humanities
- Multicultural education
- Social studies

Leadership with an emphasis in:

- Principal/Educational Administration
- Technology

3. Students must complete a **technology course** selected in consultation with an adviser. Normally, students complete Education and Technology (TEDUC 566).

4. The **education electives** provide an opportunity to explore areas of individual interest and gain depth in specific content. Courses must be selected from offerings within the Master of Education program and in consultation with an adviser.

5. Students must complete a minimum of three quarter credits (maximum 10 credits) of **non-education electives** outside of the Master of Education program. Coursework can be selected from the Milgard School of Business, the Institute of Technology, Environmental Science, Interdisciplinary Arts and Sciences, Nursing, Social Work and Urban Studies and must be 400-level or above.

6. The **Comprehensive Examination** is a written essay exam. It assesses students' knowledge of the core courses. The test takes approximately four hours.

7. Each student will participate in a **Culminating Experience**. This component of the program allows students to gain more applied knowledge of the field, and synthesize prior learning. There are two pathways for this experience: Project Pathway and Practicum Pathway. Students select the pathway for their Culminating Experience in consultation with their academic adviser.

Students completing the **Special Education** and **At-Risk** study options must enroll in the Practicum Pathway option.

■ Project Pathway

The Project Pathway involves the design and implementation of a project in which students combine theoretical knowledge and pedagogical expertise to improve current practice in an educational setting.

Quarter #1
TEDUC 599 - Culminating Project (3 cr.)

Quarter #2
TEDUC 599 - Culminating Project (3 cr.)

■ Practicum Pathway

The Practicum Pathway is intended to provide students the opportunity to integrate and apply theory and research in working with at-risk students to an educational setting.

Quarter #1
TEDUC/TEDSP 593
Practicum Seminar I (3 cr.)

Quarter #2
TEDUC/TEDSP 594
Practicum Seminar II (3 cr.)

Praxis II Examination

A passing score on the Praxis II exam is required for any student wishing to add an endorsement to their teaching certificate. For more information on the Praxis II exam, go to www.ets.org/praxis.

- Submit Graduate Record Exam (GRE) General Test scores. This computer-based test is widely available and may be scheduled by calling 1-800-GRE-CALL or the Sylvan Learning Center at (253) 848-0771. UWT's institution code is R4854; the department code is "Education." Testing is available throughout the year by appointment.

Application Procedures

Applicants must apply online to the UW Graduate Admissions and also submit required documents to the UW Tacoma Education Program. The application checklist is a helpful document to ensure that all items are complete. No action can be taken until all materials are received.

Admission Requirements

Admission to the Master of Education program requires that applicants be simultaneously admitted to the UW Tacoma Education program and the UW Graduate Admissions. To qualify for consideration, applicants must:

- Have earned a bachelor's degree from an accredited institution.
- Have a grade-point average of 3.0 calculated from the final 90 graded quarter credits or 60 graded semester credits.
- Submit one official sealed transcript from each collegiate institution attended. If you are admitted and choose to enroll in the program, you must send a second transcript showing the conferral of your bachelor's degree to the UW Graduate Admissions Office upon their request. (If you received your baccalaureate degree from the University of Washington, you do not need to submit a second transcript.)
- Submit a personal goal statement of one or two pages describing how graduate study will enhance your professional growth. The goal statement is an important part of the application because it allows you to share a part of yourself that we typically would not see in your GPA.
- Personal Data form.
- Submit two confidential, sealed letters of recommendation.
- Submit a teaching certificate or have equivalent teaching experience.

Educational Administrator

The program is a full-time course of study for potential school leaders. Admitted students progress as a cohort community through four quarters of full-time study beginning in Summer Quarter. Upon successful completion of all certificate requirements, students will earn a Residency Administrator's Certificate.

Leadership, management and instruction are three distinct components that are emphasized in each of the four quarters. Coursework is taught in synchrony with the school's administrative calendar. The curriculum is grounded in best practice as determined by theory and research.

Admission Requirements

Admission to the Master of Education program requires that applicants be simultaneously admitted to UW Tacoma Education Program and the UW Graduate Admissions. To qualify for consideration, applicants must:

- Have earned a bachelor's degree from an accredited institution.
- Have a grade-point average of 3.0 calculated from the final 90 graded quarter credits or 60 graded semester credits.
- Submit one official sealed transcript from each collegiate institution attended. If you are admitted and choose to enroll in the program, you must send a second transcript showing the conferral of your bachelor's degree to the UW Graduate Admissions office upon their request. (If you received your baccalaureate degree from the University of Washington, you do not need to submit a second transcript.)
- Submit a personal goal statement of two to three pages describing how graduate study will enhance your professional growth. The goal statement is an important part of the application because it allows you to share a part of yourself that we typically would not see in your GPA.
- Submit a résumé of professional experience, educational background and other relevant information including volunteer experience.
- Submit the Internship Agreement form.

- Submit three confidential sealed letters of recommendation (one of which must come from the sponsoring principal/administrator).
- Have a valid teaching or Educational Staff Association certificate (*Principal Certificate applicants only*).
- Submit Prerequisite Experience Form (*Principal Certificate applicants only*).
- Submit Graduate Record Exam (GRE) General Test scores (*only for applicants not holding a master's degree*). This computer-based test is widely available and may be scheduled by calling 1-800-GRE-CALL or the Sylvan Learning Center at 253-848-0771. UWT's institution code is R4854; the department code is "Education." Testing is available throughout the year by appointment.
- Participate in a personal interview (*by invitation only*).

Educational Administrator Certificate Requirements

In addition to the State of Washington Residency Administrator's Certificate requirements, all students must complete the following coursework:

- TEDUC 570 Curriculum and Instruction
- TEDUC 571 Introduction to Leadership
- TEDUC 572 School Law for Educational Administrators
- TEDUC 573 Supervision of Instruction
- TEDUC 574 Issues in Educational Leadership
- TEDUC 575 Leadership in a Changing Society
- TEDUC 576 School Wide Assessment
- TEDUC 577 School Finance and Educational Policy
- TEDUC 578 Group Leadership in Educational Administration
- TEDUC 579 Human Resources
- TEDUC 580 Reflective Seminar
- TEDUC 581 Internship

Course Descriptions

For the most current course information, please consult the Education program Web site: www.tacoma.washington.edu/education.

Special Education

T EDSP 520 Multicultural Issues in Special Education 3 credits

Provides an analysis of multicultural and bilingual perspectives in education with an emphasis on issues relevant to special education. Addresses issues and trends affecting the education of diverse students in special education. Research based practices for serving culturally and linguistically diverse students will be emphasized.

T EDSP 539 Introduction to Exceptionalities 3 credits

Provides an overview of all disabling conditions including low and high incidence disabilities. Examines the nature of various disabilities, program implications, and the continuum of delivery options available to special education students.

T EDSP 541 Literacy Instruction for Diverse Students 3 credits / Offered jointly with T EDUC 541

This course is designed to provide students with the theoretical and empirical foundations for designing effective literacy instruction for diverse students. Content covered in the course includes issues in beginning reading instruction, analysis and modification of instructional materials, and the integration of reading and language arts. The course is designed for elementary teachers, along with secondary teachers who teach remedial students.

T EDSP 542 Structuring the Classroom for Success 3 credits / Offered jointly with T EDUC 542

This course is designed to help teachers of at-risk/mainstreamed students create a well-managed classroom and school environment that supports students' personal growth and promotes academic success. The course will address alternative delivery systems and strategies for meeting individual needs.

T EDSP 543 Mathematic Challenges for Diverse Students 3 credits / Offered jointly with T EDUC 543

This course is designed to examine instructional issues in the teaching of mathematics to at-risk/mainstream K-8 students. It will include a) the assessment of student performance, b) the evaluation and modification of instructional curricula, and c) the design of generalizable problem-solving strategies.

T EDSP 544
Special Education Assessment and Evaluation

3 credits

Explores the main purposes for educational assessment of students with disabilities including the social, legal, and ethical considerations involved in educational assessments. Addresses the roles and responsibilities of each member of the assessment team. Discusses various measurements including standardized tests, norm criterion, referenced, and curriculum-based assessment.

T EDSP 545
Introduction to Emotional Behavioral Disabilities

3 credits

Examines the theories relative to teaching children and youth with emotional behavioral disorders. Discusses factors such as family, biological, school, and other environmental influences. Addresses classroom strategies based on student assessment and evaluation, including functional behavior assessment and positive behavior intervention plans.

T EDSP 546
Collaborative Consultation

3 credits

With current changes in both instructional delivery systems for students with disabilities, and in the law, the need for collaboration between general and special educators is growing. The course will provide an overview of the knowledge and skills necessary to become a full participant in school-based collaboration model.

T EDSP 547
Special Education and the Law

3 credits

A complex set of laws, regulations, and court cases have built up in recent years that govern the education of students with disabilities. This course provides a comprehensive introduction to the legal issues in special education, approached through the larger context of education law.

T EDSP 548
Special Education Classroom Management

3 credits

Prepares special education teachers with skills in research-based problem prevention and problem-solving strategies that will enable them to promote academic success for students with special needs. Addresses theoretical implications and applications of evidence-based behavior management strategies.

T EDSP 550
Special Education Principles and Practices I

3 credits

Provides in-depth exploration of disabling conditions with emphasis on the etiology of high incidence disabilities. Covers theoretical, conceptual and empirical bases to meet the needs of diverse students. Addresses legislation including the IDEiA, Section 504

of the Vocational Rehabilitation Act, and the Washington Administrative Code: Special Education Rules and Regulations.

T EDSP 551
Special Education Principles and Practices II

3 credits

Provides the knowledge and skills to design research-based program options for students with disabilities and to evaluate the efficacy of a continuum of service delivery options. Includes issues unique to special educators such as development and implementation of individual education and transition plans, scheduling, and working with paraprofessionals.

T EDSP 587
Special Education Field Experience and Reflective Seminar I

1-5 credits, max. 5

Observation and evaluation of research-based practices in assigned public school classrooms under University supervision with accompanying guided inquiry into the nature and social context of teaching and learning. Reflective seminar component will draw heavily upon observations and experiences in the interns' site placements.

T EDSP 588
Special Education Field Experience and Reflective Seminar II

1-5 credits, max. 5 / Prerequisite: T EDSP 587

Observation and participation practicum in assigned public school classrooms under University supervision with accompanying guided inquiry into the nature and social context of teaching and learning. Reflective seminar integrates evidence-based practices with experiences in the interns' site placements.

T EDSP 589
Special Education Field Experience and Reflective Seminar III

1-12 credits, max. 12 / Prerequisite: TEDSP 588

Culminating classroom internship in assigned public school classrooms under University supervision with accompanying guided inquiry into the nature and social context of teaching and learning. Experiences in the interns' site placements will focus on synthesis of planning, management, teaching and assessment of the learning environment.

T EDSP 591
Special Topics in Education

1-9 credits, max. 9 / Offered jointly with TEDUC 591

Graduate course offerings that respond to faculty and students' needs and interests. Topics will vary.

T EDSP 592
Independent Study

1-9 credits, max. 9 / Offered jointly with TEDUC 592

Faculty-supervised independent study or readings in areas of education of special interest or need to the student. Topics will vary. Permission of instructor and approved program of study or readings required.

T EDSP 593
Practicum Seminar I

3 credits / Offered jointly with TEDUC 593

The goal of the practicum seminars is the improvement of educational practice. The seminars will provide students with the background, knowledge, and opportunity to explore research-based practices with students in classrooms. Students will normally take six credits of practicum seminars.

T EDSP 594
Special Education Seminar II: Collaboration in the Education Community

3 credits / Offered jointly with TEDUC 594

Collaboration is essential in the education of students with disabilities. This seminar will explore several avenues to successful collaborative problem-solving approaches to meeting the needs of students with disabilities who are receiving their instruction in the general education classroom.

General courses

T EDUC 463
Arts in the Schools

3 credits

This course will explore the domain of the arts, particularly music, drawing, painting, and three dimensional expressions such as pottery, sculpture and architecture, to find means of better integrating arts and arts instruction into the school curriculum.

T EDUC 471
Diversity and Equity in Schools and Curriculum

3 credits

Examines the instructional methods and multicultural understandings necessary to address the learning needs of a diverse student population in a globalized society.

T EDUC 482
School and Society

3 credits

Introduces contemporary issues in schools and their historical genesis starting with the successes and challenges in classrooms, schools, and communities today, tracing their roots back in time. Provides an overview for those considering becoming teachers or wishing to become more informed citizens.

T EDUC 483
Health Education and Child Abuse

3 credits

Theoretical and practical foundation for designing and integrating health instruction into the K-8 curriculum using a holistic approach that involves mental, physical, and affective domains. Crucial background information about educators' responsibilities regarding detection and reporting of child abuse and neglect under Washington State law.

T EDUC 490**Service Learning Practicum in Education**
3 credits

Service-learning approach introducing undergraduate students to the profession of teaching. Examines experiences and responsibilities in teaching/learning through directed K-8 classroom observations, and university instruction, using individual/group reflection. Required for completing IAS Education Minor. Meets 40 hours of experience, prerequisite for entry into UWT Teacher Certification Program.

T EDUC 501**Foundations of Education: Policy, Ethics, and Philosophy**
3 credits

Provides in-depth examination of current issues in public schools focusing on the life and decisions of professional education practice in classrooms, schools, and communities. Describes K-12 schools governance at all levels, ethical decision making in the system, and philosophical issues including the purpose of schools in contemporary society.

T EDUC 502**Learning About Learning**
3 credits

In this course we will explore four contemporary theories of learning: behaviorism, cognitive science, constructivism, and social constructivism. Specifically, we will analyze and critique each theory as they apply to classroom teaching. Course participants will lead class discussions, as well as develop curricula grounded in educational theory. The goal of the course is to expand teachers' understandings of the psychological and socio-psychological contexts within which students conduct the educational process.

T EDUC 503**Educational Measurement**
3 credits

Introduces elements of measurement essential to good teaching. Emphasizes critical thinking about assessment instruments, evaluation of assessment instruments, innovative curricula, and other instructional materials. Focuses on initial knowledge and skills in the evaluation of published research (e.g., qualitative, quantitative, action, program evaluation), that are more fully developed in TEDUC 504.

T EDUC 504**Understanding Educational Research**
3 credits / Prerequisite: TEDUC 503

This course introduces students to research in the behavioral and social sciences relevant to study of education. The course is designed to give students the opportunity to review and critically analyze research representing several methodologies. This is a consumer-oriented course. Emphasis is placed on the evaluation of research literature and the generalizability of research findings.

T EDUC 505**Classroom Assessment**
3 credits

This course introduces a comprehensive assessment framework for evaluating students in special education. Topics include the mandatory assessment regulation set forth in the Individuals with Disabilities Education Act, descriptive statistics, and various types of assessment instruments.

T EDUC 506**Seminar in Graduate Writing**
1 credit

Teaches writing styles specific to the Publication Manual of the American Psychological Association (APA).

T EDUC 510**Current Issues for Teachers of Science**
3 credits

Explores current science education reform issues for practicing K-12 teachers. Focuses on current science education research, models of curriculum design, selecting and adopting science curricula, assessing student learning, evaluating science curricula, and opportunities for professional development.

T EDUC 511**Inquiry in the Science Classroom**
3 credits

Enhances teachers' pedagogical knowledge and skills in science with a hands-on methods course for practicing K-12 teachers. Explores models of inquiry and instructional strategies that facilitate students' learning of scientific. Addresses the Washington State Essential Academic Learning Requirements.

T EDUC 512**Science Methods for 5th – 8th Grade**
3 credits / Prerequisite: TEDUC 510 or permission of instructor

Enhances teacher's pedagogical knowledge and skills in science. Designed as a hands-on methods course for practicing secondary school teachers. Explores the nature of science and instructional strategies to facilitate students learning of the scientific process. Addresses the Washington State Essential Academic Learning Requirements.

T EDUC 513**Using Technology in Science Education**
3 credits

Hands-on introduction to technological resources for science instruction. Covers new technology and evaluating how technology is used in classroom instruction. Emphasis on curriculum development using technology as a primary means of instruction. Addresses the Washington State Essential Academic Learning Requirements.

T EDUC 514**Teaching the Science of Flight and Space Travel**
3 credits

Explores instructional strategies that facilitate students' learning of science in relation to the Washington Science Standards. Investigates physical concepts in order to transition from flying in air to flying in space. Explores the basics of rocket design, creating moon colonies, and Mars missions.

T EDUC 515**Science Methods**
3 credits

Examines how students learn science and explores research-based models of science instruction and assessment. Students design, implement, and evaluate instructional strategies that facilitate students' learning of the scientific process.

T EDUC 520**Multicultural Education**
3 credits

Explores major theoretical, political, and pedagogical issues in multicultural education. Studies institutional and cultural discrimination such as race, ethnicity, class, sexuality, gender, disability, and language. Examines the relationship between schooling and the reproduction of stratification and discrimination, as well as examines curricular and pedagogical approaches to address these variables.

T EDUC 521**Education and Inequity**
3 credits

Builds upon the theoretical principles in TEDUC 520. Examines in more depth the dimensions through which power and oppression operate in American education, such as, race, ethnicity, language background, religion, sexuality, disability, and gender. Develops theoretical and professional knowledge to deepen analytical framework in classroom practice.

T EDUC 522**Instructional Issues in Multicultural Classrooms**
3 credits

Multicultural education requires specific skills, attitudes, understandings, and resources. This course seeks to build the foundation for those prerequisite abilities, offering practice in culturally sensitive, inclusive pedagogical techniques, assessments of racial, ethnic, gender, and class attitudes, insight into ethical and political issues in education and multiculturalism, and skills in creating or gaining access to appropriate curricular and classroom resources.

T EDUC 523**Culture of Secondary Schools**
3 credits

Systematic, research-based analysis of current practices in secondary schools, with particular emphasis on the roles and contextual influences of students, staff, parents and communities, and their influence on student achievement.

T EDUC 524**Secondary Students with Disabilities**
3 credits

Covers the theoretical, conceptual and empirical bases for pre-service secondary teachers to meet the needs of students with disabilities. Emphasizes the translation of research into practice.

T EDUC 530**Curriculum Inquiry***3 credits*

This course deals with reading, writing, and thinking as it occurs in various specific and integrated content areas of the school curriculum in grades K-12. The goal of this course is to equip teachers with ideas and strategies to enhance instructional effectiveness across the curriculum.

T EDUC 531**Curricular Uses of Children's and Young Adult Literature***3 credits*

This course addresses the issues and strategies in using children's and young adult literature across the curriculum in K-12 classrooms. Students will become familiar with the variety of trade books currently available. Theory and techniques for creating a literature-based program will also be discussed.

T EDUC 532**Integrated Curriculum: Classroom Design & Instruction***3 credits*

This course deals with pedagogical issues encountered by elementary, junior, and high school teachers who plan to develop interdisciplinary instruction. Students will be encouraged to ask critical questions, hypothesize possible solutions, and explore ways which promote high-level thinking and stress democratic values.

T EDUC 533**Classroom Management in Secondary Schools***3 credits*

Designed to give preservice secondary teachers research-based strategies that will enable them to establish effective management systems and promote academic success for all students. Emphasizes strategies for creating a positive school environment, including preventing and responding to problem behavior, and improving student motivation for learning.

T EDUC 534**Process Writing Across the Curriculum***3 credits*

This theory-into-practice course will study research and theories on writing development in school children, examine the relationships among reading, writing and content knowledge acquisition, and experiment with writing methods for classroom teachers.

T EDUC 535**Literacy in Secondary Schools***3 credits*

Provides research base for teaching language arts to diverse secondary education students including English language learners and students with disabilities. Integrates writing with literature across content areas. Addresses evaluation and modification of curricular materials. Teaches methods of evaluating student progress.

T EDUC 536**Classroom Assessment: Literacy & Numeracy***3 credits*

This course prepares classroom teachers to analyze current curricula and instructional strategies in literacy and numeracy. The focus on this course is to design effective assessment tools which assess students' achievement in reading, writing and mathematics.

T EDUC 537**Classroom Assessment: Content Area Assessment***3 credits*

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

T EDUC 538**Classroom Assessment: Critical Issues***3 credits*

Drawing on history, sociology, critical theory and other academic traditions, this course seeks to nurture critical perspectives on contemporary classroom and student assessment processes. The goal is classroom assessment that is equitable, authentic and publicly accountable.

T EDUC 539**Principles of Secondary Instruction and Assessment***3 credits*

Examines how secondary students learn, and explore research-based models of secondary instruction and assessment. Students design, and evaluate strategies exhibiting curriculum-instruction-assessment alignment that will result in evidence of student achievement.

T EDUC 540**At-Risk Students and Students with Disabilities***3 credits*

This course is designed to provide several perspectives on the education of at-risk students and students with disabilities. The first half of the course will focus on issues of identification, assessment and instructional delivery. The second half of the course will emphasize the role teachers play in reducing academic failure and increasing the opportunity for success in school. Upon completion of the course, students will have a stronger understanding of the problems and issues faced by at-risk students and students with disabilities in public schools.

T EDUC 541**Literacy Instruction for Diverse Students***3 credits / Offered jointly with TEDSP 541*

This course is designed to provide students with the theoretical and empirical foundations for designing effective literacy instruction for diverse students. Content covered in the course includes issues in beginning reading instruction, analysis and modification of instructional materials, and the integration of reading and language arts. The course is designed for elementary teachers, along with secondary teachers who teach remedial students.

T EDUC 542**Structuring the Classroom for Success***3 credits / Offered jointly with TEDSP 542*

This course is designed to help teachers of at-risk/mainstreamed students create a well-managed classroom and school environment that supports students' personal growth and promotes academic success. The course will address alternative delivery systems and strategies for meeting individual needs.

T EDUC 543**Mathematic Challenges for Diverse Students***3 credits / Offered jointly with TEDSP 543*

This course is designed to examine instructional issues in the teaching of mathematics to at-risk/mainstream K-8 students. It will include a) the assessment of student performance, b) the evaluation and modification of instructional curricula, and c) the design of generalizable problem-solving strategies.

T EDUC 547**School Law***3 credits*

A broad introduction to the laws, regulations, and court decisions that directly affect the actions and decisions made by teachers and administrators, with a special emphasis on the education of students with disabilities.

T EDUC 548**Classroom Management***3 credits*

Designed to give pre-service teachers research-based strategies that will enable them to establish effective management systems and promote academic success for all students. Emphasizes strategies for creating a positive school environment, including preventing and responding to problem behavior, and improving student motivation for learning.

T EDUC 549**Teaching Students with Special Needs***3 credits*

Covers the theoretical, conceptual, and empirical bases for pre-service teachers to meet the needs of a diverse student population including students with disabilities, and highly capable students. Emphasizes the translation of research into practice.

T EDUC 550**Preassessment Seminar***3 credits*

Provides students the knowledge and skills needed to demonstrate successfully the standards and criteria required for the individualized Personal Growth Plan (PGP), identifying professional strengths and growth areas for focus during the certification process.

T EDUC 552**Professional Certificate Culminating Seminar***2 credits*

Provides the knowledge and skills needed to demonstrate successfully the standards and criteria required for the individualized Personal Growth Plan (PGP). Identifies professional strengths and growth areas on which the student will focus during the certification process. *Course graded credit/no credit only.*

T EDUC 553**Social Contexts of Adolescence: Perspectives on Culturally Diverse Youth**
3 credits

Since the “discovery” or “intervention” of adolescence nearly a century ago, problems of adolescents have preoccupied researchers and educators. How does the social construction of adolescence affect young people and their schooling? What is the relationship of the problems of adolescence to the construction of “at-risk” students? What interventions are available to educators to provide adolescents with successful transitions through this period?

T EDUC 554**Language Arts**
3 credits

Provides an evidence base for teaching language arts to diverse K-8 students including English language learners and students with disabilities. Focuses on research based writing instruction. Includes instruction in listening and oral language. Addresses evaluation and modification of curricular materials and progress monitoring methods.

T EDUC 555**Literature and Content Reading**
3 credits

Reading comprehension has received widespread scientific attention in the last 25 years. This course is intended to help prospective teachers analyze and acquire research-based pedagogy in reading instruction using literature and informational texts. Prospective teachers will develop instructional designs to implement research findings in K-8 classrooms.

T EDUC 560**Mathematics Methods I**
3 credits

Provides the theoretical and empirical foundation for effective mathematics instruction. Includes issues in mathematics instruction, analysis and modification of instructional materials and the design of generalizable problem-solving strategies. Includes methods for monitoring student progress and adjusting instruction to meet individual student needs. Addresses instructional content in grades K-4.

T EDUC 561**Mathematics Methods II**
3 credits / Prerequisite: T EDUC 460

Provides the theoretical and empirical foundation for effective mathematics instruction. Includes mathematics instruction, analysis and modification of instructional materials and the design of generalizable problem-solving strategies. Includes methods for monitoring student progress and adjusting instruction to meet individual student needs. Addresses instructional content in grades 5-8.

T EDUC 562**Social Studies Methods**
3 credits

Prepares prospective teachers to teach civics, economics, geography, and history. In addition to this social studies content—as required by the State of Washington—the course prepares prospective teachers to teach the skills required for and promote dispositions that support full democratic citizenship.

T EDUC 566**Education and Technology**
3 credits

Education and Technology intends to give practicing teachers exposure to the new tools of technology and a chance to learn how to use those that are available to them. In the context of seminar discussion, teachers will look at issues related to technology in the educational setting. Teachers will evaluate how technology can be used effectively in classroom instruction.

T EDUC 567**Curriculum Design and Educational Technology**
3 credits

This advanced educational technology course will explore the intersections of educational reform, curriculum design, the World Wide Web, virtual community, virtual reality, and distance learning. Using the newest tools in educational technology, the course will focus on designing a curriculum unit in a content area.

T EDUC 568**Technology Leadership & School Change**
3 credits

Examines the nature of technology leadership and the challenges inherent in creating change in schools. Equips participants to assume the role of technology leader in their schools and districts. Includes the nature of leadership, managing school change, and organizational development with respect to technology planning.

T EDUC 570**Curriculum and Instruction**
4 credits

Focuses on curriculum: knowledge and strategies for selecting new and /or implementing current district academic programs, and instruction: envisioning and enabling instructional and auxiliary programs for improvement of teaching and learning.

T EDUC 571**Introduction to Leadership**
2 credits

Begins the academic, exploratory, and experiential process of leadership in educational settings. Introduces students to the key components of leadership in academic settings and begins the process of cohort formation that establishes the learning environment for the program.

T EDUC 572**School Law for Educational Administrator**
3 credits

Explores Federal and State law that principals and district administrators are responsible to know and administer, including special education.

T EDUC 573**Supervision of Instruction**
3 credits

Advances the knowledge of curriculum and instruction models into the domain of supervision of individuals and groups of staff in instruction. Assists staff in designing and implementing professional self-improvement goals.

T EDUC 574**Issues in Educational Leadership**
3 credits

Focuses on contemporary issues confronting school building or district educational leaders, such as educating increasing numbers of students who are at-risk, advancing social justice in the schools, ensuring safe and orderly school environments, crisis management, and conflict resolution.

T EDUC 575**Leadership in a Changing Society**
3 credits

Addresses the issue of how one in a position of educational leadership understands and copes with changes in cultures, and socio-political environments as they impact schools.

T EDUC 576**School-Wide Assessment**
3 credits

Surveys breadth of assessment issues in school administration, including the role of assessment in the reform movement and school-wide improvement initiatives, classroom based assessment, the importance of accurate and timely data collection, interpretation and communication about assessment in the school community, and reducing achievement gaps in diverse populations.

T EDUC 577**School Finance and Educational Policy**
3 credits

Addresses issues of school finance from national, regional, and local perspectives. Develops with district and school budgeting, fund raising, levies, ASB and athletic funding issues, as well as legislative relations.

T EDUC 578**Group Leadership in Educational Administration**
3 credits

Focuses on the topics of group dynamics, group facilitation, meeting design, oral communications, and the art of persuasion. Topics include group leadership strategies and skills necessary to lead organizational change efforts, to effectively elicit and manage creativity and diversity, and to manage conflict.

T EDUC 579**Human Resources***4 credits*

Addresses critical role of management of human resources that is key to effective educational administration. Topics include hiring, mentorship, collective bargaining, strategic staff planning, communication patterns, justice issues, and evaluation of staff.

T EDUC 580**Reflective Seminar for Administrators***1-3 credits, max. 3*

All interns meet and reflect on field experience, providing insight and support for one another as well as referring to evidence based best practices discovered through the literature.

T EDUC 581**Internship for Administrators***2-4 credits, max. 14*

Field-based practicum which focuses on the application of theoretical and research knowledge in instruction, management, and leadership.

T EDUC 587**Field Experience I***2 credits*

Observation and participation in practicum in assigned public school classrooms under University supervision. Includes seminars that provide guided inquiry into the nature and social context of teaching and learning, drawing heavily from observations and experiences in the site placements. Prerequisite: site placement and \$224 course fee added to tuition.

T EDUC 588**Field Experience II***1-5 credits, max. 5 / Prerequisite: T EDUC 587*

Practicum in public school classrooms under university supervision. Includes group instruction to demonstrate specific skills and understanding. Provides guided inquiry into the nature and social context of teaching and learning, drawn heavily from observations and experiences in the interns' site placements.

T EDUC 589**Field Experience III***1-12 credits, max. 12 / Prerequisite: T EDUC 588*

Full-time teaching practicum in assigned public school classrooms. Includes seminar that provides guided inquiry into the nature and social context of teaching and learning, drawn heavily from observations and experiences in the interns' site placements.

T EDUC 591**Special Topics in Education***1-9 credits, max. 9 / Offered jointly with TEDSP 591*

Graduate course offerings that respond to faculty and students' needs and interests. Topics will vary.

T EDUC 592**Independent Study***1-9 credits, max. 9 / Offered jointly with TEDSP 592*

Faculty-supervised independent study or readings in areas of education of special interest or need to the student. Topics will vary. Permission of instructor and approved program of study or readings required.

T EDUC 593**Practicum Seminar I***3 credits / Offered jointly with TEDSP 593*

The goal of the practicum seminars is the improvement of educational practice. The seminars will provide students with the background, knowledge, and opportunity to explore research-based practices with students in classrooms. Students will normally take six credits of practicum seminars.

T EDUC 594**Practicum Seminar II***3 credits / Offered jointly with TEDSP 594*

This is the second of two practicum seminars designed to improve professional practice normally taken after T EDUC 593.

T EDUC 599**Culminating Project***1-13 credits, max. 13*

A final master's project designed in collaboration with faculty as an application of the theory and research studied in the Masters program. Students who have taken T EDUC/TEDSP 593 and T EDUC/TEDSP 594 will normally complete a 3-credit project; by permission, students may opt for a 9-credit project in lieu of the practicum seminars. No T EDUC 599 credits may be applied to the coursework requirements of the degree program. *Required for fulfillment of the Master of Education degree.*

Faculty**Diane B. Kinder****Interim Co-Director**

Associate Vice Chancellor for Academic Affairs; Professor, Education; Elementary Education; Ph.D., University of Oregon, 1987.

José M. Rios**Interim Co-Director**

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

Julia Aguirre

Assistant Professor, Education; Ph.D., University of California Berkeley, 2002.

Kathleen M. Beaudoin

Assistant Professor, Education; Special Education; Ph.D., University of British Columbia, 1999.

Gregory J. Benner

Associate Professor, Education; Special Education/Emotional and Behavioral Disorders; Ph.D., University of Nebraska-Lincoln, 2003.

Laura Feuerborn

Assistant Professor, Education; Special Education; Ph.D., University of Oregon, 2004.

Annette Henry

Professor, Education; Curriculum; Ph.D., Ontario Institute for Studies in Education, 1992.

Robert W. Howard

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

Richard K. Knuth

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

Belinda Y. Louie

Professor, Education; Reading, Language Arts; Ph.D., University of Washington, 1991.

Ginger L. MacDonald

Professor, Education; Counseling/Psychology; Ph.D., University of Washington, 1990.

Marcy L. Stein

Professor, Education; Special Education/Learning Disabilities; Ph.D., University of Washington, 1988.

Matthew Weinstein

Associate Professor, Education; Secondary Science Education; Ph.D., University of Wisconsin - Madison, 1995.

MASTER OF ARTS

Interdisciplinary Studies

What are Interdisciplinary Studies?

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

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

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

Students will learn:

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

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

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?

OVERVIEW

Building on the success of the undergraduate program, Interdisciplinary Arts and Sciences offers a Master of Arts degree. 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.

Phone: (253) 692-4450

Fax: (253) 692-5718

Office: WCG 424

Campus box: 358436

Web site: www.tacoma.washington.edu/ias

Interim Director: Cheryl Greengrove

Faculty Coordinator: Samuel Parker

Administrator: Julie Buffington

Graduate Program Adviser:

Linda Kachinsky

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

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

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

Program Design

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

- Four core courses 24 credits
- Capstone course 6 credits
- Electives 15 credits
- Final project or thesis 10 credits

Core Courses

The four core courses are closely integrated, constituting a single, extended investigation of how issues and problems are evaluated in the process of taking action. The courses examine analytical tools and how social and organizational cultures influence the work required in moving toward taking action.

- TIAS 501 Models and Critical Inquiry
- TIAS 502 Evidence and Action
- TIAS 503 Culture and Public Problems
- TIAS 504 Values and Action

Capstone Course

Students enroll in the capstone course (TIAS 505) after the completion of the core course series. The capstone provides a forum for re-integrating the separate themes of the four core courses and considering how they can be applied to the students' areas of interest.

Area of Emphasis

Students will work with a faculty adviser to develop a focus within the student's chosen area of interest. The required 15 credits of electives are to be chosen carefully

in consultation with the academic adviser, as stepping stones toward the substance of the thesis or project. In addition to elective courses developed specifically for the Master of Arts degree, students can select from a wide range of courses offered at UW Tacoma, including some of those offered in other UW Tacoma graduate programs. Undergraduate courses appropriate to the student's thesis topic can be taken as graduate courses by enrolling in them as TIAS 590 Independent Study courses. This option requires completion of all the undergraduate requirements, as well as additional work to be negotiated with the instructor that will raise the course demands to graduate level.

Thesis or Project

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

Enrollment and Curriculum Sequencing

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

Admission Requirements

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

Course Descriptions

TIAS 501 Models and Critical Inquiry

6 credits

Introduces role of models in conceptual and analytic processes, with special attention to relative strengths and weaknesses of linear and holistic models. Examines the application of these models and familiarizes students with their selective and combined use across a range of problem areas.

TIAS 502 Culture and Public Problems

6 credits

Analysis of how public problems are constructed and preferred solutions defined. Examination of how institutional, professional and political actors make claims about the nature of a problem, its causes and appropriate domains of action—e.g. medical or legal, private or public.

TIAS 503 Evidence and Action

6 credits

Examination of the theoretical formulations of public action. Analysis of how different ways of understanding and validating knowledge define the perception of alternative courses of action. Exploration of the practical consequences of theoretical choices.

TIAS 504 Values and Action

6 credits

Examines moral grounding of human action in organizational settings. Analyzes how different disciplines understand the framing and weighing of values in public decision-making. Inquiries into the common strategies employed in practice to deal with the inevitable value dimension of action and policy.

TIAS 505 IAS Master of Arts Capstone

6 credits / Prerequisites: TIAS 501, 502, 503 and 504

Provides an opportunity to explore the themes of the four core courses to the specific substance of the student's master's thesis or project.

TIAS 513 Teaching Writing as Public Action

5 credits

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

TIAS 515 Themes in the Interpretation of Culture

5 credits

Analyzes selected themes in the study of modern culture, such as health and medicine, sexuality, consumption, television, advertising, film, literature, art, music, architecture and social or cultural history.

TIAS 520**Critical Analyses of Foundational Texts***5 credits*

Focuses on critical reading of selected great books. Works chosen vary, depending on the expertise of the instructor. *Open to undergraduates with permission.*

TIAS 590**Independent Study***1-5 credits, max. 20 / Prerequisite: Permission of instructor*

Faculty-supervised special projects for graduate students encompassing all requirements of an undergraduate course being currently taught plus additional work. Topics vary.

TIAS 596**Internship***1-10 credits, max. 10 / Prerequisite: Permission of instructor*

Faculty-supervised internships for graduate students. Internships and projects vary.

TIAS 598**Directed Readings***1-5 credits, max. 20 / Prerequisite: Permission of instructor*

Faculty-supervised readings for graduate students.

TIAS 599**Directed Research***1-5 credits, max. 20 / Prerequisite: Permission of instructor*

Faculty-supervised research for graduate students.

TIAS 605**Degree Project***1-5 credits, max. 10 / Prerequisite: Permission of instructor*

Faculty-supervised project for graduate students.

TIAS 700**Thesis***1-10 credits / Prerequisite: Permission of instructor*

Faculty-supervised thesis for graduate students.

Faculty**Cheryl Greengrove**

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

Luther Adams

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

Dolores Alcaide Ramirez

Assistant Professor, Interdisciplinary Arts and
Sciences; Spanish, Ph.D., Purdue University,
2006.

Michael Allen

Professor, Interdisciplinary Arts and Sciences;
American History and Folklore; Ph.D.,
University of Washington, 1985.

Katie Baird

Associate Professor, Interdisciplinary Arts
and Sciences; Economics of Social Issues,
Public Economics; Ph.D., University of
Massachusetts, 2000.

John Banks

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

Anne Beaufort

Associate Professor, Interdisciplinary Arts
and Sciences; Composition and Writing,
Ph.D., Stanford University, 1995.

Bonnie Becker

Assistant Professor, Interdisciplinary Arts and
Sciences; Marine Ecology, Ph.D., University
of California, San Diego, 2005.

James F. Brown

Professor Emeritus, Interdisciplinary Arts
and Sciences; Philosophy; Ph.D., New York
University, 1974.

Tyler Budge

Assistant Professor, Interdisciplinary Arts and
Sciences; Three-Dimensional Art, Sculpture;
M.F.A., Illinois State University, 2002.

Kima Cargill

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

Erica Cline

Assistant Professor, Interdisciplinary Arts and
Sciences; Microbiology, Ph.D., University of
Washington, 2004.

Robert Crawford

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

Katherine Siân Davies-Vollum

Associate Professor, Interdisciplinary Arts
and Sciences; Geology; D. Phil., St. Peter's
College, University of Oxford, 1994.

Anthony D'Costa

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.

Steve DeTray

Senior 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

Associate Professor, Interdisciplinary Arts
and Sciences; Modern European Thought
and Culture; Ph.D., Rutgers University, 1995.

Kelly Forrest

Assistant Professor, Interdisciplinary Arts and
Sciences; Social Psychology, Ph.D., University
of Washington, 1998.

James Gawel

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

Claudia Gorbman

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

Mary Hanneman

Associate Professor, Interdisciplinary Arts and
Sciences; Asian History, Pacific Rim Studies;
Ph.D., University of Washington, 1991.

Philip Heldrich

Associate Professor, Interdisciplinary Arts
and Sciences; Writing, English Literature and
Small Press Publishing; Ph.D., Oklahoma
State University, 1997.

Michael Honey

Professor, Interdisciplinary Arts and Sciences;
American History, Labor and Ethnic Studies;
Ph.D., Northern Illinois University, 1988.

Peter Horak

Professor, Interdisciplinary Arts and Sciences;
Mathematics; Ph.D., Comenius University,
Slovakia, 1980.

Trista Huckleberry

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

Emily Ignacio

Associate Professor, Interdisciplinary Arts and Sciences; Sociology; Ph.D., University of Illinois at Urbana-Champaign, 1998.

Beth Kalikoff

Associate Vice Chancellor for Academic Affairs; Director of Core Curriculum; Associate Professor, Interdisciplinary Arts and Sciences; Composition Studies, Writing Pedagogy; Ph.D., Indiana University, 1983.

Michael Kalton

Professor, Interdisciplinary Arts and Sciences; Comparative Religion, East Asian Languages and Civilization; Ph.D., Harvard University, 1977.

Turan Kayaoglu

Assistant Professor, Interdisciplinary Arts and Sciences; International Politics; Ph.D., University of Washington, 2005.

Michael Kucher

Associate Professor, Interdisciplinary Arts and Sciences; History; Ph.D., University of Delaware, 2000.

William Kunz

Associate Professor, Interdisciplinary Arts and Sciences; Broadcast Communication; Ph.D., University of Oregon, 1998.

Rachel May

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

Nita McKinley

Associate Professor, Interdisciplinary Arts and Sciences; Developmental Psychology, Ph.D., University of Wisconsin-Madison, 1995.

Divya McMillin

Associate Professor, Interdisciplinary Arts and Sciences; Communications; Ph.D., Indiana University, 1998.

David Morris

Associate Professor, Interdisciplinary Arts and Sciences; American Literature; Ph.D., University of Washington, 1984.

Beverly Naidus

Associate Professor, Interdisciplinary Arts and Sciences; Two-Dimensional Art, Painting, Drawing and Digital Imaging; M.F.A., Nova Scotia College of Art & Design, 1978.

Amós Nascimento

Assistant Professor, Interdisciplinary Arts and Sciences; Philosophy, Dr.Phil., Universität Frankfurt, 2002.

Julie Nicoletta

Professor, Interdisciplinary Arts and Sciences; Art History, Public History; Ph.D., Yale University, 1993.

Samuel Parker

Associate Professor, Interdisciplinary Arts and Sciences; Anthropology, Art History, Asian Studies; Ph.D., University of Chicago, 1989.

Guido Preparata

Assistant Professor, Interdisciplinary Arts and Sciences; Political Economy and Economic History; Ph.D., University of Southern California, 1998.

Deirdre Raynor

Associate Professor, Interdisciplinary Arts and Sciences; American Literature, African-American Literature; Ph.D., University of Washington, 1997.

Johann Reusch

Assistant Professor, Interdisciplinary Arts and Sciences; History of Arts and Culture, European History; Ph.D., University of California, Los Angeles, 1994.

Beth Rushing

Vice Chancellor and Professor, Interdisciplinary Arts and Sciences; Sociology; Ph.D., Duke University, 1988.

Emmett Joseph Sharkey

Associate Professor, Interdisciplinary Arts and Sciences; Comparative Literature; Ph.D., University of California, Davis, 1998.

Carolyn West

Associate Professor, Interdisciplinary Arts and Sciences; Clinical Psychology; Ph.D., University of Missouri-St. Louis, 1994.

Charles Williams

Assistant Professor, Interdisciplinary Arts and Sciences; U.S. Politics, Ph.D., University of California, Berkeley, 2005.

MASTER OF Nursing

The Master of Nursing program prepares registered nurses for advanced clinical practice in acute, long-term care, ambulatory and community settings. The program offers the following curriculum options:

- **Communities, Populations and Health**
- **Leadership in Health Care**
- **Nurse Educator**
- **Independent Option**

The curriculum has a strong emphasis on mentoring, both in terms of preceptors in fieldwork placements and with faculty. The core courses for all options include research, health systems, health policy leadership, diversity and social issues related to health. All students engage in scholarly inquiry, completing a project or thesis. In addition, students take courses in their curriculum option, and may choose from courses in the other curriculum options to fulfill the requirement of related coursework. Two quarters of fieldwork provide students with an opportunity to participate in advanced practice roles in the setting that assists them to meet their career goals.

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

Communities, Populations and Health

The Communities, Populations and Health curriculum option addresses health promotion and protection of communities and populations. The curriculum prepares graduates to collaborate with health care and other professionals and members of the community to address the health care needs of a complex and diverse society.

Students in this curriculum option:

- Focus on improvement of the health of populations, aggregates or communities—such as schools, neighborhoods or those with a common diagnosis, chronic illness or health care problem.
- Span traditional boundaries of governmental agencies, community organizations, and health care settings by working in partnerships.

- Gain competencies in population or community assessment, program planning, community organization and change and evaluation.

Graduates function as advanced practice nurses in leadership roles to design, implement and evaluate interventions and programs based on assessed community or population needs.

Leadership in Health Care

The Leadership in Health Care curriculum option provides nurses with the skills, knowledge and attitudes to become clinical leaders and change agents in the evolving health care environment. Curriculum focuses on leadership, management and business principles to foster innovation and improve quality and management of care.

Students in this curriculum option:

- Focus on evidence-based clinical outcomes management
- Gain competencies in leadership behaviors, developing a shared vision, collaboration, team building and systems thinking.
- Develop skills related to human and fiscal resource management.
- Develop a deeper understanding of organizations, health care evaluation, business and health care ethics.

OVERVIEW

The Nursing program focuses on the discovery and dissemination of knowledge that promotes health. The curriculum emphasizes and fosters the integration of teaching, inquiry and service within a community of learners. Partnerships with the community assist the program in providing learning environments in which learners build upon their skills and knowledge to strengthen their understanding of local, national and global health issues.

Phone: (253) 692-4470

Fax: (253) 692-4424

Office: Cherry Parkes 326

Campus box: 358421

Web site: www.tacoma.washington.edu/nursing

Director: Marjorie Dobratz

Administrator: Nan West

Advisers: Ginger Dunston Hill, Dannah Madden

Graduates function as clinical nurses, managers or administrators in health care systems, governmental agencies or community organizations.

Nurse Educator

The Nurse Educator curriculum option prepares nurses to teach in schools of nursing, continuing education programs, staff development, clinical education or patient education. Curriculum focuses on learning theory, teaching methods, curriculum development, and evaluation. Fieldwork experiences are individualized and focus on the nurse educator role in community colleges or universities, hospitals, ambulatory care and community settings.

Students in this curriculum option gain competencies in:

- Applying theories and methods of teaching and learning.
- Teaching diverse learners.
- Identifying learning needs.
- Developing curriculum and educational programs.
- Evaluating learning and performance in clinical and academic settings.
- Using technology in teaching and learning.

Graduates function as advanced practice nurses, educators, and leaders in clinical education, academic institutions, health care settings and community agencies.

Independent Option

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

Accreditation

Affiliated with the University of Washington School of Nursing at the Seattle campus, UW Tacoma's Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE).

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.

Essential Behaviors for Admission, Continuation and Graduation

The following amplifies requirements found in the University of Washington Student Conduct Code. For admission, continuation and graduation in their programs, students need to abide by the following specifications for behaviors and abilities. In this document, "students" pertains to all UW Tacoma Nursing students.

Communication

Students must communicate effectively and sensitively with patients and their families as well as with other students, staff, faculty, professionals, agency personnel, community residents and others relevant to their areas of study. Expression of ideas and feelings must be clear and appropriate. Students must demonstrate a willingness and ability to give and receive feedback.

Cognitive

Students must be able to reason, analyze, integrate, synthesize and evaluate in the context of the nursing activities of their programs/areas of study.

Behavioral/Emotional

Students must possess the emotional health required for the full utilization of intellectual abilities, the exercise of sound judgment and the timely completion of responsibilities in their programs/areas of study. Further, students must be able to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, other professionals and agency personnel under all circumstances including highly stressful situations. Students must have the emotional stability to function effectively under stress and adapt to environments that

may change rapidly without warning and/or in unpredictable ways as relevant to their programs or areas of study. Students must be able to demonstrate empathy for the situations and circumstances of others and appropriately communicate that empathy. Students must acknowledge that values, attitudes, beliefs, emotions and experiences affect their perceptions and relationships with others. Students must be able and willing to examine and change behaviors when they interfere with productive individual or team relationships. Students must demonstrate effective and harmonious relationships with the diverse academic, professional and community environments relevant to their chosen programs of study.

Professional Conduct

Students must possess the ability to reason morally and practice nursing in an ethical manner. They must be willing to learn and abide by professional standards of practice as well as regulations for professional licensure. Students must demonstrate the attributes of compassion, integrity, honesty, responsibility and tolerance.

Motor and Sensory Skills

Students need to have sufficient motor function and sensory skills to be able to execute movements and make observations required in the domain of nursing care or nursing activity in their chosen programs/ areas of study.

Reasonable Accommodation for Disabilities

The Nursing Program is committed to ensuring that otherwise qualified students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, education and employment for students with disabilities. The Nursing Program works closely with Disability Support Services (DSS) in this process. DSS is the contact point for students with permanent or temporary sensory, physical or psychological disabilities interested in requesting reasonable accommodations due to the effects of a disability.

Students who wish to request reasonable accommodations are encouraged to contact DSS to start the process for documenting their disability and determining eligibility for services prior to the start of the program. While this process can be started at any time, reasonable accommodations may not be implemented retroactively so being timely in requesting your accommodations is very important. The University does have policies regarding the type of documentation required in order to diagnose different disabilities and a process for requesting accommodations. To learn more about the process for establishing services through this offices please contact: Disability Support Services at 253-692-4493 (V/TTY), 253-692-4602 (FAX), or dssuwt@u.washington.edu.

Students with disabilities are expected to perform all the essential functions of the program with or without reasonable accommodation. The Nursing Program will work with the student and the respective campus disability office to provide reasonable and appropriate accommodations. While the Nursing Program will make every effort to work with our students with disabilities to accommodate their disability-related needs, it is important to note we are not required to provide requested accommodations that would fundamentally alter the essential functions or technical standards of the program.

Admission Requirements

Admission to the Master of Nursing program is competitive and based on acceptance by the UW Graduate School and the Nursing program at the University of Washington Tacoma. The following are required:

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

OR

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

- Completion of a three-credit basic course in descriptive and inferential statistics with a grade of at least 2.0 on a 4.0 scale.
- Three references: at least one from an academic reference and one from a clinical supervisor or person who can attest to the applicant's competence as an R.N.
- Professional goal statement relevant to the program objectives.
- Résumé or curriculum vitae describing educational background as well as relevant work, professional and volunteer experiences.
- Current unrestricted Washington state R.N. license.
- Criminal history/background check clearance.
- Agreement to adhere to the Essential Behaviors for Admission, Continuation and Graduation.

Transfer Credit

An admitted MN student may petition to transfer up to the equivalent of 6 quarter credits of graduate coursework earned in graduate status from an accredited institution. Graduate credits that have been applied toward a completed degree cannot be transferred. Written petitions for transfer credit must be submitted to the Graduate Committee within one quarter of acceptance to the MN program.

Graduate Nonmatriculated (GNM) Status

Graduate nonmatriculated (GNM) enrollment is beneficial to those who are interested in professional development or beginning work toward a graduate degree. A graduate nonmatriculated student is a postbaccalaureate student who wants to take graduate courses, but who has not been admitted by the Graduate School to a degree program. GNM status allows qualified students to earn graduate credits in an area of interest. A total of 12 credits can apply toward a graduate degree. This status is not available to international students on F-1 visas. Acceptance as a GNM student does not imply nor does it confer priority for later admission to the Graduate School for pursuit of a degree.

Admission Criteria for GNM Students

Information submitted by the applicant will be evaluated by the Nursing program based on the following criteria:

- Graduation from an approved baccalaureate program with a grade-point average of 3.0 in the last 90 quarter (60 semester) credits.
- Written goal statement referencing the plan for graduate study.
- Criminal history/background check clearance may be required depending on course requirements.
- Current unrestricted licensure as a registered nurse in the state of Washington may be required depending on course requirements.

Petitions will be considered for applicants not meeting the above criteria and should include information documenting the applicant's capability for graduate study (such as recent graded coursework, GRE scores, résumé and letters of reference).

Graduation Requirements

The minimum requirements for graduation with the Master of Nursing degree from the University of Washington Tacoma are:

Core courses	6 credits
Study option courses	9-12 credits
Fieldwork.....	6 credits
Research.....	6 credits
Related coursework.....	9-12 credits
Scholarly Inquiry	6-9 credits
Total credits (min.)	45-48 credits

Course Descriptions

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

T NURS 503

Advanced Fieldwork

2-6 credits, max. 12 / Prerequisite: T NURS 510, T NURS 520, T NURS 521, T NURS 527 and at least three courses in study option or permission of instructor

Provides students with a substantive field experience in their setting of interest. Assists students in delineation of advanced practice nursing roles and application of theoretical concepts in a real-world context.

T NURS 504

Communities, Populations and Health: An Overview

3 credits

Focuses on the conceptualization, analysis and application of the concepts of community, populations and health. Discusses theories and models of current and potential community health practice. Examines sociocultural concepts for their interrelationship with and impact upon communities, populations and health.

T NURS 507

Leadership Behaviors for Evolving Health Care Organizations

3 credits

Covers changes in the health industry that require new ways of leading organizations. Evaluates leadership values and behaviors and identifies new leadership strategies integral to the change-agent role necessary in leading teams and in guiding changes as health care organizations transition from hospital-based structures to interdependent systems.

T NURS 509

Evaluation and Decision-Making in Health Care

3 credits / Prerequisites: T NURS 520, T NURS 521 or permission of instructor

Examines the various strategies in health care services evaluation and identifies frameworks for improved decision-making. Emphasis is on the application of evaluation techniques in leadership/management positions.

T NURS 510**Society, Justice and Health***3 credits*

Explores how social factors and context influence health and illness, including concepts of oppression, discrimination, power and privilege. Analyzes how health and illness are socially constructed; effects of social location on health and access to care; and how inequities affect health and illness. Considers relationship between social justice and health.

T NURS 511**Curriculum Development in Nursing Education***3 credits*

Theoretical rationale for curriculum development and study of curricular problems in nursing.

T NURS 512**Evaluation of Clinical Performance in Nursing***3 credits / Prerequisite: graduate standing or permission of instructor*

For graduate students preparing for faculty or staff development positions in nursing. Theory and principles of evaluation. Instruments to appraise clinical nursing performance developed as part of course requirements.

T NURS 513**Theories and Methods of Teaching and Learning***3 credits*

Addresses theories and methods of teaching and learning, tools and resources for teaching, role development, and current issues faced by those who teach in higher education and staff development. Partly Web-based.

T NURS 514**Challenges and Issues in Patient Education***3 credits*

Provides overview of selected challenges and issues in patient education: low literacy, patient acuity, health status, early discharge, evolving health policy, cost of health care and staff proficiency. Considers the role of the advanced practice nurse in creating and managing patient education programs for individuals, groups and populations.

T NURS 515**Online Teaching Strategies***3 credits / Prerequisites: T NURS 511 and 513 or permission of instructor*

Addresses pedagogical and design issues as well as technical skills required to successfully teach in the online environment by integrating experiential online interactions and face-to-face meetings.

T NURS 520**Scholarly Inquiry for Nursing Practice***3 credits*

Research process as it applies to nursing. Use of the literature in building theoretical rationale. Selection of appropriate methods. Presentation of findings.

T NURS 521**Scholarly Inquiry for Nursing Practice II***3 credits / Prerequisite: T NURS 520*

Research process as it applies to nursing. Use of the literature in building theoretical rationale. Selection of appropriate methods. Presentation of findings.

T NURS 522**Theory Development for a Practice Discipline***3 credits*

Explores the evolutionary development of nursing theory and its contribution to the development of nursing science. Emphasizes the philosophical foundation, the hierarchical structure and the evaluative criteria used in theory development and its practice application.

T NURS 523**Community Health Assessment***3 credits / Prerequisite: T NURS 504 or permission of instructor*

Survey of approaches and tools to measure health status and health-care problems in defined communities. Topics include uses and limitations of available data, community surveys, public health surveillance, measurement of community health indices, and research methods specific to health assessment of communities and populations.

T NURS 527**Health Care Systems and Health Policy***3 credits*

Analyzes the organizational and financial aspects of clinical services and public health systems with an emphasis on access and resource utilization patterns among diverse populations. Explores health policy development, strategies to affect policy aimed at enhancing quality and population-system fit, and the relationship between policy and health care system change.

T NURS 537**Concepts of Organization***3 credits*

Demonstrates how concepts of organizations and the metaphors used to describe them affect the analysis, management, and ethical dimensions of organizational environments. Students analyze their own work environments from a variety of perspectives, both to improve their understanding of work contexts and as a basis for planning managerial action.

T NURS 538**Concepts of Clinical Care***3 credits*

Examines theoretical concepts that explain the wide range of human responses to illness. Explores the interrelationship of physiological, psychological, social, and spiritual dimensions of human responses. Addresses the assessment, measurement, management, and evaluation of commonly encountered, prototypical clinical phenomena from a research-based perspective.

T NURS 539**Health Care Business Strategies:****Optimizing Resources***3 credits*

Explore strategies to address challenges of optimizing resources utilization in a dynamic, changing health care environment that has an increasing business-oriented focus. Examines human and fiscal resource management strategies, focusing on personnel issues relevant in healthcare organization, gaining working knowledge of budgetary processes and fiscal decision-making expertise.

T NURS 540**Concepts of Hospice and Palliative Care***3 credits*

Examines models of care and theoretical frameworks that guide and evaluate patient-family centered end-of-life care. Addresses symptoms of distress, psychosocial and spiritual aspects as well as educational, communicative and ethical components of hospice and palliative care.

T NURS 553**Health Policy Development and Analysis***3 credits*

Examines health policy development within the context of the U.S. political system at the national, state, and local levels. Discusses legislative and budget processes, the role of interest groups, and strategies to affect public policy.

T NURS 561**Community Planning, Intervention and Evaluation***3 credits / Prerequisites: T NURS 504, T NURS 520, T NURS 521, T NURS 523 or permission of instructor*

Examines community planning, intervention, and evaluation. Emphasizes the importance of negotiation, community development, and partnerships. Discusses integrated models of community planning, implementation, and evaluation for the purpose of facilitating community wide interventions for health.

T NURS 588**Concepts of Health Promotion and Community Change***3 credits*

Provides opportunities to critically examine concepts and theories of health promotion and community change. A wide variety of disciplinary perspectives is presented and discussed within the context of diversity. Gives students the skills needed to critically analyze health promotion and community change.

T NURS 590**Special Topics in Nursing Research***2-3 credits, max. 9***T NURS 598****Special Projects***1-12 credits, max. 12*

Scholarly inquiry with in-depth, focused analysis, culminating in a written product/report for dissemination. *Credit/no credit only.*

T NURS 599
Selected Readings in Nursing Science
1-3 credits, max. 18

T NURS 600
Independent Study or Research
Credits vary

T NURS 700
Master's Thesis
Credits vary
Credit/no credit only.

Health Electives

T HLTH 501
Race, Racism and Health
3 credits

Explores the roles race and racism play with respect to health outcomes for U.S. populations. Focuses on the way in which racial privilege and racial oppression shape people's lives. Considers the medical and scientific constructions of categories of race and ethnicity, how race has been used in science, and the health consequences of racism.

T HLTH 505
Participatory Action Research
3 credits

Focuses on how to conduct research with a social action component. Provides an in-depth examination of participatory-action research. Explores theoretical, methodological and practical issues, including historical influences, design and methods, and application of findings.

T HLTH 510
Ethnographic Research Methods
3 credits

Provides a background in ethnographic research methodology emphasizing beginning ethnographic and field research studies. Analyzes the theory underlying qualitative research approaches and pragmatic issues in building skills and knowledge in relation to conducting and evaluating ethnographic research.

T HLTH 520
Health and Human Rights
3 credits

Examines how human rights violations affect the health of populations across the globe. Illustrates the links between public health and human rights. Explores research methods to understand and document human rights violations, as well as strategies to improve health and rights.

T HLTH 525
Violence in Intimate Partner Relationships
3 credits

Examines partner violence as a cumulative interactive experience that must be framed within historical and social contexts. Emphasizes current literature on conceptualizing gendered violence, theoretical perspectives of abuse in intimate relationships.

T HLTH 530
Health and Aging in a Diverse Society
3 credits

Provides an introduction to health and other social issues of members of minority elderly populations in the U.S. Reflects a range of perspectives in the social, behavioral, and health sciences. Emphasizes the importance of situating the life experiences of today's diverse elders in historical context.

T HLTH 590
Independent Study
Credits vary

Faculty-supervised independent study, readings and special projects for graduate students as developed through faculty-student agreement.

Faculty

Marjorie Dobratz
Director and Professor
Nursing
R.N.; D.N.Sc., University of San Diego, 1990.

Kathleen Shannon Dorcy
Senior Lecturer, Nursing; R.N.; M.N.,
University of Washington, 1991.

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

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

Kären Landenburger
Professor, Nursing; R.N.; Ph.D., University of
Washington, 1987.

June Lowenberg
Professor, Nursing; R.N.; Ph.D., University of
California San Diego, 1985.

Sondra Perdue
Senior Lecturer, Nursing; Dr.P.H., University
of California, Los Angeles, 1985.

Janet Primomo
Associate Professor, Nursing; R.N.; Ph.D.,
University of Washington, 1989.

Ruth Rea
Associate Professor, Nursing; R.N.C.; Ph.D.,
University of Texas at Austin, 1987.

Christine Stevens
Assistant Professor, Nursing; R.N.; M.P.H.;
Ph.D., University of Washington, 2004.

Cathy Tashiro
Associate Professor, Nursing; R.N.; Ph.D.,
University of California San Francisco, 1998.

MASTER OF Social Work

The Master of Social Work (MSW) is considered the terminal degree in the social work profession. Content and coursework in the MSW program will prepare graduates to function in professional social work positions in a wide variety of settings, including health care agencies, child and family services, public social service organizations, the criminal justice system and the public schools. The advanced curriculum provides an in-depth education, through the classroom and practicum, to prepare graduates for advanced, specialized practice. Topics include applied research, social policy and advanced content in social work practice models and methods. The intent of this graduate program is to enable learners to develop skills in the concentration area of Children, Youth and Families. This graduate program also prepares learners to collaborate with other human service professionals and with the community. Graduates from this MSW program will be prepared to address the social welfare needs of a complex society.

The Master of Social Work program is designed as a part-time evening program and consists of two program options: a three-year MSW program, which is designed for graduates of baccalaureate programs in any major, and an Advanced Standing MSW program, which is designed for eligible graduates of baccalaureate programs in social work or social welfare. Advanced

Standing allows students to enter the advanced level of the MSW curriculum.

Pursuant to the achievement of the Social Work program's mission, the MSW program has been designed as a competency-based curriculum committed to preparing graduate students for practice. As a result of their class and field education, MSW graduates should be able to:

- Understand and interpret the history of social welfare and its contemporary structures and issues
- Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice
- Understand and critically analyze current systems of social service organizations and delivery and derive implications for practice
- Articulate the role of policy in framing social work practice and the impact of major social welfare policies on those who are served by social workers, workers themselves, agencies and welfare systems
- Advocate for just, effective and humane policies and policy implementation processes
- Engender the empowerment of disadvantaged individuals, groups and communities through effective, culturally and linguistically appropriate assessment, treatment/intervention and outcomes evaluation
- Demonstrate how people and systems change and how change is facilitated from micro- to macro-systems levels
- Make well-reasoned and well-informed judgments in practice based on values, critical self-reflection and evidence-supported theory and practice research
- Understand and critically assess major social work practice frameworks, including the strengths and empowerment perspectives
- Critically evaluate research, evidence and their own practice
- Contribute to the profession's knowledge base and practice through disciplined inquiry, including practice evaluation, participatory-action research, efficacy and effectiveness trials and the dissemination and institutionalization of evidence-based practice and policy models

OVERVIEW

Developed in collaboration with and under the auspices of the University of Washington School of Social Work, the Master of Social Work (M.S.W.) program prepares learners for advanced and specialized practice as providers of social services and includes a combination of field experience and classroom learning.

Phone: (253) 692-5820

Fax: (253) 692-5825

Office: WCG 203

Campus box: 358425

Web site: www.tacoma.washington.edu/social

E-mail: tsocial@u.washington.edu

Interim Director: Tom Diehm

Administrator/Adviser: Terri Simonsen

Admissions Adviser: Deana Holmes

- Understand the value base of the profession and its ethical standards and principles and practice accordingly; engage in mindful and ethical use of self and continual professional development of skills and knowledge

Accreditation

The Social Work program at the University of Washington Tacoma is accredited by the Council on Social Work Education (CSWE) as a program option of the University of Washington School of Social Work in Seattle.

Admission Requirements

The Social Work program seeks to enroll well-qualified students with diverse backgrounds. Admission to the MSW program is based on academic performance and potential, clarity and appropriateness of career objectives, understanding of social issues, knowledge of diverse populations and relevant experiences. Academic credit toward the MSW is not given for previous employment or life experience.

Students are admitted to the three-year MSW program for Autumn Quarter only, and the Advanced Standing program for Winter Quarter only. Prospective students should download the official application packet from the Social Work Web site at www.tacoma.washington.edu/social.

Selection is based on academic background and potential, match of student interests with faculty expertise, program resources or priorities, social/human service experience, appropriateness of professional goals and objectives, and experience with diverse populations. All applicants must meet basic qualifications to be considered for the MSW program. Those applicants considered among the most qualified, based on the assessment of their application materials, will be offered admission. There is an enrollment limit placed on the Social Work program, and typically there is not enough space available to accommodate all applicants who meet the basic qualifications for admission.

Applying to the program involves submitting application forms for the UW Tacoma Social Work program and the UW Graduate School, an application fee, one set of official transcripts from every college or university attended, admissions essay, three reference letters, Grade Point Average Worksheet, résumé, Social Service Experience form, Background Check Complicance, Authorization for Repeat Background Checks and Dissemination of Results form, and the Personal Disclosure Statement. The successful completion of

an approved human biology course and a statistics course with a 2.0 (“C”) grade or higher is also required prior to beginning the MSW program. Specific time limits apply on coursework.

The Social Work program requires strong academic preparation demonstrated by a candidate’s grade-point average (GPA), liberal arts or social welfare undergraduate training, and writing skill. Applicants must have a baccalaureate degree with a minimum GPA of 3.0 on a 4.0 scale for the last 90 graded quarter credits (or 60 graded semester credits). Undergraduate preparation must include at least five credits in each of the humanities, social sciences, and natural sciences and 60 credits of liberal arts.

In addition to these general admission requirements, Advanced Standing applicants must hold a baccalaureate degree in social work or social welfare from an American program accredited by the Council on Social Work Education and have graduated within five years of entry to the MSW program. They must also have passed all social work core courses with a minimum grade of 3.0.

Current knowledge of the social work profession is assessed by the candidate’s use of illustrations and examples from his or her social-service background described in the admissions essay.

Graduation Requirements

Along with the Graduate School requirements, students must receive a passing grade (2.7 or higher or Satisfactory or Credit) in the professional foundation and advanced curriculum courses taken to meet the credits required for the MSW.

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

The MSW program requires the successful completion of an approved human biology course taken within the 10 years prior to matriculation in the MSW program. Completion of the human biology course requirement must be verified by supplying official documentation. Please contact the program office for a list of approved human biology courses by calling (253) 692-5820 or visiting our Web site.

The MSW program also requires the successful completion of a basic statistics course (in any discipline) prior to matriculation in the MSW program. Credit will be given for the successful completion of a statistics course taken within the last five years. Statistics credit may not be applied to the MSW degree. Official documentation must be supplied.

The MSW program allows each student to determine which courses are taken to fulfill the 18 numerically-graded required credits. The following courses are graded on a credit/no credit basis and may not be used for the 18 credits: Cultural Diversity and Societal Justice, Foundation and Advanced Practicum (TSOCW 504, TSOCW 523, TSOCW 524 and TSOCW 525) and some selectives (indicated by CR/NC in the online time schedule). Some students may need to take additional courses beyond the minimum requirements to fulfill this requirement.

Students are reminded to read and carefully adhere to the University’s policies. Please refer to the “Graduate Programs” section in this catalog or refer to Graduate School Web site at www.grad.washington.edu.

Course Descriptions

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

TSOCW 501 Social Policy and Economic Security 3 credits

This course, presented during the first quarter of the foundation year, is designed to familiarize students with the U.S. social-welfare system and its historical, philosophical and cultural foundations within a social work context. The nature of social policy and economic security is explored in relation to income-maintenance programs, particularly social insurance and social-assistance programs, and the impact upon them of racism, classism and sexism. Attention is directed to issues of poverty, inequality, unemployment, disability and homelessness, as well as to the future of the American welfare state.

TSOCW 502/503 Human Behavior and the Social Environment I & II 3 credits each

The foundation HBSE courses focus on the person-in-environment across the life span. The sequence utilizes developmental and social-system perspectives in seeking to understand and influence human behavior. The developmental stages are discussed across diverse backgrounds. The dynamics and processes of small-group, family, organization and community systems are addressed from a social-system perspective as socializing forces and as targets of change. Implications for social work practice, especially the assessment process, are highlighted.

TSOCW 504**Cultural Diversity and Societal Justice**
3 credits

This course provides students with the knowledge needed for social work practice with disadvantaged and oppressed groups overrepresented in public sector practice. The course presents information regarding the history and status of people of color, women, individuals with disabilities, gay men and lesbians, and poor and working-class people. A major theme of the course is to provide an opportunity for exploration of how prejudice, discrimination and exclusion affect the experiences of members of these groups. Another theme is the unique strengths and capacities within each group that should be recognized and utilized in effective social work practice. The course also provides students with a framework for developing a social-change orientation for working toward social justice and equality. *Taken credit/no credit only.*

TSOCW 505**Introduction to Social Welfare Research**
3 credits

This course provides an overview of research process and methods in social work with a focus on both being able to interpret and perform practice-based research. The course is designed to introduce students to the principles and skills needed to evaluate their own practice. Emphasis is placed on critical understanding of the empirical literature; the development of useful and appropriate questions about social work practice; strategies and techniques for conducting practice research; and application of research findings to practice.

TSOCW 510**Social Work Practice I:
Introduction to Social Work Practice**
3 credits

This is the first of two required micro- or direct-practice courses. The first course provides foundation knowledge and skills in direct practice with individuals, couples, families and small groups. It is designed as the foundation for subsequent practice courses and the first practicum. By the end of the course, students are expected to identify social work values and ethics, discuss their implications in guiding direct practice, and demonstrate the following: an understanding of the person-in-environment perspective in assessment, intervention and evaluation; an understanding of how the social worker, with his or her 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 credits

This is the second of a two-quarter course sequence providing foundation knowledge and skills in direct practice with individuals, families, and groups. This course focuses on students developing working knowledge of broad perspectives (ecological, strengths-based, empowerment) and specific empirically-based theoretical models of practice. Students begin developing expertise in intervention selection, planning, and evaluation of micro systems (e.g. individuals, couples, families and small groups) with primary focus on individuals and families. Mastery of the application of microskills learned in Practice I is achieved through practicing assessment, goal setting and interventions using the selected theoretical models. The course focuses on empirically-based approaches to direct services intervention, emphasizing various theoretical approaches to practice. The class also addresses monitoring the impact of interventions; and appropriate evaluation strategies.

TSOCW 512**Social Work Practice III:
Organizational Practice**
3 credits

This course is the first of two required macro-practice courses. The first course builds on foundation knowledge of human behavior, cultural diversity, policy and direct services. Topics and assignments are linked to practicum placements. The course focuses on how management activities contribute to service effectiveness for clients, as well as the quality of work conditions for staff. Various managerial roles, functions, and skills are examined. The impact of agency structure, culture and mission on staff, clients and organizational outcomes is discussed, with emphasis on how social work managers can influence change in these critical elements. In addition, the course covers ethical dilemmas associated with management activities, diversity in the workplace and empowerment methods for organizational change. Specific attention is devoted to knowledge and skills needed for leading task groups.

TSOCW 513**Social Work Practice IV:
Community Change Practice**
3 credits

This is the second of the two-course sequence on macro-practice and focuses on community change strategies in social work practice. It builds on other foundation courses and topics, and assignments are linked to practicum placements. The course is designed to provide a frame of reference and the skills needed for community-based social work practice. Theories of social change are examined, with examples drawn from community organizing and policy advocacy. Students are assisted in developing an understanding of how communities affect clients; how individuals can organize to influence communities; how to use organizing strategies for community change; and how to develop tactics for problem-solving and collective action.

TSOCW 514**Social Work Practice V:
Foundation Practice Skills**
3 credits

This course completes the required Foundation Practice sequence. The student selects one of a number of courses associated with key contemporary themes in social work that enhance practice skills at the micro, mezzo or macro levels.

TSOCW 523**Introduction to Practicum**
1 credit

Workshops for preparation for agency-based placement. Interviewing and orientations occur at agencies. *Taken credit/no credit only.*

TSOCW 524**The Professional Foundation Practicum**
2-3 credits; max. 8 credits

This agency-based practicum emphasizes the development of knowledge, perspectives, and skills needed for practice with individuals, families, groups, organizations and communities. Opportunities are provided for students to engage in a range of practice activities under the supervision of an experienced social worker. The course awards eight credits over three quarters. *Taken credit/no credit only.*

TSOCW 525**Advanced Concentration Practicum**
3-5 credits; max. 18 credits

The advanced practicum is an integral part of the Children, Youth and Families concentration curriculum. The practicum is determined by the practicum coordinator in collaboration with the student and is based on an in-depth interview with each student. The advanced practicum may not begin until all foundation requirements are completed. The course awards 18 credits over four quarters. *Taken credit/no credit only.*

TSOCW 531**Child and Family Policy and Services**
3 credits

This course explores policy issues in selected areas of child, youth and family services and provides a framework for policy analysis, emphasizing the role of values and evidence in policy formulation. Exercises highlight the critical interplay of policy, practice and research.

TSOCW 532**Children, Youth and Families Practice I**
3 credits

This practice course emphasizes family-centered assessment and intervention within an ecological framework. Specific attention is given to family and community violence, substance abuse, and mental health. Practice frameworks focus on intensive case management, family systems, family-preservation practice and social supports. *Students are expected to keep the same instructor for TSOCW 532/533 sequence.*

TSOCW 533**Children, Youth and Families Practice II***3 credits*

This course builds on CYF Practice I. The focus is on the application of values, knowledge and skills emphasized within the practice frameworks of intensive case management, intensive family-preservation services, and social supports. Classroom sessions make extensive use of case materials. *Students are expected to keep the same instructor for TSOCW 532/533 sequence.*

TSOCW 535**Advanced Social Work Research for Children, Youth and Families Practice***3 credits*

This course promotes the practical application of research concepts and skills to social work practice in community and agency CYF settings: conducting a needs assessment, monitoring individual/group/family outcomes, and evaluating program effectiveness.

TSOCW 536**Children, Youth and Family Methods (Selective)***3 credits*

To complete the CYF Concentration students must choose at least two approved Selectives. Selective courses may cover topics such as Adult Interpersonal Violence; Chemical Dependency - Drug Effects, Assessment and Treatment Referral Issues; Child Welfare and Permanency Planning; Gerontological Social Work: Health and Mental Health in Older Adults; Group Interventions with Children, Youth and Families; Multicultural Theory and Practice; School Social Work; Social, Emotional, Behavioral Interventions with Children, Adolescents and Adults; and Supervision and Leadership.

TSOCW 580**Aging and American Society***3 credits / Prerequisite: Permission of instructor*

Covers physical and psychological processes of aging. Includes social aspects of aging related to family roles, cultural, social support and use of health and social services. Reviews home and community-based services and how those services may need to change in the 21st century. *TSOCW 580 is not part of the required MSW curriculum. Open to both undergraduate and graduate students.*

TSOCW 598**Advanced Standing Integrative Seminar***5 credits*

Integrates the domains of social work practice, research, policy, cultural diversity and human behavior and the social environment.

TSOCW 599**Readings in Social Work***1-5 credits, max. 10*

Student-originated, individually contracted projects on topics of interest in social welfare/social work not covered by other Social Work program offerings. *TSOCW 599 is not part of the required MSW curriculum. Credit/no credit only.*

Faculty**Thomas M. Diehm****Interim Director**

Social Work; Field Education, Community Mental Health, HIV/AIDS, Gay Men's Issues; Ph.D., Portland State University, 2004.

Erin A. Casey

Assistant Professor, Social Work; Domestic Violence; Ph.D., University of Washington, 2006.

Carol J. Donaldson

Teaching Associate, Social Work; Child Welfare Training and Advancement Program Practicum Instructor; Child Welfare; M.S.W., University of Washington, 1999.

Charles A. Emler

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

Jerry Finn

Professor, Social Work; Information Technology and Social Work, Domestic Violence, Mental Health, Program Evaluation; Ph.D., University of Wisconsin - Madison, 1980.

Michelle D. Garner

Assistant Professor, Social Work; Spirituality and Social Work; Ph.D., University of Washington, 2007.

Marian S. Harris

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

Teresa Holt

Lecturer, Social Work; Children, Youth and Families, Diversity, Field Education; M.S.W., University of Washington Tacoma, 2001.

Theodore E. Johnstone

Lecturer, Social Work; Community Organization and Group Work; M.S.W., University of Washington, 1972.

Janice H. Laakso

Associate 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

Professor, Social Work; Feminist Social Work Practice, Education and Administration, Human Diversities, Qualitative Research; Ph.D., University of Denver, 1990.

Patricia Spakes

Chancellor; Professor, Social Work; Family Theory, Research and Policy; Ph.D., University of Wisconsin - Madison, 1979.

Index

- academic calendar 7
- academic policies 17
- academic probation 18
- academic standards 18
- academic warning 18
- Access program for older adults 15
- Accounting 27
- accreditation 6
- administration, officers of 6
- admissions
 - freshman 20
 - graduate 117
 - notification 118
 - transfer 20
 - categories 22
 - notification 22
- admission requirements
 - Arts, Master of 142
 - Business Administration
 - bachelor of arts 28
 - master of 121
 - Computer Engineering and Systems 38
 - Computing and Software Systems
 - bachelor of science/arts 44
 - master of science 126
 - Education, Master of 129
 - Environmental Science 67
 - freshman 20
 - general university 23
 - Global Honors 51
 - graduate 117
 - Interdisciplinary Arts and Sciences 54
 - Nursing, Bachelor of Science 94
 - Nursing, Master of 147
 - Social Welfare 99
 - Social Work 152
 - Teacher Certification 130
 - transfer 20
 - Urban Studies 106
- ADN-BSN-MN study option 95
- American Studies 56
- application
 - change of quarter 22
 - fees 10
 - Financial aid 8
 - freshman 21
 - graduate 117
 - transfer 21
- application deadlines
 - freshman 21
 - graduate 118
 - transfer 21
- Applied Computing minor 111
- Arts, Media and Culture 56
- Asian Studies 111
- attendance 17
- auditors 15,25
- baccalaureate honors 18
- bachelor's degree programs
 - Business Administration 27
 - Computer Engineering and Systems 37
 - Computing and Software Systems 43
 - Environmental Science 67
 - Interdisciplinary Arts and Sciences 53
 - Nursing (BSN) 93
 - Social Welfare 99
 - Urban Studies 105
- Board of Regents 7
- Business Administration
 - Bachelor of Arts in 27
 - Master of (MBA) 121
- calendar, academic 7
- campus map 2
- catalog for graduation 26
- certificate programs
 - Geographic Information Systems (GIS) 116
 - Nonprofit Studies 116
 - Restoration Ecology 116
- Chancellor's medal 18
- change of grade 17
- change-of-registration fee 11
- class standing 24
- class attendance 17
- college academic distribution requirement 21
- commencement 26,120
- Communication 56
- Communities, Populations and Health 145
- Computer Engineering and Systems 37
- computer use policy 19
- Computing and Software Systems
 - bachelor of science/arts degree 43
 - master of science degree 125
 - minor in 111
- conduct code, student 18
- consortium agreements 9
- core curriculum 21
- course descriptions
 - Arts, Master of 142
 - Business Administration
 - bachelor of arts 30
 - master of 122
 - Computing and Software Systems
 - bachelor of science/arts 47
 - master of science 126
 - Education, Master of 135
 - Environmental Science 77
 - Global Honors 52
 - Interdisciplinary Arts and Sciences 68
 - Nursing, Bachelor of Science 96
 - Nursing, Master of 147
 - Social Welfare 102
 - Social Work 152
 - Urban Studies 107
- credit/no credit grade 16
- Dean's List 18
- degrees offered 6
- degrees with two majors 26
- diploma distribution 26,120
- directory information, release of 19
- double major or degree 25
- dropping a course 13
- dual admission 38,45
- dual enrollment 23
- Education
 - Educational Administrator 135
 - Master of 129
 - minor in 112
 - Professional Certificate 133
 - Secondary Science 132
 - Teacher Certification 130
- education records, student 19
- Educational Administrator 135
- English composition requirement 24
- Environmental Science 67
- Environmental Studies
 - concentration in 59
 - minor in 112
- equal opportunity 4,19
- Ethnic, Gender and Labor Studies 61
- faculty
 - Education 140
 - honors 18
 - Institute of Technology 41,49,126
 - Interdisciplinary Arts and Sciences 90,143
 - Milgard School of Business 35,124
 - Nursing 98,149
 - Social Work 103,154
 - Urban Studies 109
- fees 10
- final-year residency requirement 26
- Finance 28
- financial aid
 - applications 8
 - eligibility 8
 - FAFSA 8
 - renewal 8
 - resources 9
- financial obligations 12
- foreign language requirement 24
- freshman
 - admission 20
 - advising 20
 - curriculum 20
- full-time status 15
- General Business 28
- General Education Center 20
- General Studies 62
- general university admission 23
- Geographic Information Systems (GIS), certificate in 116
- Global Honors 51
- Global Studies 62
- grade appeal procedure 17
- grade, change of 17
- grade reports 17
- grade-point average (GPA) 17
- grade-point average, transfer 25
- grading procedures 17
- grading system 16
- graduate admission procedure 117
- graduate courses, restrictions 119
- graduate degree application 120
- graduate nonmatriculated (GNM) students 118,147
- graduate student policies 119

- graduating senior priority
 - for registration 13
- graduation, applying for 26, 117
- graduation requirements
 - bachelor's degree 25
 - Business Administration 30
 - Business Administration, Master of 122
 - catalog for 26
 - Computer Engineering and Systems 40
 - Computing and Software Systems 46
 - Education, Master of 129
 - Environmental Science 67
 - Interdisciplinary Arts and Sciences 55
 - master's degree 119
 - Nursing, Bachelor of Science 95
 - Nursing, Master of 147
 - Social Welfare 102
 - Social Work, Master of 152
 - Urban Studies 107
 - waiver of 26
- guaranteed transfer admission 20

- hardship withdrawal 14, 16
- Health and Society 113
- Hispanic Studies 113
- Honors, Global 51
- honors
 - graduation 18
 - IAS 55
- Human Rights, minor in 114

- incomplete grade 16
- individually-designed concentration 63
- Institute of Technology 37, 43, 125
- Interdisciplinary Arts and Sciences 53
- Interdisciplinary Studies, Master of Arts 141
- International Business 28
- International Programs 55
- international students 22

- KeyBank Professional Development Center 6

- late add period 15
- late course drop period 15
- late payment of tuition 10
- late registration fee 11
- Leadership in Health Care 145
- letter grades 16
- low scholarship 18

- major
 - declaring 25
 - changing 25
- Management 28
- map of campus 2
- Marketing 28
- master's degree
 - applying for 117
 - Arts 141
 - Business Administration 121
 - Computing and Software Systems 125
 - Education 129
 - Interdisciplinary Studies 141
 - Nursing 145
 - Social Work 151
- matriculated students 22
- Milgard School of Business 27, 121
- military personnel 14, 24

- minors
 - Applied Computing 111
 - Asian Studies 111
 - Computing and Software Systems 111
 - Education 112
 - Environmental Studies 112
 - Health and Society 113
 - Hispanic Studies 113
 - Human Rights 114
 - Museum Studies 114
 - Nonprofit Management 115
 - Public History 115
 - Urban Studies 115
- mission 5
- Museum Studies 114

- nonmatriculated students 22
- Nonprofit Management
 - certificate in 116
 - minor in 115
- Nurse Educator 146
- Nursing
 - Bachelor of Science (BSN) 93
 - Master of (MN) 145

- officers of administration 6
- on-leave status, graduate student 119

- part-time status 15
- Political Economy 64
- Politics and Values 64
- postbaccalaureate students 22
- pre-major admission 22
- Principal Certification (*see Educational Administrator*)
- priority application dates
 - for freshman admission 21
 - for graduate admission 118
 - for transfer admission 21
- Psychology 65
- Professional Certificate 133
- Professional Development Center 6

- quarter-off policy 13

- re-registration fee 11
- readmission, graduate student 119
- registering for classes 14
- registering at other UW campuses 13
- registration
 - eligibility 13
 - fees 10
 - guide 14
 - how to 14
 - periods 15
 - policies 14
- reinstatement 18
- repeating courses 17
- residence classification requirements 15
- residency requirement, final-year 26
- Restoration Ecology certificate 116
- returning former students 22

- satisfactory/not satisfactory grade 16
- satisfactory progress 18
- scholarships 9
- scholastic standards required for baccalaureate degree 25

- second baccalaureate degree 26
- Secondary Science Education 132
- Self and Society 65
- semester credit, converting to quarter 25
- sexual harassment complaint procedure 19
- Social Welfare, Bachelor of Arts 99
- Social Work, Master of (MSW) 151
- student conduct code 18
- student directory information, release of 19
- student education records 19
- student rights and responsibilities 18
- study abroad 55
- summer-only visiting students 22
- summer quarter 15

- Teacher Certification 130
- technology fee 11
- Technology, Institute of 37, 43, 125
- transcripts 17
- transfer
 - admission requirements 21
 - application process 21
 - honors 18
- transfer credit
 - applicability of 24
 - graduate 119
 - restrictions on 23
 - undergraduate 23
- transfer GPA 24
- tuition
 - exemption 12
 - forfeiture 10
 - payment 10
 - rates 11
 - refund 10
 - request to waive 10
 - two majors (or two degrees) 26
- undergraduate
 - admissions 20
 - application process 21
 - graduation requirements 25
 - transfer credit 23
- university policies 16
- unrestricted drop period 15
- Urban Studies
 - bachelor of arts 105
 - minor in 115
- visiting graduate students 118

- waiver of graduation requirements 26
- withdrawal policies 14, 16
- writing requirement 24



TACOMA

1900 Commerce Street
Tacoma, WA 98402-3100
(253) 692-4400

www.tacoma.washington.edu