



# 2013-14 CATALOG

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**W** UNIVERSITY of WASHINGTON | TACOMA

1900 Commerce Street  
Tacoma, WA 98402-3100  
253-692-4400 – [tacoma.uw.edu](http://tacoma.uw.edu)



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 Director for Equal Opportunity and Affirmative Action, Lorre Allen, University of Washington Equal Opportunity Office, Box 351240, 442A Gerberding Hall, Seattle, WA 98195, 206-543-1830 or [eoaa@uw.edu](mailto:eoaa@uw.edu).

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, 253-692-4522 or 253-692-4413 (TTY) or [dssuwt@uw.edu](mailto:dssuwt@uw.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 advisors or program for the most current information.

The registration website ([tacoma.uw.edu/register](http://tacoma.uw.edu/register)) 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

UW Tacoma is first and foremost a change agent for our region, providing access to students in a way that transforms families and communities. As an urban-serving university, we impact and inform economic development through community-engaged students and faculty. We conduct research that is of direct use to our community and region. And, most importantly, we seek to be connected and relevant to our community's needs and aspirations.

UW Tacoma is the anchor tenant in Tacoma's historic downtown warehouse district, across from Union Station, the Washington State History Museum, the Museum of Glass and the Tacoma Art Museum. The campus is part of a vibrant neighborhood, with street-level space on Pacific Avenue reserved for retail use.

## Mission

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

## Values

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Our fundamental purpose is to educate students for life as global citizens. UW Tacoma is a distinctive expression of the University of Washington that provides access to an exceptional education for citizens who choose to live and learn in the South Puget Sound region.

We recognize that an excellent education connects knowledge across disciplines. At UW Tacoma, excellence is founded on integrity, dedication and collaboration. We believe that learning is a vehicle that advances students toward fulfilling lives and meaningful careers.

Our community of learners is strengthened by a diversity of voices. Listening to the UW Tacoma community, we have identified four core values that guide us: Excellence, Community, Diversity and Innovation. We share these values and strive to live them.

## Degrees

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The University of Washington Tacoma confers the following degrees:

- Bachelor of arts (B.A.)
  - Computer Science and Systems
  - Criminal Justice
  - Healthcare Leadership
  - Interdisciplinary Arts and Sciences
  - Social Welfare
  - Sustainable Urban Development
  - Urban Studies
- Bachelor of arts in business administration (B.A.B.A.)
- Bachelor of science (B.S.)
  - Computer Engineering and Systems
  - Computer Science and Systems
  - Environmental Science
  - Information Technology and Systems

## Phone

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

## Mailing address

1900 Commerce St.  
Tacoma, WA 98402-3100

## Website

[tacoma.uw.edu](http://tacoma.uw.edu)

## Email

[uwinfo@uw.edu](mailto:uwinfo@uw.edu)

- Bachelor of science in nursing (B.S.N.)
- Master of Accounting (M.Acc.)
- Master of arts (M.A.)  
Interdisciplinary Studies
- Master of business administration (M.B.A.)
- Master of cybersecurity and leadership (M.C.L.)
- Master of education (M.Ed.)
- Master of nursing (M.N.)
- Master of science (M.S.)  
Computer Science and Systems
- Master of social work (M.S.W.)
- Doctor of education (Ed.D.)

### **State Board of Education Certificates**

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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)
- Educational Administrator Certificate (for principals and program administrators)

### **Accreditation**

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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).

### **KeyBank Professional Development Center**

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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 [tacoma.uw.edu/keypdc](http://tacoma.uw.edu/keypdc).

### **University of Washington Tacoma Officers of Administration**

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*Vice Chancellor for Academic Affairs*

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*Vice Chancellor for Student & Enrollment Services*

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*Assistant Chancellor for Equity and Diversity*

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*Associate Vice Chancellor / Chief Admissions Officer*

Andrea Coker-Anderson  
*Registrar*

### **University of Washington Officers of Administration**

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Ana Mari Cauce  
*Provost and Executive Vice President*

Gerald Baldasty  
*Senior Vice Provost for Academic and Student Affairs*

Paul G. Ramsey  
*Executive Vice President for Medical Affairs*

V'ella Warren  
*Senior Vice President for Finance and Facilities*

Denzil Suite  
*Vice President for Student Life*

Randy Hodgins  
*Vice President for External Affairs*

Mindy Kornberg  
*Vice President for Human Resources*

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*Vice President for University Advancement*

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*Vice President for Minority Affairs and Vice Provost for Diversity*

Ed Taylor  
*Vice Provost for Undergraduate Academic Affairs*

Kelli Trosvig  
*Vice President for Information Technology*

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Jeremy Jaech

Christopher Jordan

Patrick M. Shanahan

Constance W. Rice

Rogelio Riojas

Kiana M. Scott

Herb Simon

## Academic Calendar

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### Autumn Quarter 2013

Instruction begins .....	Sept. 25
Veterans Day holiday.....	Nov. 11
Thanksgiving holidays .....	Nov. 28 - 29
Last day of instruction.....	Dec. 6
Final examinations .....	Dec. 7 - 13

### Winter Quarter 2014

Instruction begins .....	Jan. 6
Martin Luther King Jr. Day holiday.....	Jan. 20
Presidents Day holiday .....	Feb. 17
Last day of instruction.....	March 14
Final examinations .....	March 15 - 21

### Spring Quarter 2014

Instruction begins .....	March 31
Memorial Day holiday .....	May 26
Last day of instruction.....	June 6
Final examinations .....	June 7 - 12
Commencement.....	June 13

### Summer Quarter 2014

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 70 percent of students attending the University of Washington Tacoma receive federal, state or 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 to nine months after a student graduates or leaves school. Loans require repayment with interest (interest rate and when interest accrual begins varies depending on the program).
- **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 the 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](http://www.pin.ed.gov). To access FAFSA on the Web, go to [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Applications are also available from the Office of Student Financial Aid.

Students should complete their FAFSA for the upcoming year (defined as summer through spring quarters) beginning January 1.

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

## Priority dates

For priority consideration, the FAFSA must be received by the federal application processor by Feb. 28 of each 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 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 the Registrar 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 Student Financial Aid 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 Student Financial Aid and at websites listed later in this section.

UW Tacoma offers several scholarships available to fund study only at UW Tacoma. For information on scholarship opportunities, contact the Office of Student Financial Aid at 253-692-4374 or check online at [tacoma.uw.edu/finaid](http://tacoma.uw.edu/finaid).

### Online Resources

- University of Washington Office of Student Financial Aid  
[www.washington.edu/students/osfa](http://www.washington.edu/students/osfa)
- The U.S. Department of Education Federal Student Aid Guide  
[studentaid.ed.gov](http://studentaid.ed.gov)
- The Smart Student™ Guide to Financial Aid for general news and aid sources as well as the Fastweb scholarship search  
[www.finaid.org](http://www.finaid.org)
- Free Application for Federal Student Aid (FAFSA)  
[www.fafsa.ed.gov](http://www.fafsa.ed.gov)

### MyUW

Students can use MyUW to:

- Find current student account balance
- Review financial aid award

- Check status of submitted financial aid documents
- 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

### Student Tax Information

Student Fiscal Services in Seattle monitors student tax information at the University of Washington. This information includes data for use in claiming educational tax credits and deductions that you have paid for tuition and fees. In addition, the UW provides information to help you determine if your scholarships, fellowships, grants or tuition reductions are taxable. The UW cannot provide individual tax advice. If you have questions, you should consult your tax advisor about your specific circumstances.

Scholarships, fellowships, grants and tuition reductions are not considered taxable income if they are used solely for qualified educational expenses. Any amount used for personal or non-qualified expenses are subject to tax. For more details refer to the IRS Publication 970: Scholarships and Fellowships.

Washington State's Guaranteed Education Tuition (GET) program is a 529-qualified tuition program according to IRS regulations. This program allows individuals to prepay for students' college educational expenses. Funds from the GET program are used to reduce qualified educational expenses. The amounts used to pay these expenses are not taxable or reported to the IRS on the 1098T forms that the UW provides students for filing their tax returns.

Go to [f2.washington.edu/fm/sfs/tax](http://f2.washington.edu/fm/sfs/tax) to find links to the following topics:

- Education tax credits and tax deductions (IRS Form 1098T)
- Print your 1098T information
- Nonresident alien student tax (IRS Form 1042S)
- Employees' tuition exemption tax withholding
- Canadian tax information

For questions, please email [taxquest@u.washington.edu](mailto:taxquest@u.washington.edu) or call 206-221-2609 for assistance.

## 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 amount charged for resident undergraduate tuition and fees is set by the state of Washington 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. 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 email notification once tuition charges are available on MyUW. No matter which payment option the student chooses, payment in full of tuition is due by 5 p.m. on 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

### Web check

Tuition and related charges may be paid online by web check from a checking or savings account. This service is accessible from the Tuition Charge Statement on MyUW. A bank routing number, account number and UW student ID number are required to complete the transaction. Payments post immediately and there is no fee for this service.

### Check or money order (in-person)

Payment may be made by personal check or money order to the UW Tacoma Cashier or mailed to the UW Tacoma Cashier's Office, Campus Box 358433, 1900 Commerce Street, Tacoma, WA 98402. Payment may also be placed in the drop box located next to the Cashier's Office. Checks should be payable to "UW Tacoma" and include the student's ID number in the memo field.

### Credit card

Credit card payments may be made online only through MyUW. Sign in at MyUW and select the "Credit Card Payment" option. Credit cards **cannot** be used to pay tuition in person at the Cashier's Office. There is a significant convenience charge assessed when using this option.

### Tuition installment plan

The tuition payment plan allows students to pay their quarterly tuition in three installments. There is a \$10 service fee for participating that is due with the first payment. 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 the \$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 on page 12. Payments must be made by check or money order to the UW Tacoma Cashier in person or through the drop box outside the Cashier's Office.

### Specifying Payments

When the payment received 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, this page).

### 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 .....	\$ 60
Undergraduate Nonmatriculated .....	\$ 60
Undergraduate International .....	\$ 75
Undergrad. Returning Students .....	\$ 60



# 2013-2014 Quarterly Tuition Rates\*

Tuition rates are subject to change without notice.

## Undergraduate

(includes nonmatriculated and post-baccalaureate students taking undergraduate courses)

	RESIDENT	NON-RESIDENT
10 – 18 credits**	\$ 3,968	\$ 10,493
9 credits	\$ 3,571	\$ 9,444
8 credits	\$ 3,174	\$ 8,395
7 credits	\$ 2,777	\$ 7,346
6 credits	\$ 2,380	\$ 6,297
5 credits	\$ 1,983	\$ 5,248
4 credits	\$ 1,586	\$ 4,199
3 credits	\$ 1,189	\$ 3,150
2 credits (min.)	\$ 792	\$ 2,101

## Master of Arts; Master of Social Work

	RESIDENT	NON-RESIDENT
7 – 18 credits**	\$ 4,936	\$ 9,020
6 credits	\$ 4,231	\$ 7,731
5 credits	\$ 3,526	\$ 6,442
4 credits	\$ 2,821	\$ 5,153
3 credits	\$ 2,116	\$ 3,864
2 credits (min.)	\$ 1,411	\$ 2,575

## Master of Nursing; Master of Education

	RESIDENT	NON-RESIDENT
7 – 18 credits**	\$ 5,058	\$ 9,209
6 credits	\$ 4,335	\$ 7,893
5 credits	\$ 3,612	\$ 6,577
4 credits	\$ 2,889	\$ 5,261
3 credits	\$ 2,166	\$ 3,945
2 credits (min.)	\$ 1,443	\$ 2,629

## Computer Science and Systems (M.S.) Educational Leadership (Ed.D.)

	RESIDENT	NON-RESIDENT
7 – 18 credits**	\$ 5,167	\$ 9,397
6 credits	\$ 4,429	\$ 8,055
5 credits	\$ 3,691	\$ 6,713
4 credits	\$ 2,953	\$ 5,371
3 credits	\$ 2,215	\$ 4,029
2 credits (min.)	\$ 1,477	\$ 2,687

## Master of Business Administration

(Incoming students)

	RESIDENT	NON-RESIDENT
7 – 18 credits**	\$ 6,713	\$ 11,039
6 credits	\$ 5,754	\$ 9,462
5 credits	\$ 4,795	\$ 7,885
4 credits	\$ 3,836	\$ 6,308
3 credits	\$ 2,877	\$ 4,731
2 credits (min.)	\$ 1,918	\$ 3,154

## Master of Business Administration

(Continuing students)

	RESIDENT	NON-RESIDENT
7 – 18 credits**	\$ 6,523	\$ 10,723
6 credits	\$ 5,591	\$ 9,191
5 credits	\$ 4,659	\$ 7,659
4 credits	\$ 3,727	\$ 6,127
3 credits	\$ 2,795	\$ 4,595
2 credits (min.)	\$ 1,863	\$ 3,063

## Post-baccalaureate; Graduate Nonmatriculated

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

	RESIDENT	NON-RESIDENT
7 – 18 credits**	\$ 5,167	\$ 9,397
6 credits	\$ 4,429	\$ 8,055
5 credits	\$ 3,691	\$ 6,713
4 credits	\$ 2,953	\$ 5,371
3 credits	\$ 2,215	\$ 4,029
2 credits (min.)	\$ 1,477	\$ 2,687

## Fee-based Programs

(Students in fee-based programs are ineligible for the tuition exemption program, institutional tuition waivers and the Undergraduate/Graduate University Grant programs, including the Husky Promise.)

### Master of Accounting

	RESIDENT	NON-RESIDENT
Fee per credit	\$ 440	\$ 550

### Master of Cybersecurity and Leadership

	RESIDENT	NON-RESIDENT
Fee per credit	\$ 416	—

\* Tuition rates shown include activity and technology fees.

\*\* For tuition rates at enrollment over 18 credits, please check online at [tacoma.uw.edu/tuition](http://tacoma.uw.edu/tuition).

Graduate .....	\$ 85
Graduate Nonmatriculated .....	\$ 75

### 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>	<i>\$ 25</i>
<i>After 10th day of class.....</i>	<i>\$ 75</i>

A late registration service charge of \$25 is assessed when a student has not registered for any credits before the first day of the quarter. The fee is in effect through the 10th day of the quarter. Students whose first registration occurs after the 10th day of the quarter will be assessed a \$75 fee. If circumstances warrant, waiver of the fees or service charge may be petitioned to the Office of the Registrar using the request to waive tuition forfeiture or registration fees form.

Change of Registration .....	\$ 20
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*Only charged after the first week of the quarter*

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 transaction/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.

Duplicate diploma with paper cover .....	\$ 10
Replacement of Student ID Card .....	\$ 15
Transcript (Official).....	\$ 9

### 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, email, computer and multimedia workstations and laboratories, computer software and dial-up telephone services. Part-time students (those paying less than full-time tuition) are charged on a prorated basis. The fee is included on the quarterly tuition billing.

### Financial Obligations

The 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.
- K-12 instructors qualified to teach or seeking valid endorsement and assignment in a state-identified shortage area.

**A note of caution:** A UW employee pursuing a graduate program or graduate-level course work 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 course work 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 matriculated students or as graduate nonmatriculated students 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 applications for

admission to the Office of Admissions. **Because tuition exempt paperwork must be received no later than two weeks 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 online at [tacoma.uw.edu/apply](http://tacoma.uw.edu/apply).

### **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 two weeks 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. Registration dates are posted on the Registration Guide website at [tacoma.uw.edu/register](http://tacoma.uw.edu/register). 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 the Registrar.

More information and the quarterly required tuition exemption form are available on our website or in the Office of the Registrar.

# 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, post-baccalaureate or graduate) and at the same campus. After a student has earned a baccalaureate degree, he or she must apply for readmission as a post-baccalaureate, nonmatriculated or graduate student before being allowed to register.

Newly admitted students and students readmitted to the same or a new classification (undergraduate, post-baccalaureate or graduate) or admitted to a different university campus are eligible to register during a specified time period. See Registration Periods on page 15.

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 (not including summer quarter), he or she must reapply as a returning student application with the Office of Admissions.

## 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 post-baccalaureate students who have submitted a graduation application 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 post-baccalaureate priority day. When students have used their graduating senior priority for two quarters, their registration priority reverts to the regular senior or post-baccalaureate schedule. 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

Undergraduate students who have completed at least 15 credits and freshmen who have completed at least 25 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 may register cross-campus using MyUW. 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/advising/registration/ccregi.php](http://www.washington.edu/uaa/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 unless they do a complete withdrawal from the university. If a student drops all his or her courses, 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. This is referred to as the "annual drop"

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 advisor, 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 website for specific dates at [tacoma.uw.edu/register](http://tacoma.uw.edu/register).

## 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



registrar reserves the right to verify the authenticity and details of the documentation.

Petitions will not be accepted for coursework that is more than two years old.

### **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 on MyUW through the unrestricted drop period. Beginning with the third week of the quarter, official withdrawals must be submitted to the Office of the Registrar. 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 Office of Veteran and Military Services of withdrawal.
- A student with a scholarship or loan awarded through the university should notify the Office of Student Financial Aid of withdrawal.

### **Withdrawal for Military Service**

Students who are 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.

Students who withdraw for military reasons will be allowed to return to the university without having to pay another application fee. Documentation in the form of military orders will be required. 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 website at [tacoma.uw.edu/register](http://tacoma.uw.edu/register). 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 online using MyUW. Before registering:

- Review the important dates on the Registration Guide website.
- Talk with an advisor before selecting courses. Academic advising is highly recommended.
- Obtain entry codes from the appropriate program office for any courses requiring entry codes or if needed for prerequisites.
- Take care of all university financial obligations. The system will not permit students to register if there is a hold on their registration.
- Take the guided tour on the Time Schedule and Registration website, if needed.

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](http://myuw.washington.edu) or through the UW Tacoma homepage at [tacoma.uw.edu](http://tacoma.uw.edu). A UW NetID and password are required.

Each quarter when registering, students are required to verify their current address, indicate their interest in being a member of ASUWT and select the U-PASS option.

Registration links are found under the "Academics" tab in MyUW. If a content box labeled "Registration, Tacoma" is not shown, use the Add Content link at the top of the page and choose the "Registration, Tacoma" box.

### **Checking course availability**

Beginning Period I, students can check course availability via the online time schedule at [myuw.washington.edu](http://myuw.washington.edu).

### **Registration Periods**

Registration consists of three registration periods. For the most complete information, including the exact dates for each registration period, please visit the Registration Guide website at [tacoma.uw.edu/register](http://tacoma.uw.edu/register).

#### **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.) Actual registration dates are based on your class standing and the last digit of your student number.

Undergraduate students cannot register for more than 19 credits prior to the beginning of the quarter.

#### **Registration period II**

New graduate students and returning students register during Period II. New undergraduate students register after attending a New Student Orientation.

#### **Registration period III**

Open to all students for late registration, course adds and drops. This period is also when all nonmatriculated students register. 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. An entry code is required to add any class. A \$20 fee is charged for each additional day transactions are processed. This fee is in addition to any tuition increase or forfeiture as a result of the change. At UW Tacoma, students may not add classes or increase credits after the second Friday of the quarter.



### **Unrestricted drop period**

Continues through 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/ annual drop**

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 residency classification and the residency 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 review the information at [www.washington.edu/students/reg/residency](http://www.washington.edu/students/reg/residency) or 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 (in-state) 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 website. 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. Standard tuition and fees apply.

### **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 website 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 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 advisor, 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+	2.1 - 2.4	
C	1.9 - 2.1		C	1.7 - 2.0	
C-	1.5 - 1.8		E	0.0	Grades below 1.7 in graduate programs are recorded as 0.0.
D+	1.2 - 1.4				
D	0.9 - 1.1				
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** given at the discretion of the faculty only when a 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 I 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 I grade not made up by the end of the next quarter is converted to a grade of 0.0 unless the instructor has indicated when assigning the I grade that a grade other than 0.0 should

be recorded if the incomplete work is not completed. The I 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 Office of the 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 I has been converted into a failing grade. In no case can an I received by an undergraduate be converted to a passing grade after the lapse of one year.

For graduate students, an I 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 I 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: Hardship Withdrawal** grade assigned when a student is allowed to withdraw from a course after the 14th calendar day of the quarter (see Hardship Withdrawal Policy on page 14). 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 Veteran and Military Services before a course is repeated.

### Duplicate Courses

To protect the student’s investment of educational effort and the value of the degree, UW Tacoma will not award credit for courses that repeat work done elsewhere. It is the responsibility of students who have earned credit at other colleges for determining whether courses they plan to take at UW Tacoma would duplicate any previously earned credit. Duplicate credit will not be awarded for courses that are equivalent to courses previously passed. Students who are in doubt should consult an advisor before registering.

### 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. Transcripts may be ordered on MyUW for current students or by using a request form completed by the student.

Because the signature of the student is required, email requests cannot be accepted. Payment of \$9 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.uw.edu/ordering-transcripts](http://www.tacoma.uw.edu/ordering-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 course work 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](http://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 requires students to declare a major by the time they have earned 105 credits. Students are urged to meet with an advisor in the Academic Advising Center for advising toward a major. A registration hold may be placed on students who have reached 105 credits and not declared a major. In rare cases, a student who has met with an advisor will be granted a pre-major extension.

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 more than 210 credits will be notified by the end of the third week of the quarter that a block is being placed on their registration due to lack of satisfactory progress. Students are encouraged to meet with their academic advisors to prepare a graduation plan or complete a graduation application 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 for low scholarship will be readmitted to the university only at the discretion of the 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.

*Please note:* The University of Washington transcript is comprised of course work and grades from all three campuses. Students who are dropped for low scholarship from one campus and reinstated at another will remain on academic probation until their cumulative grade point average reaches 2.0.

#### 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.

### **Faculty Honors**

At the University of Washington Tacoma, faculty honors are awarded to those students receiving their first 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 a graduating senior with a distinguished academic record. Only students who have earned at least 90 credits (45 credits for nursing students) in residence at the University of Washington Tacoma may be considered.



# Undergraduate Admissions

The University of Washington Tacoma considers each applicant as they apply, based upon their own merits, coursework and documents. Our admission process is both competitive and holistic, giving each applicant an opportunity for a comprehensive and individual review. Applicants who apply early have the best chance for full university and program consideration.

For information about application deadlines, including priority scholarship deadlines, please visit our website: [tacoma.uw.edu/admissions/important-dates](http://tacoma.uw.edu/admissions/important-dates).

## Freshman Admission Requirements

### College Academic Distribution Requirements (CADRs)

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 [tacoma.uw.edu/freshman/cadr](http://tacoma.uw.edu/freshman/cadr)

#### Minimum CADRs

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

### Using College Course Work to Complete CADRs

Almost all applicants will have satisfied these requirements through high school course work, which is generally defined as that completed in grades 9-12. However, there are several ways to satisfy CADRs 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. For details, please see [tacoma.uw.edu/freshman/cadr](http://tacoma.uw.edu/freshman/cadr).

### Test Scores

Scores from the SAT or ACT Plus Writing are required for admission. Test scores are valid only if they are sent directly from the testing agency to the UW. Test scores reported on high school transcripts are not considered official.

- Scholastic Assessment Test (SAT I) — UW Tacoma Institutional Code: 4445

- American College Test (ACT) — UW Tacoma Institutional Code: 4493

### Grading Restrictions

To satisfy the college academic distribution requirements, a passing grade, including a D, is acceptable in either high school or college work for most courses. Intermediate algebra taken 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 CADRs through college course work, you are strongly encouraged to take courses for a letter/numerical grade, because you may later want to apply this course work towards requirements, for which grading restrictions pertain.

### Submission of Final High School Transcript

Newly admitted freshmen are required to submit their official final high school transcript no later than July 1. Failure to successfully complete course work reported in the application for admission or dramatic changes in reported GPA could cause your offer of admission to be revoked.

### Dual Enrollment

The University of Washington Tacoma has partnered with Tacoma Community College to offer a Dual Enrollment program. 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 coordinated advising to help them make the best choices to meet their educational goals. Students enjoy a seamless transition between lower- and upper-division course work on the path to earning their bachelor's degrees.

*\*All applicants must complete either three years of high school mathematics through intermediate (second-year) algebra or complete intermediate algebra or higher in college with a 2.0 grade or better. Higher-level mathematics, specifically pre-calculus, calculus or business calculus completed with a passing grade will also fulfill this requirement.*

*Note: During the senior year of high school, students must also earn a credit in a math-based quantitative course. This may be met through enrollment in one of the three required math courses listed; or by completing a math-based quantitative course like statistics, applied math or an algebra-based science course. The senior-year math requirement does not mean a fourth credit of math is required.*

*Exception: Completion of higher-level math prior to the senior year exempts students from the senior-year quantitative course requirement (e.g., pre-calculus, math analysis, or calculus).*

*\*\*One lab science credit must be an algebraic-based science.*

The dual enrollment program allows eligible Tacoma Community College students to take up to 25 credits at the University of Washington Tacoma before submitting a complete UW Tacoma application. To be eligible, you must first complete 15 transferable, college-level credits at TCC with a 2.75 GPA or higher and complete a college-level English composition course with a grade of 2.0 or higher.

Current UW Tacoma students who wish to take a course at TCC may also participate in the dual enrollment program

For more information go to [tacoma.uw.edu/admissions/dual-enrollment-program](http://tacoma.uw.edu/admissions/dual-enrollment-program) or call the Dual Enrollment advisor at 253-692-4743 or 253-460-4468.

## Transfer Admission Requirements

Students who have attended college or university after graduating from high school may be admitted to the University of Washington Tacoma as transfer students. Applicants who have completed fewer than 45 transferable academic college-level credits are required to submit their high school transcripts and standardized SAT or ACT test scores and meet the minimum CADR (for details see [tacoma.uw.edu/freshman/cadr](http://tacoma.uw.edu/freshman/cadr)). The minimum cumulative grade point average for all college course work must be at least 2.0 for admission consideration. Additional university requirements are outlined below.

Transfer students may apply to a school or program at the same time they apply to the university or at a later quarter. Note that not all majors admit for all quarters. Whenever students choose to apply to a school or program, they must meet the program's application deadline and admission requirements. Admission to some programs is selective and not all qualified students will be accepted.

## General University Requirements

### World Language

All applicants must complete instruction in a single World Language, either through two sequential years of high school or through the second-quarter level of college coursework (e.g., Spanish 102). The study must be devoted to a single World language and must be in sequence, with no repetition of any prior term of study. Any world 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 world language requirement will be considered satisfied for applicants who had instruction through seventh grade (outside the United States) in a language other than English.

### Mathematics

All applicants must complete either three years of high school mathematics through intermediate (second-year) algebra or complete intermediate algebra or higher in college with a 2.0 grade or better. Higher-level mathematics, specifically pre-calculus, calculus or business calculus completed with a passing grade will also fulfill this requirement.

## Guaranteed Admission through the Direct Transfer Agreement (DTA)

UW Tacoma guarantees general admission to Washington state residents who earn an approved transfer degree at a Washington state community college with at least a 2.75 GPA and meet admission requirements. To qualify for guaranteed admission, students must meet all of the following criteria:

- Complete the transfer application by the application deadline for the quarter. Eligible students who apply after the application deadline will be admitted on a space-available basis until transfer admission is closed for the quarter. In the event that space is not available, students eligible for Guaranteed Admission may be admitted for a future quarter as designated by the Office of Admissions.
- Earn an approved transfer degree, as determined by UW Tacoma's Office of Admissions, at a Washington state community college.
- Have a cumulative 2.75 GPA or better in all transferable academic course work (at all colleges attended).
- Transfer directly from a Washington state community college.
- Be a Washington state resident.

The Direct Transfer Agreement (DTA) ensures admission only to pre-major status and does not promise admission to any school or program nor to any particular major within the university. Additional program or university requirements must be met for completion of a baccalaureate degree. Students are responsible for checking specific program requirements.

You may apply to a school or program at the same time you apply to the university or in a later quarter. Whenever you choose to apply to a school or program, you must meet the

program's application deadline and admission requirements. Admission to some programs is selective and not all qualified students will be accepted.

## 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) and are 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 ([admit.washington.edu/Requirements/Transfer/Plan/EquivalencyGuide](http://admit.washington.edu/Requirements/Transfer/Plan/EquivalencyGuide)).

## Notable Restrictions on Transfer Credit

### Lower-division college credit

At the time of admission, a maximum of 90 lower-division (100- or 200-level courses) quarter credits can be awarded toward the student's degree. Depending on the degree program, students may be allowed to petition the academic program for additional lower-division credit. Under no circumstances will students be awarded in excess of 135 lower-division credits. Some transfer courses labeled 100 and above are not actually college-level and will not be accepted for credit (e.g. Math 100 is developmental math on many campuses).

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 advisor 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 29).

### **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.

### **Military/ROTC 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. Scores received in such course work 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.

### **Restricted 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 (e.g., bookkeeping, electronics, physical therapy technician). These credits may apply only to the elective component of a baccalaureate degree and are not included in the transfer GPA.

### **College-Level Examination Program (CLEP)**

The College-Level Examination Program (CLEP) is a nationwide program that allows students to earn college credit by examination.

The academic programs have authorized the use of these examinations and determined the scores necessary to receive college credit. CLEP examination equivalencies are determined by UW Tacoma faculty and course credit is available in a wide range of lower-division courses.

CLEP examinations cover material taught in courses that most students take as requirements in the first two years of college. The amount of credit usually equals the amount of credit earned by someone successfully completing the course.

You can receive credit for CLEP tests after we receive your official scores and credit is awarded based on type of test and score earned. No more than 45 total quarter credits is allowed.

CLEP credits count toward graduation but do not count as final-year residence.

### **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
- Course work 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

### **Applicability of Transfer Credit to Degree Requirements**

The Office of the Registrar 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 an academic advisor in the Academic Advising Center to plan a program of study.

### **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 accredited 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.

- To protect the students' investment of educational effort and the value of the degree, UW Tacoma will not award credit for courses that repeat work done elsewhere. It is the responsibility of students who have earned credit at other colleges to determine whether courses they plan to take at UW Tacoma would duplicate any previously earned credit. Duplicate credit will not be awarded for courses that are equivalent to courses previously passed. Students who are in doubt should consult an advisor before registering for a UW Tacoma course.
- All transferable academic credit from two-year and four-year colleges is included in the calculation, even if it exceeds the 90 credits awarded.
- Transfer course work 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
- 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 3 quarter credits

### **Other Admission Types**

#### **Post-baccalaureate students**

Post-baccalaureate 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. Post-baccalaureate is a matriculated status at the University of Washington Tacoma. The Office of Admissions does not award transfer credit to post-baccalaureate students. Any application of a student's previous course work toward graduation requirements will be determined by program faculty and academic advisors.

## Nonmatriculated students

A student attending the University of Washington Tacoma as a nonmatriculated student cannot earn a degree. However, 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 later applies and is accepted as a matriculated student, up to 45 credits earned as a nonmatriculated student may be applied towards an undergraduate degree with some restrictions. Students attending as nonmatriculated may accrue no more than 45 credits in that status (some exceptions may be allowed). The number may vary by program.

A nonmatriculated student who wishes to become a degree-seeking student must submit a regular undergraduate admission application, as well as all required transcripts and test scores. Students considering applying as a matriculated (degree-seeking) student 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 University of Washington Tacoma.

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 program application requirements ([www.tacoma.uw.edu/gis](http://www.tacoma.uw.edu/gis)).

## Returning former students

A UW Tacoma undergraduate student who has not been enrolled for more than one quarter (not including summer) is required to submit a Returning Student Application and pay a \$60 application fee by the application deadline. Returning students who left in good academic standing and wish to return must return to the same academic program they were enrolled in when they left. Students who wish to apply to another major may do so after re-admission by submitting a change of major form.

## Auditors

An individual who wishes only to audit university courses should apply as a nonmatriculated student. Attendance in courses as an auditor is by consent of the instructor 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.



# International Student Admissions

Students who require a student visa (F-1 or J-1) to study in the U.S. are considered international students for admission to UW Tacoma.

A student should apply as a **freshman** if either of the following statements describe them:

- Plan to enter UW Tacoma immediately after graduating from high school.
- Have never attended college since leaving high school (regardless of age or whether they ever graduated).

A student should apply as a **transfer student** if the following is true:

- Has attended college and completed course work at an accredited college or university in the U.S. or in another country.

## Applying as an International Freshman Student

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Freshmen are currently admitted for autumn and winter quarters only.

To complete the international freshman student application process, the following should be submitted:

### ■ Application for freshman admission

A complete University of Washington Tacoma application for international freshman admission should be submitted, along with the nonrefundable US\$75 application fee. The application is online and the fee can be paid with a credit or debit card or an electronic check.

### ■ Transcripts

Obtain an official copy of your academic record first and then upload it with your application as instructed in the application. Transcripts must be original or copies stamped as official by the school and must include an official English translation. Transcripts should be submitted from all schools attended, both in the U.S. and outside the U.S. Students who are still enrolled in secondary school

should submit transcripts that include grades/marks received in the 9th, 10th, and 11th years.

If a student has attended a college or university outside of the U.S., then an official course-by-course evaluation from an educational credentialing service (AACRAO or a NACES-approved service) must be ordered, and the results forwarded directly to the Office of Admissions at the University of Washington Tacoma. The student is responsible for ensuring that these processes are accomplished and documentation is forwarded.

### ■ English proficiency exam scores

All applicants must submit proof of meeting the English proficiency requirement. See the information on the next page regarding the minimum English proficiency standards. Test scores, such as TOEFL or IELTS test results, must be sent directly from the testing agency to the university; unofficial reports or photocopies will not be accepted.

## Applying as an International Transfer Student

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International students can be admitted as transfer students in any quarter for which the university is accepting transfer applications. Students can apply to a major, or can apply as an undeclared pre-major student. Note that not all majors admit for all quarters. Please consult the academic program websites for further information.

To complete the international transfer student application process, submit the following:

### ■ Application for transfer admission

A complete University of Washington Tacoma application for international transfer admission should be submitted, along with the nonrefundable US\$75 application fee. The application is online and the fee can be paid with a credit or debit card or an electronic check.

### ■ Transcripts

Original transcripts must be received from all schools attended, both in the U.S. and outside the U.S., along with an official translation if the original transcript is not in English. Credentials must be original documents or photocopies stamped as certified-true copies by school officials or other educational authorities. High school transcripts are not required for transfer applicants who have completed 45 credits or more at the college or university level.

If a student has attended a college or university outside of the U.S., then an official course-by-course evaluation from an educational credentialing service (AACRAO or a NACES approved service) must be ordered, and the results forwarded directly to the Office of Admissions at the University of Washington Tacoma. The student is responsible for ensuring that these processes are accomplished and documentation is forwarded.

### ■ English proficiency exam scores

All applicants must submit proof of meeting the English proficiency requirement. See the chart on the next page regarding the minimum score requirements. Test scores, such as TOEFL or IELTS test results, must be sent directly from the testing agency to the university; unofficial reports or photocopies will not be accepted.

### ■ Departmental requirements

Academic departments may have supplemental materials or admissions requirements beyond those listed above for students who are applying for direct admission to a major. Students should check with the program offices for the most current information.



## ENGLISH PROFICIENCY EXAM SCORES

Test	Minimum score required for admission
Test of English as a Foreign Language (TOEFL) (Internet-based)	83
TOEFL (paper-based)	558
TOEFL (computer-based)	220
International English Language Testing System (IELTS - academic only)	6.5

### English Proficiency

Undergraduate applicants to the University of Washington Tacoma can fulfill the English language proficiency requirement in one of four ways:

- 1. Submit official TOEFL or IELTS scores at or above the minimum scores shown in the table above.**  
The TOEFL institution code for University of Washington Tacoma is 9965.
- 2. Submit official SAT or ACT scores at or above the following minimum scores:**
  - SAT: Critical Reading (SAT CR) or Writing (SAT W) minimum score of **500**
  - ACT: Combined English/Writing (ACT E/W) minimum score of **22**
- 3. Transfer students can fulfill the English proficiency requirement based on classes if ALL of the following apply:**
  - Enter as a transfer student at UW Tacoma with at least 30 credits from another accredited U.S. higher education institution;
  - Earned a 2.75 or higher overall grade point average (GPA);
  - Completed two college-level English composition classes with a grade of 3.0 or higher in each course.
- 4. Successful completion of University of Washington Intensive English Program:**
  - Achieved a minimum grade of 80 percent for each upper-division academic preparation course; AND
  - Obtained recommendation from the senior director of the UW International and English Language Programs.

Students may also be considered to have met the English language proficiency requirement in cases where they have studied for at least two years in an accredited high school, community college or four-year university where the official language of instruction is English. Students must have achieved a minimum overall GPA of 2.75 and a minimum GPA of 3.0 in two English courses (English as a Second Language courses do not count towards this requirement). Applicants are required to submit official documentation from their school verifying that the language of instruction is English if the school is located outside of the U.S., Great Britain, Australia, New Zealand or the English-speaking provinces of Canada.

The university reserves the right to request TOEFL or IELTS scores in cases where the admissions office determines that more information regarding an applicant's English language proficiency is needed.

### After Admission

Once an international student has been admitted and provided final transcripts, the student must show proof of financial resources in order to be issued the I-20 or DS-2019 document necessary to obtain an F-1 or J-1 student visa. Students should work closely with the International Student Services office after they have been admitted to UW Tacoma for information regarding this and other visa-related requirements.

Visit the ISS website for further information at [tacoma.uw.edu/iss](http://tacoma.uw.edu/iss), or call 253-692-4762.

### Applying as an International Graduate Student

Not all UW Tacoma graduate programs can accept international applicants. For more information on international graduate admissions, please contact the graduate advisor for the academic program.

# Undergraduate Policies and Graduation

## Advising

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Academic advising is an interactive educational process through which students learn to approach their education in an organized and meaningful way. It encourages students to think critically, seek out resources, and develop action steps. Advisors help students to set and achieve academic goals, acquire relevant information and services, and make viable academic decisions consistent with strengths, interests, goals, and degree requirements. Through academic advising, students are empowered to become responsible consumers of their own education.

## Admission Deficiencies

Any student who is admitted to the University of Washington Tacoma with an admission deficiency is required to complete that deficiency within one year of being admitted. Students who fail to do so may have a hold placed on their registration. Students who fail to complete an admission deficiency cannot receive a UW Tacoma degree.

## Class Standing

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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 UW Tacoma 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

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A major is the academic discipline, such as business or environmental science, to which an undergraduate student formally commits. A student who successfully completes the courses prescribed in an academic major, general education requirements, and elective courses for a minimum of 180 credits which qualifies a student to apply for an undergraduate degree.

Majors may be classified into three primary categories:

- **Open majors** can be declared at any time by any student in good standing (not on academic probation).
- **Minimum Requirements majors** can be declared as soon as the prerequisites are completed. For example, before you can declare the Psychology major, you must have completed 20 credits of specific prerequisite courses with a minimum grade of a 2.0.
- **Competitive majors** require specific prerequisite courses and usually a minimum GPA, but meeting the minimum requirements does not guarantee admission. In each application cycle a limited number of places are available, and the competitiveness of the major depends on how many students apply. These majors have application forms and application deadlines; some of them require standardized tests, recommendations, and/or interviews. Some competitive majors admit students only once per year.

You can find the admission and graduation requirements for every major the UW Tacoma in the appropriate academic section of this catalog.

Students are encouraged to declare a major as soon as possible. Failure to declare a major before a student has accumulated 105 credits will result in a hold being placed on

their registration. Students who haven't yet decided on a major and need some guidance can consult the Academic Advising Center for assistance.

## Changing a Major

Students can change their majors at any time using this same process. Students should meet with an advisor first.

## Declaring a Double Major or Double Degree

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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 a minimum of 180 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 schools (i.e., the Milgard School of Business and IAS) or if one of the majors is a B.A. and the other is a B.S., the student must complete a double degree.

## 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 advisors of both programs. Requirements of both majors must be met. Both majors appear on the transcript.

### Two baccalaureate degrees concurrently

Students who complete 225 credits and complete the requirements of two majors will be awarded two bachelor's degrees only if the actual degree is different. For example: A student with a major in psychology and a major in social welfare will receive one Bachelor of Arts degree with a double major. A student with a major in psychology and a major in finance will receive a Bachelor of Arts and a Bachelor of Arts in Business Administration because the two degrees are different.

### Declaring a Minor

A minor is an optional program of study (usually 25 to 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 who have declared a major and accumulated at least 45 credits can declare a minor by using the same request to declare/change major form and submitting it to their advisor. Minors do not have prerequisites and do not require any additional application materials.

Students are eligible to complete as many as three minors providing they are completing their first undergraduate degree.

More information on minors available at UW Tacoma can be found beginning on page 142.

### 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.

### University Graduation Requirements for the Baccalaureate Degree

All UW Tacoma undergraduate students are required to complete five credits of English composition with a minimum grade of 2.0. Any student who has not completed an English composition course with this grade will be required to complete either TCORE 101 or TWRT 112 or an equivalent course with a 2.0 within their first two quarters at UW Tacoma or s/he will not be allowed to register for additional course work at UW Tacoma.

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 course work

- A minimum of 10 credits of study in a single world language (or two years in high school). The study must be devoted to a single world language and must be in sequence, with no repetition of any prior term of study. Any world 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 world language requirement will be considered satisfied if you had instruction (outside the United States) through seventh grade in a language other than English.

### Final-Year Residency Requirement

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

To seek an exception to the residency requirement the student needs to submit a graduation petition to the UW Tacoma Registrar for review by the Academic Policy Committee. See details in the "Waiver of Graduation Requirements" section. 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 advisor approval, 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 any graduation requirement a student must submit a Graduation Petition. Students should confer with their advisor before completing the petition. Review is done by the academic program faculty committee or director/dean, as procedures specific to each academic program dictate.

If the student is requesting to waive a university requirement (e.g., residency or the minimum grade for composition) or admission requirement the petition will be submitted to the registrar for review by the Faculty Assembly's Academic Policy and Curriculum Committee. Once a determination has been made by the committee, the registrar will notify the student and the graduation evaluator.

To ensure a determination is made in time for graduation, petitions must be submitted at least one quarter before the student's graduation date.

The decision of the Academic Policy and Curriculum Committee is final. An exemption from a university graduation requirement becomes void at the end of two calendar years from the date the exemption was granted if all degree requirements have not been completed by that date.

### **Filing a Graduation Application**

The student must make an appointment with her or his advisor to complete an 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 the 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 evaluator will remove 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 she or 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 advisor, who will update the application and notify the graduation specialist in the Registrar's Office.

## **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 website at [tacoma.uw.edu/commencement](http://tacoma.uw.edu/commencement).

Students who graduated the previous 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 - 16 weeks after the end of the quarter in which they are earned and are mailed directly to the graduate. Students do not receive their diploma at the Commencement ceremony.

## **Student Rights and Responsibilities**

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

### **Student Conduct Code**

The UW 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 & Enrollment Services or online at [www.washington.edu/students/handbook/conduct.html](http://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 are responsible for using university 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 email, 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 the UW Information Technology website at [www.washington.edu/itconnect](http://www.washington.edu/itconnect).

## **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 Lorre Allen, director of the University of Washington's Office of Equal Opportunity and Affirmative Action, 442A Gerberding Hall, Seattle, Washington 98195, 206-543-1830, [eoaa@u.washington.edu](mailto:eoaa@u.washington.edu).



## **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 478-140-024.

## **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, email 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*). Except under provisions of the USA Patriot Act of 2001 or a lawfully-issued subpoena, no information will be released on students who have restricted release of directory information, including degrees awarded and dates of attendance.

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

## **Sexual Harassment Complaint Procedure**

Students, staff and faculty members 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.



# Office of Undergraduate Education

# First-Year 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, a “cohort” model results in higher academic achievement, a lower attrition rate, and greater student satisfaction than other models.

In our expanded cohort model, undergraduates take courses with many of the same students throughout their first year. This helps students, faculty, advisors, staff and librarians create a learning community. Teaching and learning as a community (rather than with entirely different students in every class) means that students make friends faster and learn to work together as colleagues.

Best practices and research also tell us that interdisciplinary core courses prepare first-year students for success. That is why one Core course often includes 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.

In the first year, students meet many of their general education graduation requirements in classes with a student-to-faculty ratio of 25 to 1. Discussion, lectures, reading, writing and project assignments 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 courses each quarter from a range of electives that will allow them to explore and prepare for potential majors.

## Mission

The Office of Undergraduate Education offers undergraduate students the opportunity to discover their intellectual, creative and professional passions by introducing them to many interconnected areas of knowledge. The Core program prepares students for academic success by focusing on campus-wide learning goals: communication and self-expression, civic engagement, critical inquiry, global perspectives, diverse cultural views and the ability to solve problems.

## Learning Objectives

As the foundation of a student’s academic career at UW Tacoma, the cohort model strives to foster the following learning objectives:

### **Inquiry and Critical Thinking**

- Inquiry and problem solving: collect, evaluate, and analyze information and resources to solve problems or answer questions.
- Research methods & application: approach complex issues by taking a large question and breaking it down into manageable pieces.
- Synthesis & context: make meaningful connections among assignments and readings in order to develop a sense of the ‘big picture.’

### **Communication/Self-Expression**

- Argumentation: formulate an original thesis-driven argument and sustain it in both written and verbal communication.
- Analysis: identify, analyze, and summarize/represent the key elements of a text.
- Disciplinary awareness: enter/place themselves into an existing dialogue (intellectual, political, etc.).
- Expression of ideas: express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.

### **Global Perspective/Diversity/Civic Engagement**

- Disciplinary perspective: understand events and processes as ‘disciplinarily’ situated.
- Global perspective: interact with concepts, ideas, and processes related to the interdependences between personal, local, and global relationships.
- Diversity: think outside of cultural norms and values, including their own perspectives, to critically engage the larger world.
- Civic engagement: interact with concepts, ideas, and processes related to civic engagement.

## **CONTACT INFORMATION**

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Director:

**Deirdre Raynor**

Assistant Director:

**Nicole Blair**

Core Coordinator:

**Kim Davenport**

Administrator:

**Julie Buffington**

Program Coordinator:

**Megan Bentley**

## Quantitative Literacy

- Use quantitative evidence (including statistics, graphs, etc.) in support of an argument.
- Analyze and evaluate a chart or graph and interpret it (through discussion, a written assignment, etc.).
- Find quantitative data to support an argument.

## Areas of Knowledge (AoK)

Core courses are designed to fulfill the general education requirements set forth by the UW. Within the first academic year, full-time first-year students can expect to earn approximately 45 credits towards the university's distribution requirement, including 15 - 20 credits earned within the Core program. The AoK are as follows and provide foundational learning for all academic majors and programs:

- 15 credits in writing to include no fewer than 5 credits in English composition [C] and 10 additional credits in writing-intensive [W] courses
- 5 credits in quantitative/symbolic reasoning [Q]

40 combined credits of areas of knowledge that include no fewer than 10 credits in each area of study:

- Visual, Literary and Performing Arts (VLPA) [V]
- Individuals and Societies (I&S) [I]
- Natural World (NW) [N]

Courses taken to fulfill the writing [W], reasoning [Q] and academic major requirements may also apply to the areas of knowledge requirements.

## Advising

Academic advising is an interactive educational process through which students learn to approach their education in an organized and meaningful way. It encourages students to think critically, seek out resources, and develop action steps. Advisors help students to set and achieve academic goals, acquire relevant information and services, and make viable academic decisions consistent with strengths, interests, goals, and degree requirements. Through academic advising, students are empowered to become responsible consumers of their own education.

Core students are required to participate in quarterly advising sessions. (See page 25 for more information about the Academic Advising Center.)

## Academic Standards

Undergraduate Education adheres to UW Tacoma's academic standards as outlined by the Office of the Registrar within this catalog. However, if a first-year student has been dropped for one quarter due to deficient satisfactory academic progress, the student is strongly encouraged to attend a community college in the interim quarter. This process encourages students' academic progress and provides them an opportunity to improve their academic performance before petitioning the university for reinstatement. First-year and undeclared students who are dropped from the university are required to meet with their academic advisor to discuss satisfactory academic progress policy and reinstatement procedures at least three weeks prior to the beginning of the petitioned quarter.

## Core Course Numbering

All Core courses are lower-division, 100-level courses. With the exception of composition—which is numbered 101 regardless of the quarter—the middle digit of the course corresponds with the quarter the course is offered: Autumn = 0, Winter = 1, Spring = 2. The last digit represents the designated AoK:

- 1 = Composition (C)
- 2 = Natural World (NW)
- 3 = Individuals and Societies (I&S)
- 4 = Visual Literary & Performing Arts (VLPA)

For example, TCORE 104 is a (VLPA) course offered autumn quarter, TCORE 122 is a (NW) course offered spring quarter.

## Course Descriptions

Below are sample course descriptions. Core courses change based on the faculty that are teaching each quarter. For information on Core courses currently being offered, check the online Time Schedule.

### TCORE 101

#### Blog me! Writing in the Digital Age

This course introduces students to writing academic argument papers while exploring the theme of blogging to consider how this digital medium is participating in social change and writing practices. Students will also write, share, and analyze blogs to come to conclusions about writing in the digital age.

### TCORE 113

#### Barbie vs. GI Joe: Gender in Society

What would happen if Mattel released a talking Barbie that shouted "Vengeance is mine!" and GI Joe sweetly said "Let's plan our dream wedding"? In this class, we will investigate the ways in which gender is constructed in society and the methods by which we learn appropriate gender behavior. Through an examination of media and popular culture, we will explore the consequences of gender socialization in society.

### TCORE 114

#### The King of Pop:

#### Reading Michael Jackson

No matter what you may think of Michael Jackson, he is one of the most recognized and celebrated global icons in the world. This course will explore why through examining his popular cultural context: Jackson the boy and the man, his artistic and cultural influences and his impact/legacy, as well as the corresponding affect fame seems to have had on him. "Don't stop 'til you get enough!"

### TCORE 122

#### The Science of Secrecy

For thousands of years, sending covert messages has been important for military and security reasons. It has become even more critical in the age of the Internet, e-commerce, and electronic voting. Together, we will explore cryptography, the study of secret writing, from theoretical, computational, historical, and ethical perspectives.

## Faculty

While the faculty that teach Core curriculum courses come from a variety of academic programs on campus, they teach to a common set of student learning objectives with a developmental approach that emphasizes the foundational skills necessary to succeed in college courses. Faculty collaborate with others in the Core Learning Community (including peer advisors and staff) to design and teach classes that build on the cohort model while introducing students to academic writing, the sciences, the social sciences, and the humanities.

# MILGARD SCHOOL OF BUSINESS

## BACHELOR OF ARTS IN

# Business Administration

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.

### **Accreditation**

The Milgard School of Business at the University of Washington Tacoma has earned accreditation by the Association to Advance Collegiate Schools of Business (AACSB), as determined by the Board of Directors of AACSB International. AACSB was founded in 1916, AACSB International is the longest serving global accrediting body for business schools that offer bachelor's, master's, and doctoral degrees in business and accounting.

### **About the degree program**

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 learning outcomes needed by students to succeed in the business environment of the 21st century. Students will learn and apply the specific skills associated with each learning outcome in the core courses, refine and practice those learning outcomes in their study option, and use and demonstrate the outcomes in additional course work as they fine-tune skills for their professional careers. The learning outcomes are as follows:

#### **Communication skills**

Students will effectively present ideas orally and in writing.

#### **Quantitative analysis**

Students will be able to use quantitative reasoning to solve business problems.

#### **Financial skills**

Students will understand financial theories and methods, including financial reporting, analysis, and markets.

#### **Strategic thinking**

Students will be able to think critically, diagnose organizational problems, and design effective solutions.

#### **Ethics and business in society**

Students will be able to identify ethical standards and evaluate the societal implications of business decisions.

#### **Global awareness**

Students will be able to understand the global environment of business decisions.

#### **Teamwork**

Students will be able to work effectively within an interdependent group to achieve common goals.

#### **Technology**

Students will be able to utilize technology to formulate business solutions.

#### **Professionalism**

Students will be able to communicate professionally in organizational settings and deal with others in a manner that displays integrity and personal credibility.

### **Formal Options**

At the Milgard School of Business, options are formalized programs of study that require completing certain course work. 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 prepare students for successful careers in public accounting, industry, or government, and to provide the basis for continuing professional development. 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

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Dean:

**Shahrokh Saudagaran**

Associate Dean:

**Greg Rose**

Undergraduate Program Director:

**Kent Nelson**

Administrator:

**Trish Zander**

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 forensic accounting, international accounting, public-sector accounting, taxation, auditing and other areas.

Students who wish to pursue a career in public accounting and be eligible to sit for the CPA exam are required to have an additional 45 quarter credits (30 semester hours) beyond the undergraduate degree requirement. The Milgard School offers these students an opportunity to take additional undergraduate and graduate business course work. 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 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, motivating, 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.

This option prepares students for career opportunities in numerous areas: employee relations, training, 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 and nonprofit management.

## Marketing

The Marketing option provides knowledge that encompasses the dynamic environment of economic, social and cultural conditions, consumer behavior, role of marketing in an organization, nuances of managing the marketing mix, importance of innovations, legal and ethical issues.

The courses in this option examine consumer behavior, channels of distribution, marketing research, pricing, advertising, product development, promotion, international marketing, industrial marketing and sales administration. The option prepares students for responsibilities in domestic business firms, including private and publicly held firms, multinational companies as well as governmental agencies and nonprofit organizations. Marketing careers may involve specializations such as product or brand management, advertising, retailing, marketing research and sales.

## Informal Options

Students may choose to concentrate in General Business or International Business and follow course work 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 trade and international business. Courses in the option are designed to emphasize the social, procedural and competitive reality of the global marketplace and the effective strategic analyses and management of businesses and organizations in this global economy. The option prepares students for careers in international marketing or management, international logistics or project management, strategic planning or administration across a variety of economic arena: import-export businesses, multinational corporations, national or international governmental agencies and non-governmental organizations. It can also be a pathway for those wishing to enter careers in international commercial and investment banking, international corporate or environmental law and entrepreneurial ventures of an international nature.

## Admission Requirements

The UW Tacoma and Milgard School of Business have a two-step admission process. This involves several items and applicants should apply to UW Tacoma before applying to Business. The Milgard School of Business admits students primarily for Autumn Quarter.

*Note: For Autumn 2014, Milgard will also offer direct admission to high-achieving applicants directly out of high school who select Business as their major on the UW Tacoma application.*

## Educational Qualifications

- A cumulative GPA (grade point average) of at least a 2.75 in all college course work.
- A cumulative GPA of at least a 2.75 in all required business prerequisite course work.
- Prerequisite course work must be completed by the time students expect to start in the program. At least four of the prerequisite courses listed below (with the exception of psychology,



sociology or anthropology) 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, statistics, microeconomics, macroeconomics, business law and 5 additional credits in psychology, sociology or anthropology. (Finance students are required to earn a 2.5 or better in calculus.)
- 9-15 credits of accounting course work 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.)
- Completion of a minimum of 60 college-level credits. A maximum of 105 college-level transferable credits may be applied to the degree.
- Effective Autumn 2012, applicants must also complete five (5) credits of English composition prior to beginning the Business program.

### Admission Process

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The Milgard School of Business admits students for autumn and winter quarters.

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

- UW Tacoma undergraduate application and application fee
- Business School application and personal statement
- Transcripts from all previous institutions
- Results of Writing Skills Assessment (WSA) or proof of English proficiency (for international F-1 students)

### Business School Application and Personal Statement

In addition to completing a Business School application, a written personal statement is required from all applicants. Both are used by the Milgard School Admissions Committee to assess applicants. When writing the personal statement, applicants should refer to the current Milgard School application packet for specific instructions. Additional application information can be found online at [tacoma.uw.edu/business](http://tacoma.uw.edu/business).

### Writing Skills Assessment or Proof of English Proficiency (for international F-1 students)

All applicants to the Milgard School of Business are required to complete the Writing Skills Assessment (WSA). International applicants with an F-1 Student Visa have the option to submit Proof of English Proficiency instead of taking the WSA. International applicants can opt to take the WSA (or submit scores from both the TOEFL and WSA). The assessment provides the Admissions Committee with quantitative measures in addition to grade-point averages upon which to base admissions decisions. The assessment may only be completed once per application cycle and scores from UW Seattle or UW Bothell can be transferred to UW Tacoma. WSA scores are valid for two years.

### Selection Criteria

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

- Completion of all Business prerequisite courses
- Previous academic performance (cumulative and business GPA)
- Results of the Writing Skills Assessment (WSA) or proof of English proficiency (for international students)
- 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.

### Freshman Direct Admissions

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Beginning Autumn 2014, the Milgard School of Business will admit freshmen directly from high school to the Business Administration major. Applicants may be considered for Freshman Direct by selecting "Business Administration" as their first-choice major on the Application for Freshman Admission. Admission decisions are made by the Business School Admissions Committee, and candidates are evaluated on previous academic performance, SAT and/or ACT scores, plus the quality and depth of content of their personal statement.

### Curriculum

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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
- 5-25 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 the capstone course and may be taken only when a student has completed all core courses and has applied to graduate. TBUS 301 and TBUS 330 or TACCT 330 may be taken concurrently with TBUS 400.

### 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 more than 90 transfer credits may be able to apply additional credits towards general electives. See an advisor for more information.

Internship and independent study credits fulfill general elective requirements.

### Academic Standards

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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 Business courses at UW Tacoma by achieving a minimum 1.7 grade. If a grade below 1.7 is received in a required core or option course, the student will need to repeat the 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).

- Students may transfer up to a total of three courses: two approved courses may apply toward the core, and one approved course may apply toward the formal or informal option. TBUS 300 and TBUS 400 must be completed in residence.
- 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 Administration 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 course work.
- Upper-division business courses used for transfer credit are held to the 1.7 grade standard required for all courses by the Milgard School of Business.

Students changing to Business Administration from other majors will be required to apply and meet current program and academic performance requirements in force at the time of admission.

### Removal from Program

Students are notified in writing of academic warning, probation or drop as soon as practicable after receiving the previous quarter's grade reports; each notice of academic warning or probation is noted in the student's file.

Students removed from the Milgard School who wish to re-enter the program must re-apply for admission and/or submit a petition for reinstatement. 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.
- 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.
- Satisfy all of the general university graduation requirements, including 15 credits of college-level English composition or approved writing courses with a minimum grade of 2.0.
- Complete 45 of the last 60 credits *in residence* at the University of Washington Tacoma.
- Apply for graduation with an advisor by the application deadline posted by the Business School for the expected date of graduation, and prior to registration for the Business capstone.
- Complete all of the required and elective courses in the Business degree and your formal or informal option shown below.

### 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 and Strategic Mgmt.

### Finance option

- ◆ 30 credits of core courses
- ◆ 30 credits of Finance courses chosen from the TFIN and TBECON course offerings
- ◆ 5-credit capstone course  
TBUS 400  
Business Policy and Strategic Mgmt.

### 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 and Strategic Mgmt.

### 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
- ◆ 5 credits of approved IAS electives
- ◆ 10 credits of additional upper-division Business courses
- ◆ 5-credit capstone course  
TBUS 400  
Business Policy and Strategic Mgmt.

### Management option

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

### 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
- ◆ 15 credits of Marketing electives
- ◆ 5-credit capstone course  
TBUS 400  
Business Policy and Strategic Mgmt.

## Course Descriptions

For the most current course information, please consult the Milgard School of Business website at [tacoma.uw.edu/business](http://tacoma.uw.edu/business).

### Core Courses

#### **T BUS 300 Managing Organizations (5) I&S**

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 planning, teamwork, social responsibility, ethical decision making, and professional capacities. Prerequisite: either T CORE 101, TWRT 112, or ENGL 131.

#### **T BUS 301 Quantitative Analysis for Business (5) NW, QSR**

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.

#### **T BUS 310 Effective Managerial Communications (5) I&S/VLPA**

Focuses on oral and written communication skills in an organizational environment. Provides opportunities to communicate clearly and concisely in writing, make persuasive presentations, negotiate effectively, listen to the ideas and opinions of others, provide and receive constructive feedback, explore new communication technologies, and understand the impact that globalization has on organizational communication. Prerequisite: either T CORE 101, TWRT 112, or ENGL 131.

#### **T BUS 320 Introduction to Marketing Management (5) I&S**

Introduces the major principles and practices that are used by marketing managers in analyzing marketing problems and developing appropriate solutions. Examines how marketing operates within the global, social, and economic environment. Prerequisite: either T CORE 101, TWRT 112, or ENGL 131.

#### **T BUS 330 Introduction to Information Technology (5)**

Introduces techniques that managers use to locate, organize, distribute, and use information for decision making and strategic advantage. Addresses tools for managing information, including computer hardware, software, telecommunication networks, and various information system components. Includes a computer laboratory component in which students address organizational and managerial information requirements. Prerequisite: either T CORE 101, TWRT 112, or ENGL 131.

#### **T BUS 350 Business Finance (5)**

Focuses on understanding the sources, uses, costs, and control of funds in business organizations. Key topics include managing cash flow, evaluating the time value of money, capital budgeting, evaluating stocks and bonds, and determining the financing mix. Explores the organizational, ethical, and economic consequences of financial decisions.

#### **T BUS 400 Business Policy and Strategic Management (5)**

Examines policy making and the role of strategy in the general management of a business organization. Students will learn strategy formulation, implementation, and application in complex situations. Prerequisite: minimum grade of 1.7 in T BUS 300; T BUS 310; T BUS 320; T BUS 350; either T BUS 301, T BUS 330 (for non-accounting), or T ACCT 330, may be taken concurrently.

### Elective Courses

#### **T BUS 101 Introduction to Business (5) I&S**

Introduces the economic environment and global context for business, as well as key functional areas of business including management, marketing, accounting, and finance. Develops experience in applying knowledge and making business decisions in a team environment through computer simulation. Emphasizes interpersonal, technical, and problem solving skills.

#### **T BUS 468 Internship (1-5, max. 10)**

Provides opportunity to gain experience in a business organization to apply and experience concepts taught in the traditional classroom. Develops links between the community and the classroom. Prerequisite: Any three of T BUS 300 T BUS 301, T BUS 310, T BUS 320, T BUS 330, T BUS 350, or T ACCT 330.

#### **T BUS 469 Undergraduate Research (1-5, max. 15)**

Provides 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.

### Accounting Courses

#### **T ACCT 210 Financial Accounting I: Users Approach to Accounting (5)**

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.

#### **T ACCT 220 Financial Accounting II: The Reporting Process (5)**

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. Prerequisite: T ACCT 210.

#### **T ACCT 230 Managerial Accounting (5)**

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. Prerequisite: T ACCT 220.

#### **T ACCT 301 Intermediate Accounting I (5)**

Concepts and principles of financial accounting. Analysis of controversies and problems related to the measurement of enterprise income and asset and liability valuation. Prerequisite: a minimum grade of 3.0 in T ACCT 210, T ACCT 220, and T ACCT 230 or a minimum grade of 3.0 in ACCTG 215 and ACCTG 225.

#### **T ACCT 302 Intermediate Accounting II (5)**

Continuation of 301. Concepts and principles of financial accounting. Analysis of controversies and problems related to the measurement of enterprise income and asset and liability valuation. Prerequisite: a minimum grade of 1.7 in T ACCT 301.

#### **T ACCT 303 Intermediate Accounting III (5)**

Continuation of 302. Concepts and principles of financial accounting. Analysis of controversies and problems related to the measurement of enterprise income and asset and liability valuation. Prerequisite: a minimum grade of 1.7 in T ACCT 302.

#### **T ACCT 311 Cost Accounting (5)**

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. Prerequisite: a minimum grade of 1.7 in T ACCT 301.

### Fulfilling Areas of Knowledge Requirements

Students may fulfill 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: **[VLPA]** Visual, Literary and Performing Arts (Fine Arts and Humanities); **[I&S]** Individuals and Societies (Social Sciences); **[NW]** The Natural World (Natural Sciences); **[QSR]** Quantitative/Symbolic Reasoning; and **[W]** Writing.



**T ACCT 330 Introduction to Accounting Information Systems (5)**

Presents an introduction to accounting information systems in organizations. Examines key accounting elements tied to underlying business processes. Examines issues of maintaining the integrity of accounting information systems. Integrates the accounting function with information technology. Introduces the basic structure of database systems. Prerequisite: a minimum grade of 1.7 in T ACCT 301.

**T ACCT 401 Forensic Accounting (5)**

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. Prerequisite: a minimum grade of 1.7 in T ACCT 303.

**T ACCT 404 Advanced Financial Accounting (5)**

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. Prerequisite: a minimum grade of 1.7 in T ACCT 303.

**T ACCT 411 Auditing Standards and Principles (5)**

Intensive introduction to the attest function in society today. Analyzes the environment, the process, and the report of the public auditor. Examines potential extensions of the attest function. Prerequisite: a minimum grade of 1.7 in T ACCT 303 and T ACCT 330.

**T ACCT 421 Tax Effects of Business Decisions (3)**

Issues in taxation, including tax considerations in business decision making, tax effects of business transactions, taxation of compensation, fringe benefits, capital gains, fixed asset transactions, disposition of business distribution from corporations. Prerequisite: a minimum grade of 1.7 in T ACCT 302.

**T ACCT 431 Financial Statement Analysis (5)**

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. Prerequisite: T BUS 350.

**T ACCT 451 Individual Income Taxation (5)**

Covers US Federal income taxation for individuals, including compliance requirements and the role of taxation in personal decisions. Topics include: wage, business and investment income; personal and personal business deductions; and property transactions. Prerequisite: a minimum grade of 1.7 in T ACCT 303.

**T ACCT 453 Advanced Taxation (5)**

Examines US Federal income taxation of business entities, including corporations, partnerships and subchapter S corporations. Topics include: the tax effects of entity formation, distribution of profits, and entity dissolution; and related impact on individual taxpayers. Prerequisite: a minimum grade of 2.5 in T ACCT 451.

**T ACCT 468 Cooperative Field Experience (1-5, max. 5)**

Provides opportunities to gain experience and apply concepts taught in the accounting concentration. Involves learning skills and applying knowledge through practical experience working cooperatively with professionals in the field. Requires application and completed employer contract with faculty permission. Prerequisite: a minimum grade of 1.7 in T ACCT 301.

**T ACCT 469 Undergraduate Research in Accounting (1-5, max. 5)**

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 are developed in cooperation with specific faculty members prior to course registration. Prerequisite: a minimum grade of 1.7 in T ACCT 302.

**T ACCT 471 Internal Auditing (3)**

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. Prerequisite: a minimum grade of 1.7 in T ACCT 411.

**T ACCT 480 Accounting for Not-for-Profit Organizations (5)**

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. Prerequisite: minimum grade of 1.7 T ACCT 303.

**T ACCT 485 International Accounting (5)**

Enhances understanding of international accounting issues. Examines the impacts 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 economics.

**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****T BGEN 200 Introduction to Statistics in Business (5) NW, QSR**

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

**T BGEN 210 Computer-Based Business Problem Solving (5) QSR**

Explores uses of Excel to analyze and solve business problems through manipulation and analysis of data. Reviews pivot tables, what-if analysis, solver, and Excel-based management analyses, such as optimization, data mining, customer analysis, data organization, and presentation.

**T BGEN 218 Introduction to Business Law (5) I&S**

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.

**T BGEN 311 Professional Business Writing (5)**

Addresses various techniques of business writing to improve students' overall skill set in written communication. Explores standard components of business documents and rhetorical strategies for organizing and presenting information in various written formats to achieve business objectives. Covers various forms of business writing, including standard correspondence, proposals, and formal reports.

**T BGEN 412 Ethical Issues in Business (5) VLPA**

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. Focuses on the conflict between the economic performance of the firm and the social performance of the firm.

**T BGEN 465 Research in Contemporary Organizational Issues (5)**

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



**T BGEN 468 International Business Field Experience (5-10, max. 10)**

Provides opportunities to gain actual international field experience. Involves applying knowledge and skills learned in business, international business and/or international management classes through an actual internship opportunity in another nation. Application and International Business faculty advisor's approval required. Prerequisite: Business core; either T MGMT 478 or T MGMT 480.

**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****TBECON 220 Introduction to Microeconomic Theory (5) I&S, QSR**

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.

**TBECON 221 Introduction to Macroeconomic Theory (5) I&S, QSR**

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

**TBECON 420 Intermediate Microeconomic Theory (5) QSR**

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. Prerequisite: Minimum grade of 2.5 in either TMATH 112 or TMATH 124.

**TBECON 421 Intermediate Macroeconomic Theory (5)**

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 difference macroeconomic policies. Prerequisite: TBECON 420.

**TBECON 422 Econometrics (5)**

Examines the statistical tools that are used to study financial and economic data, including multiple regression, regression diagnostics, time series models, stationarity, and cointegration. Applies these tools using modern statistical software. Prerequisite: TBECON 421, which may be taken concurrently.

**TBECON 423 Financial Markets and Institutions (5)**

Examines the economic role of modern financial institutions and their relationship to the money and capital markets of developed economies. Includes the financial system, the Federal Reserve System, monetary policy, international financial relationships, and interest rate theory. Prerequisite: TBECON 420.

**T FIN 420 Visual Basic Programming of Excel-based Financial Models (5)**

Develops Visual Basic financial model applications in the Excel spreadsheet. Includes a 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. Prerequisite: either T BUS 330 or T ACCT 330; recommended: one T FIN or T IS course.

**T FIN 422 Investment Valuation (5)**

Examines the valuation of financial assets including stocks, bonds, and businesses. Focuses on discounted cash flow, risk, market efficiency, dividend discount, and relative valuation models. Prerequisite: T BUS 301; T BUS 350.

**T FIN 425 Finance and Investment (5)**

Introduces all facets of finance and investment, including personal financial planning, budgeting, and investment. Emphasizes developing strategies and managing finance and investments in an efficient, profitable manner to accomplish financial goals. Prerequisite: T BUS 301; T BUS 350.

**T FIN 426 Portfolio Management (5)**

Focuses on in-depth analysis of investing, portfolio analysis, and financial markets. Students analyze and restructure balance sheets, create and manage a stock portfolio, investigate domestic and international financial markets, explore the local income property real estate market, and spend time in a local brokerage house. Prerequisite: T FIN 425.

**T FIN 427 Derivatives (5)**

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. Prerequisite: T BUS 301; T BUS 350.

**T FIN 428 Financial Markets and Institutions (5)**

Examines the economic role of modern financial institutions and their relationship to the money and capital markets of developed economies. Includes the financial system, the Federal Reserve System, monetary policy, international financial relationships, and interest rate theory. Prerequisite: TBECON 420.

**T FIN 431 Financial Statement Analysis (5)**

Enhances the understanding of accounting principles and techniques used to prepare financial statements. Examines the methods analysts can employ to increase the relevance of financial information. Demonstrates the use of financial statement data for analyzing firms. For non-accounting students only. Prerequisite: T BUS 350.

**Management Courses****T MGMT 312 Captivate Your Audience: Presentation Skills for Success (3/5) VLPA**

Combines knowledge and experience in the preparation, development, and delivery of public presentations. Emphasizes 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.

**T MGMT 314 Interpersonal Skills (5) I&S/VLPA**

Emphasizes interpersonal dynamics in the workplace and improving interpersonal skills. Topics include major dimensions of interpersonal communication, interpersonal decision making, a strategic analysis of interpersonal dynamics in organizations. Covers making better choices in interpersonal communication, developing positive working relationships in organizations, and improving quality of workplace outcomes.

**T MGMT 418 Legal Issues for Business (3-5, 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 situations. Prerequisite: either T CORE 101, TWRT 112, or ENGL 131.

**T MGMT 420 Managing Corporate Responsibility (5)**

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. Prerequisite: T BUS 300; T BUS 320.

**T MGMT 430 Managing the Workforce (5)**

Focuses on managing employees as a human resource function in organizations. Examines skills important for attracting, developing, and maintaining an effective workforce. Explores planning, forecasting, job analysis, training, performance appraisal, wage and salary administration, compensation, legal requirements, and disciplinary functions. Prerequisite: T BUS 300, T BUS 320.

**T MGMT 433 Managing Organizational Diversity (5) I&S**

Focuses on key behavioral, social and organizational requisites needed to cultivate competency in managing diversity. Provides experiential opportunities to discover and improve understanding about the self and others. Key interests include skills and strategies needed to manage and support increasingly diverse organizations. Prerequisite: T BUS 300; T BUS 310.

**T MGMT 452 The Dynamics of Leadership (5) I&S**

Examines leadership as a process by focusing on a repertoire of practical and theoretical leadership principles. Examines leaders and their complex roles in managing organizational issues. Provides opportunity to learn and apply leadership skills.

**T MGMT 455 Managing and Motivating Work Teams (5) I&S**

Concentrates on interpersonal and management skills needed to create and maintain effective groups. Focuses on interpersonal skills assessment, conflict management, interdependency, collaborative relationships, norms, feedback systems, goal setting, and self-management.

**T MGMT 457 Negotiation and Conflict Management (5) I&S**

Explores the art and science of reaching agreements in competitive and collaborative situations where two or more parties are interdependent. Addresses negotiation in the organizational context. Emphasizes developing skills in situation assessment, negotiation planning, distributive and integrative bargaining.

**T MGMT 465 Board Governance I (2) I&S**

Introduces nonprofit board membership and governance. Students serve as apprentices with nonprofit organizations and act as nonvoting board members. Provides experiences in gathering and assessing information and materials related to nonprofit governance practices. Prerequisite: either T CORE 101, TWRT 112, or ENGL 131. Offered: W.

**T MGMT 466 Board Governance II (5) I&S**

Examines theories of nonprofit governance related to planning, organization design, leadership, financial management, and culture that are applicable to both nonprofits and businesses. Students apply this knowledge to their continuing apprenticeship experience. Builds skills in teamwork, communication, meeting management, assessment, analysis, and providing feedback. Prerequisite: T MGMT 465. Offered: Sp.

**T MGMT 474 Entrepreneurship: Idea Development (5)**

Explores techniques used to develop business opportunities. Examines the heart of entrepreneurship: the idea. Focuses on idea development, emphasizing the strategic feasibility of the business idea. Builds critical thinking skills and encourages professional communication skills via student projects and class activities. Offered: A.

**T MGMT 475 Creating, Leading, and Implementing Change (5)**

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. Provides opportunities to examine and experience change management in contemporary organizations. Prerequisite: T BUS 300, T BUS 310.

**T MGMT 478 International Business (5)**

Introduces the main issues concerning international economic relations. Covers topics in the political, economic, and cultural analysis of the global environment and examines the managerial responses appropriate for international business. Prerequisite: T BUS 300; T BUS 320.

**T MGMT 480 International Management (5)**

Introduces the main issues concerning international management. 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. Prerequisite: T BUS 300.

**T MGMT 490 Special Topics in Management (5)**

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

**Marketing Courses****T MKTG 348 Social Marketing (5) I&S**

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. Prerequisite: T BUS 320.

**T MKTG 355 Professional Sales (5)**

Examines the modern way to sell via a relationship process, emphasizing skills for success as a field sales representative. Analyzes the steps in the selling process in detail. Encourages competencies in flexibility, strategic thinking, and communication. Prerequisite: T BUS 300; T BUS 320.

**T MKTG 425 Advertising (5)**

Explores 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 problem-solving, communication, strategic thinking and teamwork skills.

**T MKTG 430 Retailing (5)**

Examines how retailers run the business. Investigates retail store location, merchandise management, store layout, buying, stock control, customer service and relationship management, pricing, coordination of store activities, policies and systems, and promotion programs. Emphasizes strategic and operational complexities of retailing.

**T MKTG 440 Business Marketing (5)**

Examines the process by which businesses are served by other businesses. Includes analyzing existing business relationships to identify problems and opportunities, developing and modifying products, establishing and managing relationships, setting prices, and undertaking promotional efforts, especially

personal selling. Presents a strategic focus from a managerial perspective. Emphasizes communication, strategic thinking, problem-solving and flexibility skills. Prerequisite: T BUS 320.

**T MKTG 445 Service Marketing (5)**

Examines 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. Emphasizes strategic thinking, problem solving, and communication skills. Prerequisite: T BUS 320.

**T MKTG 450 Consumer Marketing (5) I&S**

Examines social science and consumer behavior research for concepts and principles that marketers can use to better understand customers and meet their needs. Applies insights gained from the disciplines of sociology, anthropology and psychology to real-world marketing situations. Emphasizes problem-solving, communication and strategic thinking skills.

**T MKTG 460 Research Methods (5)**

Explains the research process including problem definition, research design, questionnaire construction, sample selection, interviewing and data analysis. Involves field application of course knowledge along with written and oral reports. Emphasizes problem solving, flexibility and communication skills. Prerequisite: T BUS 320.

**T MKTG 471 Ecommerce (5)**

Examines how Internet technologies transform the conduct of business both within and between organizations. Introduces the technical architecture and business principles that underlie the ecommerce phenomenon. Explores the implications of the evolving technologies for managerial decision making, organizational strategies, industry structures, and public policy. Prerequisite: T BUS 320; T BUS 330. Offered: jointly with T IS 450.

**T MKTG 475 Marketing Strategy (5)**

Provides a comprehensive framework for the development of competitive marketing strategies that achieve organizational goals and objectives and build competitive advantage. Includes all the activities and procedures necessary to develop a marketing plan, including the implementation, evaluation, and control of a firm's marketing dynamics. Prerequisite: T BUS 300; T BUS 320.

**T MKTG 480 International Marketing (5)**

Extends basic marketing knowledge by examining the marketing strategies and tactics of companies that do business across borders. Topics include how firms research, identify, and enter international markets, and develop global marketing strategies. Prerequisite: T BUS 320.

## **TMKTG 490**

### **Special Topics**

*5 credits / Prerequisites: 1.7 grade or better in 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**

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### **Shahrokh M. Saudagaran**

*Gary E. & James A. Milgard Endowed Dean and Professor,*

Milgard School of Business

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

### **Zoe I. Barsness**

Associate Professor; Management; Ph.D., Northwestern University, 1996

### **Daniel Bryan**

Associate Professor; Accounting; Ph.D., University of Oregon, 2002

### **Zhiyan Cao**

Assistant Professor; Accounting; Ph.D., Yale University, 2006

### **Sergio V. Davalos**

Associate Professor; Management Information Systems; Ph.D., University of Arizona, 1992

### **Haluk Demirkan**

Associate Professor and Executive Director, Center for Information-Based Management; Information Systems and Operations Management; Ph.D., University of Florida, 2002

### **Marion Eberly**

Assistant Professor; Organizational Behavior and Human Resources; Ph.D., University of Washington Foster School of Business, 2011.

### **Ehsan Feroz**

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

### **Aaron Hastings, CPA**

Senior Lecturer; Accounting; M.P.Acc., University of Washington Foster School of Business, 2002

### **Rupinder Jindal**

Assistant Professor; Marketing; Ph.D., INSEAD, France, 2006

### **Fei Leng, CFA**

Associate Professor; Finance; Ph.D., University of Tennessee, Knoxville, 2006

### **Altaf Merchant**

Associate Professor; Marketing; Ph.D., Old Dominion University, 2008

### **Ramin Mirsaidi, CPA**

Senior Lecturer; Accounting; M.B.A., Indiana University, 1978

### **G. Kent Nelson**

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

### **Stephen Norman**

Associate Professor; Economics; Ph.D., Cornell University, 2006

### **Gregory Noronha, CFA**

Professor; Finance; Ph.D., Virginia Polytechnic Institute, 1990

### **Alexa Perryman**

Assistant Professor; Management; Ph.D., Florida State University, 2008

### **Jill M. Purdy**

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

### **Gregory M. Rose**

Professor; Marketing; Ph.D., University of Oregon, 1995

### **Eugene Sivasdas**

Associate Professor; Marketing; Ph.D., University of Cincinnati, 1995

### **Tracy A. Thompson**

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

### **Arindam Tripathy**

Assistant Professor; Accounting and Information Management; Ph.D., University of Texas at Dallas, 2006

### **Douglas T. Wills**

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

## BACHELOR OF ARTS

# Criminal Justice

The major in Criminal Justice offers a multidisciplinary understanding of crime and justice within the framework of broader social processes within our society. It looks at all major aspects of the justice system from an ecological systems approach rather than a specialization in one narrow content area. The curriculum provides a theoretical understanding of the discipline, combined with an understanding of the scientific method as it applies to criminal justice.

The Criminal Justice curriculum will allow students to expand their education by learning to evaluate broader aspects of the criminal justice system and develop theoretical and analytical knowledge and skills. The course delivery will incorporate a social justice lens on each course.

This includes an emphasis on sensitization of students to the human impact of crime including differential impacts of race/ethnicity, social class, gender, sexual orientation, religious creed and physical and developmental disabilities. For example, the program will expose students to the latest research regarding marginalized groups disproportionately represented in our prison system and also to evidence-based approaches for working with families of victims and perpetrators of crime.

The criminal justice curriculum is positioned to provide knowledge and skills to students who plan to seek employment with agencies that provide services for the children and families of the incarcerated as well as law enforcement and correctional settings. Rooted in a social work program with expertise in working with children, youth and families, this program will offer a unique focus on criminal justice from an ecological and social justice perspective allowing students to implement evidence-based models in a variety of criminal justice settings. Graduates of this major may decide to continue on for advanced degrees in disciplines such as social work, law or criminal justice.

### Minor in Criminal Justice

A minor in Criminal Justice is available to undergraduate students in other degree programs. Please see the “Minors and Certificates” section for details.

### Program Goals

1. Gain an understanding of policies, agencies, and delivery of criminal justice systems and how to effect change to bring about social justice
2. Use an interdisciplinary ecological systems approach to understanding crime and the consequences of crime
3. Demonstrate ethical and professional use of self
4. Demonstrate understanding of and appreciation for differences based on gender, age, ethnicity, religious creed, sexual orientation, class, and physical, mental, and developmental disabilities
5. Understand and critically apply theoretical frameworks to individual and social behavior, the interactions among individuals and social systems and their relationships to crime and justice
6. Gain an understanding of criminal justice as an applied science where there is an integration of theory, scientific method and practice application
7. Understand the use of evidence based methods and policy for special populations within and affected by criminal justice systems
8. Demonstrate the ability to think critically and communicate effectively

### Admission Requirements

The Criminal Justice major admits each quarter (except summer). Applicants must complete all university and major admission requirements or have a plan in place to complete requirements prior to admission.

To be considered for admission all applicants must meet the following minimum qualifications:

- Meet all admission requirements for the University of Washington Tacoma
- Completion of a minimum of 60 college-level credits
- A minimum cumulative GPA of a 2.0 in all college course work

### CONTACT INFORMATION

Phone: **253-692-5820**

Fax: **253-692-5825**

Office: **WCG 203**

Campus box: **358425**

Website: **tacoma.uw.edu/social-work**

Email: **trcrim@uw.edu**

Director

**Diane S. Young**

Administrator

**Terri Simonsen**



- A minimum grade of a 2.0 in each prerequisite course:
  - Introduction to Political Science or American Government
  - Introduction to Sociology
  - English composition

### How to Apply

Applicants should have all required forms and transcripts submitted on or before the application deadline to be considered on time. Applications received after the application deadline will be reviewed on a space-available basis and may be placed on a wait list.

All applicants will be evaluated on the following criteria:

- Previous academic performance
- Completion of prerequisite requirements
- Personal goal statement describing interest in criminal justice

### 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 corresponding application fee.

### Transcripts

Transfer students must submit official transcripts reflecting all previous academic course work. High school transcripts should be submitted if intermediate algebra or world language was completed in high school. Current UW Tacoma students seeking to change or declare the major in Criminal Justice should submit an unofficial UW transcript printed from MyUW to the program office.

### Personal Goal Statement

The personal goal statement is an important element in the review of each applicant's qualifications. Applicants are encouraged to use this writing sample to point out relevant aspects of their life that may not be evident from their academic record. The following items should be addressed in a two-page maximum, typed, double-spaced document.

- Describe interest in criminal justice/ reasons for pursuing a criminal justice major, and
- Desired educational outcomes

### Student Learning Outcomes

- Identify ways in which oppression, privilege, discrimination, and social and economic disadvantage contribute to inequalities and injustices within criminal justice systems
- Demonstrate the capacity to design innovative approaches to dealing with social injustices and social harms within criminal justice systems
- Demonstrate an understanding of the origins of criminal behavior, society's response to crime, and the consequences of crime to our society, utilizing multiple perspectives
- Articulate ethical implications of decision making in a professional capacity
- Demonstrate a professional demeanor (e.g. in behavior and communication)
- Develop and demonstrate sufficient critical self awareness to understand the influence of personal biases and values when interacting with diverse groups
- Recognize and dialogue with others about the role of difference and the multiple intersections of oppression and privilege in shaping a person's identity and life experiences
- Apply theoretical frameworks to understanding the causes and prevention of crime, the processes of criminalization, and crime enforcement
- Demonstrate an understanding of criminological theory
- Understand qualitative and quantitative research methods to collect and analyze data
- Articulate the link between research, theory, and practice
- Understand the dynamics, causes, and treatment programs available for special populations
- Demonstrate writing proficiency
- Demonstrate oral communications skills

### Course of Study

The Criminal Justice major is a 65-credit program comprised of core courses (45 credits) in five content areas—administration of justice, corrections, criminological theory, law adjudication, and research and theoretical methods—plus core electives (20 credits) drawn from multiple disciplines. Through the core courses and electives, students will be able to augment their interest in specific aspects of criminal justice.

All courses are five credits unless otherwise noted.

### Criminal Justice Major Core Courses (45 credits)

Pending approval and effective spring quarter 2014 the following courses are required for the criminal justice major.

- T CRIM 225 Diversity and Social Justice in Criminology
- T CRIM 361 Addictions and Mental Illness in Criminal Justice
- T CRIM 362 Criminological Theory
- T CRIM 370 Police and Society
- T CRIM 371 Helping Skills in Criminal Justice
- T CRIM 372 Adult Corrections
- TSOCWF 390 Introduction to Social Welfare Research
- T CRIM 440 Fundamentals of Criminal Law
- T CRIM 441 Senior Seminar: Professionalism and Ethical Issues in Criminal Justice

*Note: Criminal Justice majors admitted prior to spring quarter 2014 will have the option of completing T CRIM 200 Introduction to Criminal Justice or T CRIM 225 Diversity and Social Justice in Criminology as part of their core requirements.*

### Approved Criminal Justice Major Core Electives (20 credits)

For a complete list of approved core electives, visit [tacoma.uw.edu/social-work/criminal-justice-curriculum](http://tacoma.uw.edu/social-work/criminal-justice-curriculum).

### Degree Information

A Bachelor of Arts degree in Criminal Justice is earned upon the completion of at least 180 college quarter credits. These credits must include major core courses (45 credits), major core electives (20 credits), course work in certain basic skills, and the fulfillment of general education requirements. In the freshman and sophomore years, students should fulfill as many of the general education requirements as possible. Those requirements consist of language skills (English composition and world language), reasoning and writing skills, and areas of knowledge. The courses needed to meet the requirements for a degree will not always total the 180 credits needed to graduate. The additional credits needed to total 180 credits are called "general electives." Students may choose from a variety of disciplines outside their major to fulfill general electives.

Completion of all general education requirements is not required for admission to the Criminal Justice major. However, students with deficiencies must meet with an academic advisor to discuss completion of these requirements prior to graduation.

## Graduation Requirements

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

- Be a matriculated Criminal Justice major in good academic standing with the University of Washington Tacoma.
- Satisfy all prerequisite and admission requirements for entrance into the Criminal Justice program.
- Complete a minimum of 180 credits.
- Earn a minimum grade of 2.0 in each required Criminal Justice core course.
- Earn a minimum cumulative 2.0 GPA for all UW Tacoma course work at graduation.
- Criminal Justice majors must satisfy all University and general education requirements to include 15 credits of VLPA, 15 credits of I&S and 15 credits of NW.
- Complete 65 credits required for the Criminal Justice major (45 credits of core courses and 20 credits of core electives) to include 45 credits at the upper-division level:

T CRIM 225	Diversity and Social Justice in Criminology (5)
T CRIM 361	Addictions and Mental Illness in the Criminal Justice System (5)
T CRIM 362	Criminological Theory (5)
TSOCWF 390	Introduction to Social Welfare Research (5)
T CRIM 370	Police and Society (5)
T CRIM 371	Helping Skills in Criminal Justice (5)
T CRIM 372	Adult Corrections (5)
T CRIM 440	Fundamentals of Criminal Law (5)
T CRIM 441	Senior Seminar: Professionalism and Ethical Issues in Criminal Justice (5)

*Note: Criminal Justice majors admitted prior to spring quarter 2014 will have the option of completing T CRIM 200 Introduction to Criminal Justice or T CRIM 225 Diversity and Social Justice in Criminology as part of their core requirements.*

- Complete 20 credits from approved list of Criminal Justice core electives
- Apply for graduation with a program advisor in the Academic Advising Center by the deadline posted by the University for the expected quarter of graduation.

## Other Academic Policies

- Students may be allowed to petition the academic program for additional lower-division credit if it advances them toward a degree. No more than a total of 105 lower-division transfer credits and no more than 30 upper division transfer credits may be applied for Criminal Justice majors. Please see the Criminal Justice academic advisor for details.
- Due to the innovative nature of the Criminal Justice major housed in Social Work, the following courses must be taken at UW Tacoma so that the social justice lens can be adequately applied to major content. The courses are: T CRIM 361 Addictions and Mental Illness in Criminal Justice (5 credits), TSOCWF 390 Introduction to Social Welfare Research (5 credits), T CRIM 371 Helping Skills in Criminal Justice (5 credits) and T CRIM 441 Senior Seminar: Professionalism and Ethical Issues in Criminal Justice (5 credits). If a student believes they have this upper-division content in other transfer course work, an exception may be granted by faculty through a program petition for course substitution process.
- A minimum of 55 credits out of the 65 credits required for the Criminal Justice major must be completed in residence at UW Tacoma.
- Students who have a 100-200 level transfer course that is considered similar in content to a 300-400 level course within the major will not repeat content, however they will be required to select a 300-400 level course from the Criminal Justice major approved elective list. In all cases a program petition for a course substitution will be submitted for formal review and approval.

## Course Descriptions

For the most current course information, please consult the Criminal Justice website at [tacoma.uw.edu/social-work](http://tacoma.uw.edu/social-work).

### T CRIM 200 Introduction to Criminal Justice (5) I&S

Introduction to the American criminal justice system. Includes the present structure, philosophy, and procedures of the criminal justice system, with specific attention directed towards policing, the courts, and corrections. Explores the many diverse views that shape the contemporary criminal justice system.

### T CRIM 271 Introduction to the Sociology of Deviance and Social Control (5) I&S

Examination of deviance, deviant behavior, and social control. Deviance as a social process; types of deviant behavior (e.g., suicide, mental illness, drug use, crime, "sexual deviance," delinquency); theories of deviance and deviant behavior; nature and social organization of societal reactions; and social and legal policy issues.

### T CRIM 272 Restorative Justice (5) I&S

Explores the philosophical underpinnings of restorative justice as well as its application as a complementary and alternative approach to criminal justice processing. Analyzes the effectiveness of restorative justice for resolving harm through directly engaging victims, offenders, and communities.

### T CRIM 352 Women in the Criminal Justice System (5)

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.

### T CRIM 360 Youth and Juvenile Justice Systems (5)

Focuses on juveniles as both legal offenders and crime victims from an ecological perspective. Emphasizes juvenile criminal offense theories, the continuum of legal responses, and the consequences on youth, families, and society.

### T CRIM 361 Addictions and Mental Illness in Criminal Justice (5) I&S

Examines mental illness and addictions as they manifest in criminal justice systems. Focuses on the prevalence of mental illness and addictions in prisons, as well as best practices for treatment. Examines prison culture as it relates to substance abuse and mental illness. Offered: jointly with TSOCWF 361.

### T CRIM 362 Criminological Theory (5) I&S

Surveys the major schools of thought related to the causes of criminal behavior, positions theories in their historical contexts, discusses each perspective's assumptions about human nature, outlines current debates and critiques, and explores the policy implications of each theoretical perspective.

### T CRIM 370 Police and Society (5) I&S

Examines the role of law enforcement offices within American society, emphasizing history, public perceptions, administration, organizational culture, ethics, and police deviance.

**T CRIM 371 Helping Skills in Criminal Justice (5) I&S**

Focuses on skills needed to establish constructive helping relationships with individuals involved directly and indirectly in the criminal justice system. Skills include empathy, active listening, boundary setting, maximizing strengths, positive conformation and challenges, and the basics of cognitive and systemic change. Prerequisite: T CRIM 200; either T CRIM 271 or T CRIM 362.

**T CRIM 372 Adult Corrections (5) I&S**

Focuses on the history, structure, operations, and problems within the corrections component of the criminal justice system. Explores practice and policy issues relevant to the contemporary adult corrections system. Examines the nature of community and institutional corrections settings and offender populations. Prerequisite: T CRIM 200.

**T CRIM 373 Criminal Evidence and Investigation (5) I&S**

Examines scientific crime detection, techniques for case management and documentation, the concept of proof, the impact of emergent technology on the investigative process, interacting with victims and witnesses, and interviewing suspects. Emphasizes the investigation of particular crimes, such as, homicide, sex offences, child abuse, and hate crimes.

**T CRIM 374 Human Trafficking (5) I&S**

Examines domestic and international human trafficking, recruitment, and control methodologies. Considers labor and sexual exploitation and examines existing laws and services to combat trafficking. Analyzes the role of demand in perpetuating trafficking and the victims' trauma. Applies best practice solutions. Offered: jointly with TSOCWF 374.

**T CRIM 375 Men, Masculinities, and Criminal Justice (5) I&S**

Explores issues related to men and masculinities in the criminal justice system. Examines the various conceptions of masculinities that increase the risk of criminality, and how men "perform" masculinities within the criminal justice system and to the provision of services.

**T CRIM 427 Disproportionality Across Systems (5) I&S**

Examines disproportionate representation of people of color in the child welfare, criminal justice, economic, education, health, juvenile justice, and mental health systems. Focuses on how each of these systems interacts with the criminal justice system where disproportionality is a particularly serious problem. Offered: jointly with TSOCWF 427.

**T CRIM 428 Policy and Practice with Sexual Offenders (5) I&S**

Develops understanding of sex crimes and the people who commit them. Addresses the theoretical explanations of, and policies regarding treatment for offenders. Analyzes laws related to sex offenders, their constitutional legitimacy, and the difficulty in balancing offender and community rights. Offered: jointly with TSOCWF 428.

**T CRIM 430 Children of Incarcerated Parents (5) I&S**

Examines the impact of parental incarceration on the psychological, social, physical, and biological development of children. Focuses on issues of loss, trauma, attachment, and ways to address such issues. Offered: jointly with TSOCWF 430.

**T CRIM 433 Crisis and Trauma Interventions with Crime Victims (5) I&S**

Provides an overview of victimology and teaches practice skills for working with victims of crime and their families. Examines the efficacy and application of interventions that try to alleviate the impact of crime on victims, facilitate victims' mental health recovery, and assist in system navigation. Offered: jointly with TSOCWF 433.

**T CRIM 435 Terrorism and the U.S. Criminal Justice System (5) I&S**

Assesses terrorism and counterterrorism organizations from an American criminal justice perspective. Explores the nature of terrorism, motivations of terrorists, and the tactics utilized by terrorists while detailing strategies use by law enforcement to counter these individuals and groups. Analyzes social factors of terrorism and of terrorism threats in contemporary society.

**T CRIM 440 Fundamental of Criminal Law (5) I&S**

Examines the historical, constitutional, and legal principles applicable to substantive criminal law. Analyzes the definition of criminal law, elements of major crimes, general principles of criminal responsibility, punishment, and the conditions that may excuse an individual from criminal liability or mitigate punishment. Prerequisite: T CRIM 200.

**T CRIM 441 Senior Seminar: Professionalism and Ethical Issues in Criminal Justice (5) I&S**

Examines the interaction between ethics and criminal justice practice, including application of ethical theory to criminal justice issues. Topics include ethical response to police brutality and corruption in criminal justice systems, development of professional identity, and promotion of professional conduct. Prerequisite: T CRIM 371; TSOCWF 390.

**T CRIM 498 Criminal Justice Internship (5) I&S**

Applies academic knowledge to further develop professional competencies critical to a successful career within the criminal justice field. Provides experiential learning in criminal justice. Credit/no credit only.

**Faculty****Diane S. Young**  
*Director*

Associate Professor; Social Work and Criminal Justice, Social Work Research, Mental Health; Ph.D., University of Washington, 1997

**Alissa R. Ackerman**

Assistant Professor; Sex Crimes, Sex Offenders; Ph.D., The City University of New York, 2009

**Erin A. Casey**

Associate Professor; Domestic Violence; Ph.D., University of Washington, 2006

**Jeffrey Cohen**

Assistant Professor; Criminology and Restorative Justice; Ph.D., Indiana University of Pennsylvania, 2009

**Tarna Derby-McCurtain**

Lecturer; M.I.M., International Management, American Graduate School of International Management, 1983

**Thomas M. Diehm**

Senior Lecturer; Field Education, Community Mental Health, HIV/AIDS, Gay Men's Issues; Ph.D., Portland State University, 2004

**Charles A. Emlet**

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

**Jerry Finn**

Professor Emeritus; Information Technology and Social Work, Domestic Violence, Mental Health, Program Evaluation; Ph.D., University of Wisconsin-Madison, 1980

**Fulfilling Areas of Knowledge Requirements**

Students may fulfill 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: **[VLPA]** Visual, Literary and Performing Arts (Fine Arts and Humanities); **[I&S]** Individuals and Societies (Social Sciences); **[NW]** The Natural World (Natural Sciences); **[QSR]** Quantitative/Symbolic Reasoning; and **[W]** Writing.

**Rich Furman**

Professor; Men at Risk, Trans-national Social Work Practice, Qualitative Research, The Arts and Humanities in Social Work Practice, Research and Education; Ph.D., Yeshiva University, 2001

**Michelle D. Garner**

Associate Professor, Social Work; Spirituality and Social Work; Ph.D., University of Washington, 2007

**Marian S. Harris**

Associate Professor; Kinship Care, Child Welfare and Mental Health; Ph.D., Smith College, 1997

**Teresa Holt**

Lecturer; Children, Youth and Families, Diversity, Field Education; M.S.W., University of Washington Tacoma, 2001

**Janice H. Laakso**

Associate Professor; 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; Feminist Social Work Practice, Education and Administration, Human Diversities, Qualitative Research; Ph.D., University of Denver, 1990

**Eric Madfis**

Assistant Professor; Sociology and Criminal Justice; Ph.D., Northeastern University, 2012



# Global Honors

Global Honors is an interdisciplinary honors program open to all majors and served by internationally reputed faculty from programs across campus. Global Honors provides pathways to academic excellence, adding distinction to the degree. Small core seminars, community outreach, study abroad, and internship and professional development opportunities prepare high-achieving students for the challenges of a globalizing world. The diverse and closely-knit learning environment facilitates in-depth exploration of complex issues facing our interconnected world. Students graduate to careers in law, medicine, business, technology, arts, and education; more importantly, they graduate with awareness and compassion to lead and serve in our global community.

Students typically enter Global Honors at the start of their junior year. Sophomores are invited to explore eligibility. Students must be accepted into UW Tacoma and enrolled in a major before applying to Global Honors. Priority is given to applicants with a minimum cumulative GPA of 3.5. Demonstrated interest in global understanding and experiential learning will be given serious consideration.

Once admitted into the program, students are eligible for a Global Scholar merit award of up to \$1,500 for the entire course of study.

## Curriculum

The Global Honors curriculum is interdisciplinary and globally focused. Courses are taught in seminar style and the small faculty to student ratio allows for in-depth exploration of a wide range of topics. Emphasis is on the development of critical thinking, writing, research and leadership skills. Classes may include presentations, individual or group projects, research papers, and peer reviews. Students are expected to maintain an overall GPA of 3.3 in all course work at UW Tacoma.

Flexible pathways with fewer total credits are available for students without the schedule availability to complete the full Global Honors curriculum..

## First Year

Students take an introductory course that orients them to basic concepts in globalization. The course also outlines the expectations of the Program and the myriad resources available to support students through graduation. In addition to the introductory course, two of the three core seminars are completed in the first year. Each seminar includes extensive reading lists, substantive writing and research assignments and the expectation of active participation by students.

T GH 300 Re-Orienting the Global (2 credits)

T GH 301 Global Interactions (5)

T GH 302 Global Imaginations (5)

## Second Year

Students who decide to study abroad generally do so in the summer before their senior year. In the autumn, Global Honors seniors take the last core seminar. In the winter, they take a research seminar in preparation for the capstone project which could be a thesis, a study abroad reflection/thesis, or an internship reflection/thesis. During the spring, students work with a faculty advisor of their choice to write the thesis or reflection essay. As a final requirement for graduation with Global Honors seniors present their work at the annual Global Honors Research Colloquium, a widely publicized and well-attended event.

T GH 303 Global Challenges (5 credits)

T GH 490 Research Methods (2)

T GH 494 Thesis (5)\*

T GH 495 Reflection Essay or Independent Research (2)\*

T GH 496 Experiential Learning (5)

### *\*Thesis / reflection essay*

Students who complete a study abroad experience (minimum 3 weeks) or internship may choose to write the two-credit senior reflection essay in lieu of their five-credit senior thesis. All other students must write a five-credit thesis that is international in scope. Capstone projects are presented at the spring Global Honors Research Colloquium.

## CONTACT INFORMATION

Phone: **253-692-4770**

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Office: **Cherry Parkes 311C**

Campus box: **358457**

Website:

**[tacoma.uw.edu/global-honors](http://tacoma.uw.edu/global-honors)**

Director

**Divya McMillin**

Administrator

**Paul Carrington**

Program Assistant

**Linda Gilbert**

## Study Abroad

*Strongly encouraged but not required.*

Students may study in another country with an accredited university study abroad program. Options range from programs of three weeks to one quarter or more. Students have access to UW Tacoma and UW Seattle study abroad programs.

## Admission

Global Honors is a competitive program. Successful applications include a record of strong academic performance and a clear indication of the candidate's knowledge and interest in global issues, as well as the ability to actively contribute to a dynamic learning community. Global Honors is not a degree-granting major. Students must be admitted to UW Tacoma and enrolled in a major before applying to Global Honors. Core seminars may count toward major requirements.

Application materials include the following:

- A one- to two-page cover letter that addresses the following:
  1. Your interest in and qualification for the Global Honors Program. Here you may comment on your GPA, your exposure to/interest in global issues, and/or your overseas travel experience (2-3 paragraphs).
  2. Your strengths and skills that will contribute to the collaborative Global Honors community. Here you may include volunteer or community service experience, leadership training, professional expertise, and/or political participation, to name a few examples (1-2 paragraphs).
  3. Your commitment to stay in this two-year, upper-division enrichment program. Each student in the program is highly valued and many resources are invested to guide you to higher levels of academic excellence and leadership. Your stated intention to complete the Program and graduate with the prestigious Global Honors designation will be a factor in determining admission to the program (1-2 paragraphs).
- Names, titles and contact information (address, phone number and email) for two references. Referees, typically college professors, should be able to speak to your academic abilities and your potential for success in the Global Honors Program.

Applications may be completed online through the link on the program website at [tacoma.uw.edu/global-honors](http://tacoma.uw.edu/global-honors), or submitted in hard copy to:

Global Honors Program  
UW Tacoma  
Attn: Admissions  
Campus Box 358457  
1900 Commerce Street  
Tacoma, WA 98402-3100

An interview is scheduled when all application materials have been received and reviewed.

Applications are accepted until August 31 for enrollment in the autumn quarter. Space depending, applications may also be accepted during autumn for limited enrollment in the winter quarter. Applications are processed as soon as they are received. Admission is competitive and seats are limited. Interested candidates are strongly advised to contact the Global Honors program before submitting an application.

## Course Descriptions

For the most current course information, please consult the Global Honors website at [tacoma.uw.edu/globalhonors](http://tacoma.uw.edu/globalhonors).

### T GH 203 Themes in Global Honors (5)

Explores connections between the local and global, and between the individual, the community, and the world, through a given theme. Draws on broad interdisciplinary and international perspectives.

### T GH 300 Re-Orienting the Global (2) I&S

Provides historically grounded introduction to such concepts as cultural imperialism, colonialism, post colonialism, capitalism, and globalization. Examines relevance of concepts in current global affairs. Provides information on study abroad and service-learning opportunities, as well as expectations of the Global Honors Program.

### T GH 301 Global Honors (5) I&S

Examines the major intellectual and political movements that marked the human experience in the 20th century. Examines nationalism, fascism, and other political philosophies, as well as governments' relationships to the natural environment and to one another.

### T GH 302 Global Imaginations (5) VLPA

Accommodates the study of major themes, concepts, trends or techniques that permeate world literature, visual arts, music, dance, theatre and other forms of creative expression. The specific art forms and issues examined vary. Also considers 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.

### T GH 303 Global Challenges (5) I&S

Examines major challenges facing the world in the 21st century. Covers contemporary issues such as economic development, poverty and the distribution of resources, ecological concerns, public health, global conflict, nationalism, race, religion, and human rights.

### T GH 399 Global Honors Study Abroad (3-15, max. 15)

Offered: AWSpS.

### T GH 490 Research Methods Seminar (2)

Methods seminar required for seniors in the Global Honors program who are preparing their senior thesis or project. Prerequisite: T GH 301; T GH 302; T GH 303. Offered: AW.

### T GH 491 Thesis Symposium (1)

Credit/No credit only. Corequisite: T GH 494. Offered: Sp.

### T GH 494 Thesis or Project for Global Honors (5)

Research and completion of a thesis or project approved and supervised by a full-time UWT faculty member on a significant scholarly topic, for students admitted to the Global Honors Program. Prerequisite: T GH 301; T GH 302; T GH 303; T GH 490. Offered: AWSpS.

### T GH 495 Reflection Essay or Independent Research (2-5)

Completion of a paper which integrates reflections on (a) the study-abroad experience, (b) one or more major ideas from T GH 300, 301, 302 or 303, and (c) personal assessment of one's progress in understanding and implementing the goal of global citizenship. Offered: AWSpS.

### T GH 496 Experiential Learning in Global Honors (5) I&S

Uses globally-focused experiential learning projects such as internships, community service to locally-based international or immigrant populations, or related work intended to develop an appreciation of the processes of globalization. Integrates experience with theoretical understanding of globalization and global citizenship. Offered: AWSpS.

## Faculty

*Global Honors courses are taught by internationally-renowned faculty from academic programs across campus. For the most current faculty information, please consult the Global Honors website at [tacoma.uw.edu/global-honors](http://tacoma.uw.edu/global-honors).*

# Healthcare Leadership

The University of Washington Tacoma's bachelor of arts degree with a major in Healthcare Leadership provides opportunities for students interested in leadership positions across a spectrum of healthcare settings. The program is designed to utilize an interdisciplinary approach that prepares students for careers in healthcare. This degree will prepare students in South Puget Sound with the critical thinking processes and experiential learning necessary to become leaders in organizations ranging from healthcare systems to government agencies.

## Philosophy of Undergraduate Education

The Healthcare Leadership faculty believe that the purpose of university-based undergraduate education is to prepare healthcare professionals whose practice is informed by theory and research. Preparation for various roles requires knowledge of the arts, sciences and humanities, together with content and processes specific to leadership. An interdisciplinary emphasis engages students in a broad range of ideas and knowledge.

The members of the faculty believe that their teaching styles need to take into account the diverse nature of how students learn. We are a community of learners and scholars—a community that is created in collaboration with students.

## Program Overview

The bachelor of arts with a major in Healthcare Leadership curriculum focuses on critical thinking and analysis, communication, and diversity. The baccalaureate degree enables individuals to assume leadership roles in a range of positions. Graduates collaborate with interdisciplinary teams in complex organizational systems to improve health care access, cost, and quality.

Students in the BA in healthcare leadership program include those who have completed a minimum of 60 credits; students may have a career interest or work experience in a healthcare or related setting. Courses are scheduled to enable students to continue employment while enrolled in the program, but does include both daytime and evening courses.

## What Makes the Program Unique?

- Offers courses designed to apply content to healthcare leadership
- Works for both part-time and full-time students
- Provides opportunities to explore interests and be creative

In addition to the major, opportunities exist to obtain a minor or a certificate in other disciplines (see page 142).

Students have community partnership opportunities culminating in a four-credit fieldwork experience in which the students participate in real-world learning experiences in a healthcare organization in the community. These learning opportunities serve as a bridge to future employment opportunities for the students.

## Program Goals

- Use multiple communication strategies that enhance positive human relationships considering both clients/customers and work force personnel.
- Demonstrate the ability to integrate both theoretical and experiential knowledge relevant to leadership in the healthcare environment.
- Integrate ethical behaviors into leadership practice.
- Demonstrate knowledge of the healthcare environment that includes awareness of cost, access, and quality challenges and the ability to generate solutions to these challenges.
- Demonstrate basic budgeting, outcome measurement, and informatics abilities.

To support and document progress toward accomplishing these goals, each graduating student is required to submit a portfolio of work completed during the student's residence at UW Tacoma.

## CONTACT INFORMATION

Phone: **253-692-4470**  
Fax: **253-692-4424**  
Office: **Cherry Parkes 326**  
Campus box: **358421**  
Website: **tacoma.uw.edu/hcl**  
Email: **thealth@uw.edu**

Director:  
**Sharon Gavin Fought**

Administrator:  
**Nan West**

## Admission Requirements

Applicants to the program must meet the following requirements prior to enrolling:

- Cumulative GPA of at least 2.5 for all college course work
- Five credits of English composition with a minimum grade of 2.0 on a 4.0 scale
- Minimum 60 quarter credits completed
- Currently licensed Washington State healthcare providers must provide proof of unrestricted license status (*does not apply to non-licensed applicants*)
- Minimum grade of 2.0 in each of the following prerequisite courses:
  - Introductory statistics
  - Human biology OR anatomy and physiology OR equivalent course (contact program regarding alternative courses)

## Application Process

The UW Tacoma Healthcare Leadership program has an annual admission process and admits students for autumn quarter only.

Applications that meet the priority application deadline are assured a review for admission in the upcoming academic year. Subsequent reviews are completed on a space-available basis.

Applications for admission into the Healthcare Leadership program are considered complete when the following have been received:

### Transfer students must complete:

- UW Tacoma Application for Transfer Admission and application fee
- Official transcripts for all college-level coursework (high school transcripts are required only if world language or intermediate algebra requirements were completed in high school)
- Healthcare Leadership Program Application and Supplemental Materials Kit (see Healthcare Leadership website)

### Current UW Tacoma students must complete:

- Healthcare Leadership Program Application and Supplemental Materials Kit (see Healthcare Leadership website)

*\*Additional immunization and criminal history documentation may be required before enrolling in these courses.*

Any applicant receiving an offer of admission is required to complete an online criminal background check through Verified Credentials, Inc. with acceptable results before beginning HCL course work. Please note there is a separate fee for this service.

After admission to the program, students are required to complete a health history and have required immunizations, and a current CPR certification. Students will be required to complete the UW HIPAA Compliance course. Based on information from major healthcare organization in our region, we anticipate students will be required to have a negative drug screen test as part of clinical clearances. Students are responsible for their own transportation to and from fieldwork course work.

## Satisfactory Progress

Students are required to maintain satisfactory progress meeting the university and program standards in their pursuit of the BA degree with a major in Healthcare Leadership, defined as achieving a minimum grade of 2.0 in all healthcare leadership, healthcare leadership-related and required courses. Students must also achieve a 2.0 grade in any repeated course. Currently licensed Washington state healthcare providers must provide proof of unrestricted license status (*does not apply to non-licensed applicants*) before enrolling in any clinical course.

Students must meet all of the Essential Behaviors for Admission, Continuation and Graduation (see details at [tacoma.uw.edu/hcl/essential-behaviors](http://tacoma.uw.edu/hcl/essential-behaviors)).

## Graduation Requirements

The Healthcare Leadership curriculum requires 90 upper-division credits to earn the bachelor of arts degree as outlined below.

### 55 credits of core courses

THLEAD 350	Critical Analysis and Writing (3 credits)
THLEAD 360	Healthcare Leadership Strategies (5)
THLEAD 380	Healthcare Budgetary Analysis and Financial Decision Making (5)
THLEAD 403	Introduction to Research in Healthcare (3)
THLEAD 407	Diversity, Health and Inequities (3)
THLEAD 410	Ethical Issues in Healthcare (3)
THLEAD 420	Healthcare Accreditation and Legal Issues (5)
THLEAD 430	Interpersonal Communication (3)
THLEAD 450	Initial Connected Learning (1)
THLEAD 480	Healthcare Leadership Fieldwork* (4)
T HLTH 310	Health, Illness and Society (5)

T HLTH 320	Promoting Health Through Social Marketing (5)
T HLTH 440	The Business of Healthcare (5)
T INST 311	Database Management and Data Analysis (5)

### 20 credits of health electives or minor courses

Students must complete 20 credits of approved health-related elective courses or courses in their selected minor.

### 15 credits of upper-division electives

Students must complete an additional 15 credits of upper-division elective courses.

### General requirements

- Be a matriculated Healthcare Leadership student in good academic standing with the University of Washington Tacoma.
- Complete 180 credits, of which at least 90 must be upper-division (300-400 level) course work, including 15 credits of Individuals and Society course work (may be completed at UW Tacoma), 15 credits of Visual, Literary and Performing Arts course work (may be completed at UW Tacoma) and 15 credits of Natural World course work.
- Complete the final 45 credits in residence at the University of Washington Tacoma.
- Satisfy all of the general university graduation requirements, including five credits of English composition with a minimum grade of 2.0 (see page 20).
- Apply for graduation with an advisor by the application deadline posted by the Graduation and Academic Records Office for the expected date of graduation.

## Course Descriptions

For the most current course information, please consult the Healthcare Leadership website at [tacoma.uw.edu/healthcare-leadership/courses](http://tacoma.uw.edu/healthcare-leadership/courses).

### THLEAD 350 Critical Analysis and Writing (3)

Focuses on critical thinking and writing relevant to learning and practice in nursing and healthcare. Applies critical analysis to health-related issues. Offered: jointly with T NURS 350.

### THLEAD 360 Healthcare Leadership Strategies (5) I&S

Emphasizes essential healthcare leadership competencies by focusing on communication, collaboration, change mastery, and conflict resolution. Provides essential theoretical leadership foundation and review evidence for specific leadership style. Provides opportunity to discover one's own leadership abilities with respect to each of the discussed competencies.



**THLEAD 380 Healthcare Budgetary Analysis and Financial Decision Making (5) QSR**

Focuses on budgets commonly encountered in healthcare including operating and capital budgets. Provides methods to analyze financial status including productivity measures, variance analysis, break-even analysis, and evaluation of financial documents as well as introduction to cost effectiveness and cost/benefit analysis strategies. Examines insurance as a revenue source in healthcare budgets. Prerequisite: a minimum grade of 2.0 in either THLEAD 350.

**THLEAD 403 Introduction to Research in Nursing and Healthcare (3) QSR**

Describes the systematic steps of the research process. Introduces approaches, frameworks, and concepts used in investigating healthcare and nursing problems. Emphasizes integration of research findings related to evidence-based healthcare and nursing practice. Prerequisite: a minimum grade of 2.0 in THLEAD 350; either T HLTH 305, TMATH 110, or one 100-300 level STAT course. Offered: jointly with T NURS 403.

**THLEAD 407 Diversity, Health, and Inequities (3) I&S/VLPA**

Examines how difference, discrimination, marginalization, power, and privilege relates to health, illness, and health care. Attends to historical and structural manifestations of oppression and inequity. Addresses health inequities. Offered: jointly with T NURS 407.

**THLEAD 410 Ethical Issues in Healthcare (3) I&S**

Identifies ethical issues relevant to healthcare and the profession of nursing. Identifies, describes, and analyzes multiple ethical perspectives, selected ethical dilemmas relevant to professional practice, the delivery of health care, and the health of individuals and populations. Offered: jointly with T NURS 410.

**THLEAD 420 Healthcare Accreditation and Legal Issues (5) I&S**

Examines critical accreditation and legal issues commonly occurring in healthcare organizations. Focuses on specific accreditation processes and quality issues. Examines patient privacy, access and consent requirements, security requirements, safety challenges, organizational legal issues, and personnel legal issues. Prerequisite: a minimum grade of 2.0 in THLEAD 350.

**THLEAD 430 Interpersonal Communication (1-3, max. 3) I&S**

Addresses communication skills, patterns, and practices. Examines nonverbal and verbal modes of communication. Explores communicating in a variety of contexts' pertinent to healthcare; for example, cultural, personal, professional, group, conflict, and leadership. Applies conceptual models in interpersonal processes. Prerequisite: a minimum grade of 2.0 in THLEAD 350. Offered: jointly with T NURS 430.

**THLEAD 450 Initial Connected Learning (1)**

Assists students with transition into the student role with portfolio development. Provides opportunity for students to participate in a learning community. Emphasizes problem solving for purposes of synthesizing, integrating, and deepening understanding about material students are learning in current course. Addresses mechanics of upper division academic standards.

**THLEAD 480 Healthcare Leadership Fieldwork (4)**

Provides an opportunity to apply theory to a work environment in a healthcare organization associated with future career goals. Provides experiential opportunities to demonstrate professional behaviors. Prerequisite: Prerequisite: a minimum grade of 2.0 in THLEAD 350; THLEAD 360; THLEAD 380; THLEAD 403; THLEAD 407; THLEAD 420; THLEAD 430; T HLTH 440; and T INST 311.

**THLEAD 496 Internship (1-10, max. 10)**

Engages in experiential learning through an internship. Applied academic knowledge to begin to develop competencies in healthcare leadership role.

**T HLTH 310 Health, Illness, and Society (5) I&S**

Introduction to societal factors influencing health both locally and globally, utilizing perspectives from diverse disciplines. Examines 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.

**T HLTH 320 Promoting Health Through Social Marketing (5) I&S**

Examines strategies to promote health both locally and globally. Covers social marketing principles. Applies a range of social marketing techniques to develop a campaign to promote health at a population level.

**T HLTH 440 Business of Health Care (5)**

Explores the forces driving the changes in the evolving U.S. healthcare system to include resource allocation and cost-containment strategies. Emphasizes the examination of key economic concepts, e.g., outputs, supply, demand, and markets as they relate to the healthcare industry.

**Course offered by other department**

**T INST 311 Database Management and Data Analysis (5) QSR**

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.

**Faculty**

**Sharon Gavin Fought**  
*Director and Associate Professor*  
Nursing and Healthcare Leadership; RN;  
Ph.D., The University of Texas, 1983

**Jane Cornman**  
Senior Lecturer, Nursing and Healthcare Leadership; Ph.D., University of Washington, 1988

**Marjorie Dobratz**  
Professor, Nursing and Healthcare Leadership; RN; D.N.Sc., University of San Diego, 1990

**Kathleen Shannon Dorcy**  
Senior Lecturer, Nursing and Healthcare Leadership; RN; Ph.D., University of Utah, 2011

**Denise Drevdahl**  
Associate Professor, Nursing and Healthcare Leadership; RN; Ph.D., University of Washington, 1996

**Robin Evans-Agnew**  
Assistant Professor, Nursing and Healthcare Leadership; RN; Ph.D., University of Washington, 2011

**Katie Haerling**  
Assistant Professor, Nursing and Healthcare Leadership; Ph.D., Washington State University, 2011

**Fulfilling Areas of Knowledge Requirements**

Students may fulfill 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: **[VLPA]** Visual, Literary and Performing Arts (Fine Arts and Humanities); **[I&S]** Individuals and Societies (Social Sciences); **[NW]** The Natural World (Natural Sciences); **[QSR]** Quantitative/Symbolic Reasoning; and **[W]** Writing.

**Susan Johnson**

Assistant Professor, Nursing and Healthcare Leadership; RN; Ph.D., University of Washington, 2013

**Kären Landenburger**

Professor, Nursing and Healthcare Leadership; RN; Ph.D., University of Washington, 1987

**June S. Lowenberg**

Professor Emeritus, Nursing and Healthcare Leadership; RN; Ph.D., University of California San Diego, 1985

**Sondra Perdue**

Senior Lecturer, Nursing and Healthcare Leadership; Dr.P.H., University of California, Los Angeles, 1985

**Janet Primomo**

Associate Professor, Nursing and Healthcare Leadership; RN; Ph.D., University of Washington, 1989

**Ruth Rea**

Associate Professor, Nursing and Healthcare Leadership; RNC.; Ph.D., The University of Texas at Austin, 1987

**Christine Stevens**

Associate Professor, Nursing and Healthcare Leadership; RN; Ph.D., University of Washington, 2004

**Cathy Tashiro**

Professor Emeritus, Nursing and Healthcare Leadership; RN; Ph.D., University of California San Francisco, 1998

**Alexis Wilson**

Senior Lecturer, Nursing and Healthcare Leadership; RN; Ph.D., Union Institute Graduate College, 1977

# Institute of Technology

The Institute of Technology at the University of Washington Tacoma was created to rapidly develop high-technology academic programs to serve the state of Washington. The Institute serves as the home for computer science, computer engineering and information technology programs. Through innovative partnerships with area companies, the Institute helps students gain practical work experience and meets continually changing industry needs. The Institute also provides services to attract and support students from diverse educational, economic and ethnic backgrounds.

The Institute of Technology was launched in 2001 through a combination of state and private investments. The Institute's strong support—initially more than \$5 million—from private citizens, corporations and the community has contributed to building facilities, classrooms and labs for the Institute, enhancing what the Institute's state funding can provide in support of degree programs.

The Institute's partnership with industry and professional leaders enhances what it offers students. As part of their degree programs, Institute students have opportunities for internships that expand their academic experience. Targeted elective courses are taught by practicing professionals bringing particular expertise and experience in the field.

## Mission

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The mission of the Institute of Technology is to provide the highest quality computing, engineering, science and technology education for a diverse population and engage in research and innovation that benefits the community by fostering social mobility and economic development.

## Vision

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The Institute of Technology is a unique public-private partnership in higher education that serves as a catalyst for generating energy and interest in computing science and engineering disciplines by:

- Addressing the need for well-educated bachelor's and master's-level computing and engineering professionals in numbers sufficient to support and fuel the growth of Washington's high-tech industries.
- Providing Washington citizens access and opportunity to prepare for, and advance in, outstanding and rewarding technology careers.

## Degree Programs

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The Institute of Technology offers four undergraduate degrees:

- B.S. in Computer Engineering and Systems (*see page 52*)
- B.S. in Computer Science and Systems (*see page 56*)
- B.A. in Computer Science and Systems (*see page 56*)
- B.S. in Information Technology and Systems (*see page 62*)

and two graduate degrees:

- M.S. in Computer Science and Systems (*see page 163*)
- Master of Cybersecurity and Leadership (*see page 167*)

The Institute also offers two minors for students from other majors:

- Minor in Applied Computing (*see page 142*)
- Minor in Computer Science and Systems (*see page 143*)

## CONTACT INFORMATION

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Website: **tacoma.uw.edu/tech**

Email: **uwtech@uw.edu**

Director

**Robert Friedman**

Administrator

**Zaide Chavez**

# INSTITUTE OF TECHNOLOGY

## BACHELOR OF SCIENCE

# Computer Engineering and Systems

Computer engineering began as a combination of computer science and electrical engineering but has evolved over the past three decades as a separate engineering discipline. At the University of Washington Tacoma, Computer Engineering and Systems integrates software and hardware engineering into a unified curriculum. The ABET-accredited program focuses on the design, development and testing of embedded systems applications.

Computer engineering is grounded in the theories and principles of computing, mathematics, science and engineering. These theories and principles are applied to solve technical problems involving 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.

### Accreditation

The Institute of Technology's Computer Engineering and Systems program is recognized by the Accreditation Board for Engineering and Technology (ABET) which provides assurance that a university program meets the quality standards established by the profession for which the program prepares its students.

### Program Objectives

Objectives, as defined by the Accreditation Board for Engineering and Technology (ABET), are the abilities, skills and accomplishments expected of graduates within a few years of graduation. Accredited programs are required to assess their graduates' accomplishments to determine if the objectives have been achieved. Since the objectives are typically broad, it is not expected that every graduate will achieve every objective. However, 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 a leadership role 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 their undergraduate program in computer engineering and systems
- Made decisions related to their work that demonstrate an understanding of the importance of being an ethical engineering professional
- Applied their communication skills to effectively promote their ideas, goals, or products

### Program Educational Outcomes

Outcomes are assessed periodically in a number of courses to determine if students are demonstrating proficiency in the ABET outcomes listed below:

- 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
- g) Ability to communicate effectively

- h) The broad education necessary to understand the impact of engineering solutions in a global and societal context
- i) Recognition of the need for, and an ability to engage in, life-long learning
- j) Knowledge of contemporary issues
- k) Ability to use the techniques, skills and modern engineering tools necessary for engineering practice

### Lower-division Course Work

During the first two years in the CES program, students are expected to complete the following courses:

- Calculus I, II and III; Differential Equations, and Matrix/Linear Algebra.
- 10 credits of Visual, Literary and Performing Arts (Humanities) course work.
- 10 credits of Individuals and Societies (Social Science) course work; microeconomics recommended.
- Minimum of 18 credits of lab-based science (Natural World) coursework to include calculus-based Physics I, II and III. If Physics I, II and III are completed and 18 credits are not achieved, the remaining credits may be satisfied by any lab-based science course.
- Two CES Programming courses.
- 8 credits of engineering course work to include Introduction to Engineering I, II and III, and Electrical Circuits (this course is not a prerequisite).

With advisor approval, transfer students may substitute science, engineering or mathematics courses for the Introduction to Engineering courses.

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



## Admission Requirements

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

- UW Tacoma students should have:
  - Completed a minimum of 40 college-level credits total
  - Cumulative GPA of at least 2.5 in all college course work
  - GPA of at least 2.5 in all college mathematics, science, computer science or engineering course work\*
- Transfer students who have earned 40 or more transferable college-level credits should have:
  - Cumulative GPA of at least a 2.5 in all college course work
  - GPA of at least a 2.5 in all college math, science, computer science or engineering course work\*

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

## How to Apply

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### Current Students

Please contact an Institute advisor at [tacoma.uw.edu/advising](mailto:tacoma.uw.edu/advising)

### Transfer Students

To apply to the Computer Engineering and Systems program, students must complete the online UW Tacoma transfer application ([tacoma.uw.edu/apply](http://tacoma.uw.edu/apply)).

## Curriculum

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The CES curriculum combines elements of electrical engineering and computer science in addition to mathematics and science. This combination of courses gives students the theoretical and practical foundations needed to solve problems in most aspects of computing.

### Computer Science Fundamentals

- TCES 203 Programming Practicum
- TCSS 342 Data Structures
- TCSS 360 Software Development and Quality Assurance Techniques

### Electrical Engineering Fundamentals

- TCES 215 Electrical Circuits
- TCES 310 Linear Systems and Transforms
- TCES 312 Electronics and Analog Systems

### Computer Systems

- TCES 372 Computer Organization and Architecture
- TCES 422 Operating Systems for Engineers

### Math / Theory

- TCSS 321 Discrete Structures I
- TMATH 390 Probability and Statistics

### Ethics and Society

- TCSS 325 Computers, Ethics and Society

### Computer Engineering

- TCES 101 Introduction to Engineering I
- TCES 102 Introduction to Engineering II
- TCES 103 Introduction to Engineering III
- TCES 230 Introduction to Logic Design
- TCES 330 Digital System Design
- TCES 430 Advanced Digital System Design
- TCES 455 Devices and Controls
- TCSS 465 Embedded Real-Time Systems
- TCES 481 Senior Design Project I
- TCES 482 Senior Design Project II

### Elective

- 5 credits (may include TCES, TCSS, 500 level TCSS, directed reading, directed research or internship course)

The Computer Engineering and Systems degree program has fewer elective choices than most because both computer science and electrical engineering courses are required. It is important for students enrolled in this program to meet regularly with a program advisor and plan course work carefully.

### Research and Internship Opportunities

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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 hardware and software development

companies can give students a paid or unpaid work experience that complements the curriculum and often provide on-ramps to permanent employment in 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 course work.

## Academic Standards

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

- Each English composition, math and science prerequisite course as well as each required CES and CSS course must be completed with a minimum grade of 2.0 before advancing to the next course. If a grade below 2.0 is earned, the course must be repeated. Course credit will be awarded only once, but both grades will be used in computing the grade point average.
- If a student does not achieve the required grade of 2.0 after repeating a required CSS or CES course, the student must request permission to take the course a third time. The petition to repeat a course and instructions are located on the Institute of Technology website at: [tacoma.uw.edu/institute-technology/undergraduate-resources](http://tacoma.uw.edu/institute-technology/undergraduate-resources).
- Students must complete all general education requirements other than English composition, math, science and CES courses with a minimum grade of 1.7. If a grade below 1.7 is received, the course does not have to be repeated but will not count towards graduation.
- Courses in the Computer Engineering and Systems program may not be taken by correspondence (distance learning) without prior CES faculty approval.
- Courses in the Computer Engineering and Systems program may not be taken as S/NS (satisfactory/not satisfactory).
- To substitute a course in the major, 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 ([tacoma.uw.edu/institute-technology/undergraduate-resources](http://tacoma.uw.edu/institute-technology/undergraduate-resources)) and supporting documents to the CES faculty.

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\*Applicants who fall below the GPA requirements will still be considered for conditional admission. Please contact an academic advisor for further information.

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 computer engineering 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 are required to meet program and academic performance requirements in effect at the time the major is changed.

## Low Scholarship

Any undergraduate Computer Engineering and Systems student who is dismissed from the university for low scholarship will be removed from the Computer Engineering and Systems major.

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

## Computing Labs

The Institute of Technology has dedicated laboratories containing specialized equipment to support its programs. These laboratories are accessible to admitted Institute of Technology students via assigned key card 24 hours a day, seven days a week.

## Graduation Requirements

- Be a matriculated Computer Engineering and Systems student in good academic standing with the University of Washington Tacoma.
- Complete all Computer Engineering and Systems prerequisite and required course work with a minimum cumulative grade point average of 2.5 in those courses.
- Complete 180 credits. At least 85 credits must be upper-division (300-400 level) course work.
- Complete a minimum of 30 credits of CES required courses in residence at the University of Washington Tacoma.
- Complete 75 percent of CES elective courses in residence at the University of Washington Tacoma.

- Complete the final 45 credits in residence at the University of Washington Tacoma.
- Satisfy all of the general university graduation requirements, including five credits of English composition with a minimum grade of 2.0 (see page 20).
- Have a minimum cumulative grade point average of 2.0 in all UW Tacoma classes.
- Apply for graduation with an advisor by the application deadline posted by the Office of the Registrar 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 required 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 must complete all required 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. Please see University policy on transfer credit on page 22.

## Course Descriptions

For the most current course information, please consult the Institute of Technology website at [tacoma.uw.edu/tech](http://tacoma.uw.edu/tech).

### TCES 101 Introduction to Engineering I (1)

Introduces the product development life-cycle. Demonstrates how to use hardware and software development tools. Teaches how the components of an embedded system are controlled. Give experiences working as members of a development team.

### TCES 102 Introduction to Engineering II (1)

Introduces specification and design of engineering project by paring with seniors working on capstone projects. Provides experience participating in peer review of engineering documents. Gives more experience working on product development teams. Prerequisite: TCES 101.

### TCES 103 Introduction to Engineering III (1)

Introduces implementation of engineering project by paring with seniors working on capstone projects. Introduces testing techniques for microprocessor-bases systems. Gives more experience working on product development teams. Prerequisite: TCES 102.

### TCES 201 Introduction to Computer Programming (5)

Covers the basic principles of computer programming, semantics, syntax, variables, data types, flow of control, and memory management. Introduces data structures, abstract data types, and algorithms appropriate to engineering problems. Prerequisite: minimum grade of 2.0 in either TMATH 120, TMATH 121, or MATH 120, a score of 154-163 on the MPT-AS test, or a score of 2 on AP Math exam.

### TCES 202 Advanced Computer Programming (5)

Provides students with more sophisticated computer programming tools, especially the ability to design and program in an object-oriented manner, debugging, and testing methods. Includes exposure to medium sized problems in programming. Prerequisite: minimum grade of 2.0 in either TCES 201, TCSS 142, or CSE 142.

### TCES 203 Programming Practicum (5)

Provides practical experience designing and developing a large, complex programming project. Introduces true object-oriented language like C++ and Java to build on the number of tools available to engineers for designing more complex projects. Prerequisite: minimum grade of 2.0 in either TCES 202, TCSS 143, or CSE 143.

### TCES 215 Electrical Circuits (5)

Introduction to electrical engineering. Basic circuit and systems concepts. 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. Prerequisite: a minimum grade of 2.0 in TMATH 126; a minimum grade of 2.0 in TESC 122. Offered: Sp.

### TCES 230 Introduction to Logic Design (5)

Examines Boolean algebra and logic simplification, design of combined logic for decoders and multiplexers, and design of sequential devices including registers, and counters. Analysis of devices for logic networks including, three-state, CMOS, programmable logic devices. Uses tools for schematic capture and circuit simulations. Introduction to state machines. Laboratory required. Prerequisite: a minimum grade of 2.0 in either TCSS 142 or CSE 142. Offered: A.

### TCES 310 Linear Systems and Transforms (5)

Extends circuit analysis technique to include dependent sources, power calculations, network topology, natural and forced response for RLC circuits, complex frequency, poles and zeros. Introduces Fourier series and Fourier, Laplace and z-transforms. Analyzes filters with z-transforms and difference equations. Prerequisite: a minimum grade of 2.0 either TCES 215 or E E 215. Offered: AWSpS.

**TCES 312 Electronic and Analog Circuits (5)**

Physics, characteristics, applications, analysis, and design of circuits using semiconductor diodes and field-effect transistors with an emphasis on large-signal behavior and digital logic circuits. Introduction to operational amplifiers, frequency analysis and response, and filters. Prerequisite: a minimum grade of 2.0 in either TCES 215 or E E 215. Offered: W.

**TCES 330 Digital Systems Design (5)**

Examines digital system design fundamentals using programmable logic devices (PLDs). Uses Verilog to analyze and design complex digital systems based on field programmable gate arrays (FPGAs). Uses testing techniques to verify design and introduces operation of digital systems. Prerequisite: a minimum grade of 2.0 in TCES 230, TCES 312, and TCSS 305.

**TCES 372 Machine Organization and Architecture for Computer Engineers (5)**

Covers the general features of computation systems with emphasis on microcontrollers, including an introduction to processor architecture, instruction sets, assembly programming, memory, debug monitors, and translation from higher level languages to machine language. Prerequisite: minimum grade of 2.0 in TCES 230.

**TCES 390 Undergraduate Seminar in Computer Engineering and Systems (2, max 12)**

Enhances problem-solving skills. Includes lectures and problem sessions in mathematics, programming, problem solving, and CES applications. Credit/no credit only.

**TCES 430 Microprocessor System Design (5)**

Introduces hardware and software design techniques for microprocessor-based systems. Gives experience designing and implementing a system using current technology and components. Provides the opportunity to interface microprocessors to external devices. Gives experience using state-of-the-art development systems and procedures. Prerequisite: a minimum grade of 2.0 in TCES 330.

**TCES 455 Devices and Controls (5)**

Teaches how to control motors and other physical actuators by delving into their theories of operation. Examines automatic control theory and provides experience using computers to control devices. Requires team projects in the laboratory. Prerequisite: a minimum grade of 2.0 in each of TCES 310; TCES 312; and TCES 330.

**TCES 481 Senior Project I (4)**

Teaches how to prepare plans for the senior project. Explains parts of plan including: project definition, project requirements, preliminary design, and work schedule. Explains the need for addressing human factors, safety, reliability, maintainability, and customer cost. Provides experience preparing and presenting oral and written reports. Prerequisite: a minimum grade of 2.0 in TCES 430; a minimum grade of 2.0 in TCES 455.

**TCES 482 Senior Project II (5)**

Focuses on design and implantation, testing, and demonstration of the capstone design project. Prerequisite: a minimum grade of 2.0 in TCES 481.

**TCES 490 Special Topics (1-5, max. 10)**

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

**TCES 497 Internship (1-10, max. 10)**

Gives experience working in real-world engineering environment. Demonstrates how engineering processes are conducted within an organization. Prerequisite: TCES 330.

**TCES 498 Directed Readings (1-10, max. 10)**

Facilitates pursuit of knowledge in a specific area through readings of technical publications as specified in an agreement with the faculty supervisor.

**TCES 499 Undergraduate Research (1-10, max. 10)**

Provides opportunities to pursue research in an area that is of interest. Gives experience specifying, designing, implementing, and evaluating a research project.

**Roya Sabeti**

Lecturer, Institute of Technology; Electrical Engineering; Ph.D., University of Missouri Columbia, 1991

**Jie "Jenny" Sheng**

Assistant Professor, Institute of Technology; Electrical Engineering; Ph.D., University of Alberta, 2002

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**Faculty**
**Orlando Baiocchi**

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

**Larry A. Crum**

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

**Robert Gutmann**

Lecturer, Institute of Technology; Electrical Engineering; Ph.D., Iowa State University, 1976

**Donald Hauelsen**

Lecturer, Institute of Technology; Physics; Ph.D., Cornell University, 1972

**George Mobus**

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

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\*No more than 5 credits of any one of these courses may count toward graduation. No more than 5 total credits of independent study (TCES 497, TCES 498, and TCES 499) may count toward graduation.

# INSTITUTE OF TECHNOLOGY

## BACHELOR OF SCIENCE/BACHELOR OF ARTS

# Computer Science and Systems

The Computer Science and Systems (CSCI) 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 Computer Science and Systems program is to offer a 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.

### Educational Objectives

Objectives are the abilities, skills and accomplishments graduates are expected to demonstrate within a few years of graduation. Program faculty assess their students' accomplishments to determine if the established objectives have been achieved.

The Computer Science and Systems program has six objectives for its BS and BA graduates. The career path a graduate takes will affect the accomplishments they achieve but within three to five 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.

### Educational Outcomes

The Computing Accreditation Commission (CAC) has defined a set of educational outcomes that all graduates of computer science programs must meet. CSCI 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 Computer Science and Systems program, applicants must meet the following standards:

- Completion of a minimum of 40 college-level credits.
- Cumulative GPA of at least a 2.0 in all college course work
- GPA of at least a 2.5 in all college math, science, computer science\*

### How to Apply

#### **Current Students**

Please contact an Institute advisor at [tacoma.uw.edu/advising](mailto:tacoma.uw.edu/advising)

#### **Transfer Students**

To apply to the Computer Science and Systems program, students must complete the online UW Tacoma transfer application ([tacoma.uw.edu/apply](http://tacoma.uw.edu/apply)).

### Minors

Minors in Applied Computing and Computer Science and Systems are available to undergraduate students in other degree programs. Please see the "Minors and Certificates" section of the catalog.

### Bachelor of Science

The bachelor of science in Computer Science and 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

### Lower Division Course work

Required for both BA and BS in CSS students.

- 15 credits of science and mathematics
- 5 credits each of calculus, statistics, and lab-based science (physics recommended)
- 15 credits of Visual, Literary and Performing Arts course work.
- 15 credits of Social Science course work.
- 10 credits of Object-Oriented Programming (Java I & II)

Students with previous baccalaureate degrees or extensive work experience should meet with an advisor to discuss options. Please see university policy on transfer credit on page 22.

### Required courses

- TCSS 305: Programming Practicum
- TCSS 321: Discrete Structures I
- TCSS 322: Discrete Structures II
- TCSS 325: Computers, Ethics and Society
- TCSS 342: Data Structures
- TCSS 343: Design and 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 25 credits of 400-level courses chosen from the Computer Science and Systems program; see course descriptions for listing. Students may also take up to 5 credits of a 400-level TINST, TINFO, TCES or 500-level TCSS course to count towards the total 25 credits of CSS electives.

### General electives

Students must complete 15 credits of upper-division (300 or 400 level) general electives. The electives are expected to consist solely of courses outside the CSS program.

## 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 work experience, which complements the curriculum and can serve as 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 course work.

## 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 technology, but will be “informed consumers” rather than “aggressive primary builders” of the technology.

## Curriculum

### Required courses

- 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

Students must complete 20 credits of 400-level courses chosen from the Computer Science and Systems program; see course descriptions for listing. Students may also take up to 5 credits of a 400-level TINST, TINFO, TCES or 500-level TCSS course to count towards the total 20 credits of CSS electives.

## BA required 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 unless the student has earned a previous bachelor’s degree. Minors consist of 20-30 credits in a focused area of study. Students will need to work closely with an academic advisor to map out a feasible schedule.

See the “Minors and Certificates” section starting on page 144.

## Academic Standards

The following standards apply to all students in the Computer Science and Systems program. These standards apply to all major curricula and exist in addition to other academic standards at the University of Washington Tacoma.

- All required prerequisite and major courses (including TCSS 142 and 143) must be completed with a minimum grade of 2.0 before advancing to the next academic level. If a lower grade is received, the student must repeat the course. Course credit will be awarded only once but both grades are averaged together to compute the cumulative grade point average.

To substitute a course in the major, Computer Science 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 ([tacoma.uw.edu/institute-technology/undergraduate-resources](http://tacoma.uw.edu/institute-technology/undergraduate-resources)) and supporting documents to the CSCI faculty. 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. The petition does not guarantee that credit will be awarded for a course; the petitioning student may be required to complete additional course work in place of the waived requirement.

- If after repeating a required CSS course a student does not achieve the required grade of 2.0, the student must request permission to take the course a third time. The Petition to Repeat a Course form and instructions are located on the Institute of Technology website at: [tacoma.uw.edu/institute-technology/undergraduate-resources](http://tacoma.uw.edu/institute-technology/undergraduate-resources).

\*Applicants who fall below the GPA requirements will still be considered for conditional admission. Please contact an academic advisor for further information.

- Students must complete all non-prerequisite general education courses outside the CSS major with a minimum grade of 1.7. If a grade below 1.7 is received in a non-prerequisite elective course, the course will not count towards graduation but the student is not required to repeat the same course.
- Courses in the Computer Science and Systems program may not be taken by correspondence (distance learning) without prior faculty approval.
- Courses in the Computer Science and Systems program may not be taken S/NS (satisfactory/not satisfactory).
- Upper-division Computer Science and Systems courses completed at other accredited four-year institutions may be substituted for required major courses but 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 in the Computer Science and Systems major.
- Students changing to a Computer Science 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 Science and Systems major who is dismissed from the university for low scholarship is removed from the Computer Science and Systems major.

After being removed from the Computer Science and Systems major, a student must re-apply for admission to continue as a CSCI student in any status.

### Computing Labs

The Institute of Technology has dedicated laboratories containing specialized equipment to support its programs. These laboratories are accessible to admitted Institute of Technology students via assigned key card 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 Computer Science and Systems from the University of Washington Tacoma, a student must:

- Be a matriculated Computer Science and Systems student in good academic standing with the University of Washington Tacoma.
- Complete all Computer Science and Systems prerequisite and required course work with a minimum cumulative grade point average of 2.5 in those courses.
- Complete 180 credits. At least 85 credits must be upper-division (300-400 level) course work.
- Complete a minimum of 30 credits of CSCI required courses in residence at the University of Washington Tacoma.
- Complete 75 percent of CSCI elective courses in residence at the University of Washington Tacoma.
- Complete the final 45 credits in residence at the University of Washington Tacoma.
- Satisfy all of the general university graduation requirements, including five credits of English composition with a minimum grade of 2.0 (see page 20).
- Have a minimum cumulative grade point average of 2.5 in all Computer Science classes.
- Apply for graduation with an advisor 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 required courses in the Computer Science and Systems major.
- Complete 25 credits of 400-level Computer Science and Systems senior electives.
- Complete 15 credits of upper division (300 or 400 level) general electives. The electives are expected to consist solely of courses outside the CSS program.

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

- Complete the specified 30 credits of required courses in the Computer Science and Systems bachelor of arts major.
- Complete 20 credits of 400-level Computer Science and Systems senior electives.
- Satisfy the requirements for a declared UW Tacoma minor or have earned a previous bachelor's degree.

Post-baccalaureate students who are admitted to the Computer Science and Systems program are required to complete the required core and senior elective courses with a minimum cumulative grade point average of 2.5. Elective credit requirements are waived.

### Course Descriptions

For the most current course information, please consult the Institute of Technology website at [tacoma.uw.edu/tech](http://tacoma.uw.edu/tech).

#### TCSS Courses

##### TCSS 142 Introduction to Object-Oriented Programming (5) NW, QSR

Introduces the design and implementation of computer programs. Includes an introduction to program structure, data types, and object-oriented design. Prerequisite: a minimum grade of 2.0 in either TMATH 120, TMATH 121, or MATH 120, a score of 154-163 on MPT-AS test, or a score of 2 on AP exam.

##### TCSS 143 Fundamentals of Object-Oriented Programming Theory and Application (5) NW, QSR

Develops fundamental concepts and techniques for analysis, design, and implementation of computer programs using an object-oriented language. Includes recursive techniques and simple data structures. Prerequisite: a minimum grade of 2.0 in either TCSS 142 or CSE 142.

##### TCSS 305 Programming Practicum (5) NW, QSR

Provides a practicum in program design and development. Programming practice on a medium-scale, object-oriented application, consolidating prior programming principles and expanding knowledge of application design. Prerequisite: a minimum grade of 2.0 in either TCSS 143 or CSE 143.

##### TCSS 321 Discrete Structures I (5) NW, QSR

Introduces definitions and tools for reasoning about discrete mathematical objects useful for computer professionals, including set theory, propositions and predicates, Boolean algebra, sequences, enumeration, algorithms, methods of proof, and relations. Prerequisite: a minimum grade of 2.0 in either TCSS 142, CSE 142, TMATH 124, or MATH 124.

##### TCSS 322 Discrete Structures II (5)

Covers advanced topics in discrete mathematics useful for computing professionals, including basic counting techniques, discrete probability, recurrence relations, graphs, trees, and models of computation such as finite state machines and Turing machines. Prerequisite: a minimum grade of 2.0 in TCSS 321 and either TMATH 110 or TMATH 390.

**TCSS 325 Computers, Ethics, and Society (5) I&S/VLPA**

Analyzes social, political, and ethical implications of computer and information technologies. Covers Western ethical theories, professional ethics, and diverse topics in computer ethics. Emphasizes writing and the construction of ethical arguments. Prerequisite: a minimum grade of 2.0 in either TCSS 143, CSE 143, T INFO 300, T INST 311, or T INST 312; 10 credits of writing coursework.

**TCSS 342 Data Structures (5)**

Covers abstract data types, design and complexity analysis of data, and usage of generic data structure libraries in high-level programming languages. Includes sequential and linked lists, binary trees and balanced binary trees, B-trees, hash tables, and heaps. Prerequisite: TCSS 305; a minimum grade of 2.0 in TCSS 321.

**TCSS 343 Design and Analysis of Algorithms (5)**

Develops competencies associated with problem-solving, algorithms, and computational models. Explores algorithms analysis and design, and computational complexity. Includes efficient algorithms, models of computation, correctness, time and space complexity, NP-complete problems, and undecidable problems. Prerequisite: a minimum grade of 2.0 in TCSS 322; a minimum grade of 2.0 in TCSS 342; a minimum grade of 2.0 in either TMATH 124 or MATH 124.

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

Covers how to build quality software using standard development practices and representations. Includes writing and using requirements, designing and representing computational units, rigorous program testing, reviews and inspections, and working effectively in teams. Prerequisite: a minimum grade of 2.0 in TCSS 342; 10 credits of writing coursework.

**TCSS 371 Machine Organization (5)**

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 C programming language and its translation into machine instructions. Prerequisite: a minimum grade of 2.0 in either TCSS 143 or CSE 143.

**TCSS 372 Computer Architecture (5)**

Covers the micro architecture level of machine design and advanced architecture features for performance enhancement. Subjects include bus; memory and CPU design; hardware support for operating systems; CISC/RISC architectures; and parallelism. Prerequisite: a minimum grade of 2.0 in TCSS 371.

**TCSS 390 Undergraduate Seminar in CSS (2, 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. Does not carry credit toward the CSS degree

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

Examines the fundamental concepts of operating systems and how they function. Includes process management, file systems, concurrency, inter-process communication, graphical interfaces, and security. Prerequisite: a minimum grade of 2.0 in TCSS 342; a minimum grade of 2.0 in TCSS 372.

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

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. Prerequisite: a minimum grade of 2.0 in TCSS 360; a minimum grade of 2.0 in TCSS 422.

**TCSS 431 Network Security (5)**

Covers cryptographic methods including public and private key algorithms. Examines protocols that utilize such methods, such as secure email, 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. Prerequisite: a minimum grade of 2.0 in TCSS 321 and TCSS 325

**TCSS 435 Artificial Intelligence and Knowledge Acquisition (5)**

Introduction to the uses of intelligence theories, techniques, and tools. Foundational material includes search, knowledge representation, machine learning, and planning. Artificial intelligence techniques applied to practical problems in areas such as control systems, optimization, scheduling, and classification. Prerequisite: a minimum grade of 2.0 in both TCSS 322 and TCSS 342.

**TCSS 437 Mobile Robotics (5)**

Explores algorithmic design options for motion control, navigation, and obstacle avoidance in mobile autonomous robots. Introduces pertinent principles from artificial intelligence and embedded real-time systems. Students construct robots from kits and program them to demonstrate sophisticated behaviors. Prerequisite: a minimum grade of 2.0 in TCSS 360; a minimum grade of 2.0 in TCSS 422.

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

Covers languages, finite automata, regular expressions, context-free grammars, and other automata such as pushdown store machines and Turing machines. Includes models of computation, computable and non-computable functions, non-determinism, space and time complexity, tractable and intractable functions, non-determinism, space and time. Prerequisite: a minimum grade of 2.0 in TCSS 343.

**TCSS 445 Database Systems Design (5)**

Fundamental concepts, system organization, and implementation of database systems. Methods for obtaining requirements and designing database systems; differences between hierarchical, relational, and network database designs; file organizations and data structures; structured query language (SQL); query optimization; database design; concurrency control; security; issues involving distributed database systems. Prerequisite: a minimum grade of 2.0 in TCSS 360.

**TCSS 452 Human-Computer Interaction (5)**

Examines human-centered design of interactive systems. Focuses on understanding user needs, brainstorming, sketching, choosing from among design alternatives, prototyping, usability testing, representing, communicating, and critiquing designs. Prerequisite: minimum grade of 2.0 in TCSS 143.

**TCSS 458 Computer Graphics (5) NW**

Introduction to the main concepts in image synthesis, modeling, and animation. Topics include displays, drawing and rendering algorithms, geometric transformations, 2- and 3D viewing, objects representation, and computer animation. Prerequisite: a minimum grade of 2.0 in TCSS 342.

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

Examines the languages and techniques for internet client/server application programming. Includes languages like CGI, Perl, XML, JavaScript, and DHTML, and topics like scripts, queries, forms, data access, redirection, firewalls, proxies, hypermedia, cookies, and gateways. Prerequisite: a minimum grade of 2.0 in TCSS 360.

**TCSS 465 Embedded Real-Time System Programming (5)**

An examination of particular theory and practice in designing software embedded in electronic devices and controllers. Includes clocks, threads, multitasking, critical sections, monitors, scheduling, on chip and external device interfacing, communications, and fault tolerance. Prerequisite: a minimum grade of 2.0 in TCSS 422.

**Fulfilling Areas of Knowledge Requirements**

Students may fulfill 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: **[VLPA]** Visual, Literary and Performing Arts (Fine Arts and Humanities); **[I&S]** Individuals and Societies (Social Sciences); **[NW]** The Natural World (Natural Sciences); **[QSR]** Quantitative/Symbolic Reasoning; and **[W]** Writing.



### **TCSS 480 Comparative Programming Languages (5)**

Study and comparison of several programming languages in regards to data structures, operations, notation, and control. Examines programming paradigms, implementation strategies, programming environments, and programming style. Prerequisite: a minimum grade of 2.0 in TCSS 342.

### **TCSS 481 Computer Security (5)**

Discusses the theoretical and practical issues surrounding computer security and data protection. Explores formal models of encryption and authentication; operating system and network security; programming and vulnerabilities analysis. Prerequisite: either T INST 312, which may be taken concurrently, or a minimum grade of 2.0 in both TCSS 342 and TCSS 325.

### **TCSS 490 Special Topics in Computing and Software Systems (5, max. 10)**

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

### **TCSS 491 Computational Worlds (5)**

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. Prerequisite: minimum grade of 2.0 in TCSS 458.

### **TCSS 497 Internship in Computing and Software Systems (1-10, max. 10)**

Project as delineated in a contract between student, faculty advisor, and community sponsor. Prerequisite: TCSS 360.

### **TCSS 498 Directed Readings in Computing and Software Systems (1-5, max. 10)**

Readings as specified in agreement with faculty. Prerequisite: TCSS 360.

### **TCSS 499 Undergraduate Research in Computing and Software Systems (1-10, max. 10)**

Design and implementation of a research study as specified in a contract with faculty. Prerequisite: TCSS 360.

## **T INST Courses**

### **T INST 100 Fluency in Information Technology (5) QSR**

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. Not available for credit to students who have completed TCSS 142.

### **T INST 207 Living and Working in a Virtual World: Technologies of the World Wide Web (3) I&S**

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.

### **T INST 310 Computational Problem Solving (5) QSR**

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. This minor is not available to CSS majors.

### **T INST 311 Database Management and Data Analysis (5) QSR**

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. This minor is not available to CSS majors.

### **T INST 312 Computer Networks and the Internet (5) QSR**

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. This Minor is not available to CSS majors. Recommended: T INST 310.

### **T INST 401 Technology in the Service of Society: A Seminar in the Integration of Technology and Social Interests (5) I&S**

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.

### **T INST 475 Entrepreneurship in Computing and Software Systems (5)**

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. Prerequisite: either TCSS 360 or T INST 310; may not be repeated after achieving a minimum grade of 2.0.

### **T INST 490 Special Topics in Applied Computing (5)**

Examines current topics and issues in applied computing.

### **T INST 493 Technology and Society: a Global Perspective Study Abroad (12) VLPA/I&S**

Examines and analyzes the complex relationship between technology and society in both global and historical perspectives. Specific topics include the technological achievements of Ancient Rome, subsequent technological developments in Asia, Europe and America, the Industrial and Information Revolution, and the challenges presented by the world's new economic order. Study Abroad in Italy.

### **T INST 498 Directed Readings in Applied Computing (1-5, max. 10)**

Readings in timely subjects in applied computing as specified in agreement with faculty member. Prerequisite: T INST 310.

### **T INST 499 Research in Applied Computing (1-5, max. 10)**

Design and implementation of a research study as specified in a contract with faculty member. Prerequisite: T INST 310.

## **Faculty**

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### **Robert Friedman**

#### *Director and Professor*

Institute of Technology; Ph.D., City University of New York, 1993

### **Matthew Alden**

Lecturer, Institute of Technology; Computer Science; Ph.D., University of Texas at Austin, 2007

### **Edwin Armstrong**

Lecturer, Institute of Technology; Computer Science; Ph.D., University of Wales, 2001

### **Senjuti Basu-Roy**

Assistant Professor, Institute of Technology; Computer Science; Ph.D., University of Texas at Arlington, 2011

### **Donald Chinn**

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

### **Larry A. Crum**

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

### **Ling Ding**

Assistant Professor, Institute of Technology; Computer Science; Ph.D., University of Texas at Dallas, 2012

### **Adwoa Donyina**

Lecturer, Institute of Technology; Computer Science; Ph.D., University of Leicester, 2011

### **Alan Fowler**

Lecturer, Institute of Technology; Computer Science; MS., University of Washington 2008

### **Christopher Marriott**

Lecturer, Institute of Technology; Computer Science; Ph.D., University of Calgary, 2009



**John Mayer**

Senior Lecturer, Institute of Technology;  
Computer Science; Ph.D., University of  
Michigan, 1990

**George Mobus**

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

**Moshe Rosenfeld**

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

**David Schuessler**

Lecturer, Institute of Technology; Computer  
Science; MS., Southern Illinois University at  
Carbondale, 1996

**Monika Sobolewska**

Lecturer, Institute of Technology; Information  
Management; M.A., Wayne State University,  
2001

**Josh Tenenberg**

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

**Ankur Teredesai**

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

# INSTITUTE OF TECHNOLOGY

## BACHELOR OF SCIENCE

# Information Technology and Systems

The Information Technology and Systems program (ITS) provides an educational pathway for students who want to focus on the computing technology that addresses the needs of the end user.

There is an urgent need for specialists who develop new information technologies and systems. There is a high demand for professionals who understand the importance of information workflow: how to use existing systems and tools to gather, manipulate, store, retrieve and manage information in all types of settings.

Information technology is the newest computing discipline recognized by the Association for Computing Machinery (ACM), Accreditation Board for Engineering and Technology (ABET), and the Institute of Electrical and Electronics Engineers (IEEE). The Information Technology & Systems program differs from the existing Computer Science and Computer Engineering programs in the following ways:

- ITS places a greater emphasis on application, deployment, configuration and development than on the theory and principles of computing.
- The technology that manages information changes quickly as practitioners address real-world problems in industry, government and research. This program actively responds to the changes that reflect current trends in the information technology field.
- Our learning environment fosters independent critical thinking and problem solving skills, and emphasizes the need for the ability to analyze the impact of technology on individuals, organizations and society including ethical, legal and public policy issues.
- Every ITS graduate will gain valuable industry experience by participating in a mandatory internship. This provides students with real-world experiences

of what to expect when they join the workforce and helps graduates “hit the ground running.”

- The ITS program seeks students who are active learners, passionate about current trends in technology, and capable of achieving the goals of managing and supporting information technology systems.

### Mission

The mission of the Information Technology and Systems program is to educate students to analyze, design, integrate and manage information systems using information technology. The ITS program will prepare graduates for meaningful professional careers to serve their local, state and national communities.

### Educational Objectives

The Information Technology and Systems program will produce graduates who are able to achieve the following objectives:

- (a) Gain fundamental knowledge regarding technical concepts and practices in information technology and information systems.
- (b) Gain a broad background across fundamental areas of information technology along with a depth of understanding in a particular area of interest within the domain of information systems.
- (c) Demonstrate independent critical thinking and problem solving skills, with an ability to analyze the impact of technology on individuals, organizations and society including ethical, legal and public policy issues.
- (d) Collaborate in teams to accomplish a common goal by integrating personal initiative and group cooperation

- (e) Gain skills to communicate efficiently with technical and nontechnical people in the information technology field using written and oral communication as well as gain skills and strategies for facilitating group projects and activities in collaboration with peers.
- (f) Identify and evaluate current and emerging technologies and assess their applicability to address the users' needs and recognize the need for continued learning throughout their career.
- (g) Determine how information is inferred from data, and how decisions are made rationally on the basis of that information and ensure that data integrity and privacy is maintained as the organization processes information and acts on it.
- (h) Prepare for graduate studies in information security, information systems, telecommunications, and other related information technology areas.

### How to Apply

#### **Current UWT Students**

Complete the ITS Program Application and submit your application to the Institute of Technology office in Cherry Parkes 206.

#### **Transfer Students**

To apply to the Information and Systems program, students must complete the online UW Tacoma transfer application ([tacoma.uw.edu/apply](http://tacoma.uw.edu/apply)) as well as the ITS program application. The ITS program application must be submitted in hard copy form to the Institute of Technology office in Cherry Parkes 206.

#### **ITS Program Application**

[tacoma.uw.edu/institute-technology/information-technology-systems](http://tacoma.uw.edu/institute-technology/information-technology-systems)

## Admission Requirements

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

- Complete a minimum of 45 college-level credits.
- Have a cumulative GPA of at least 2.0 in all college course work.
- Have a cumulative GPA of at least 2.5 in all Information Technology and Systems prerequisite courses.
- Completion of required prerequisite courses.

## Curriculum

The curriculum consists of three parts: Program prerequisites, a series of required core courses and senior ITS program electives.

### Program Prerequisites

- TCSS 142 Introduction to Object-Oriented Programming (Java) (5)
- TMATH 120 Pre-Calculus (5) *or* Pre-Calculus I & II at a community college

### Core Courses (45 credits)

- TINFO 200 Programming II for Information Technology and Systems (5)
- TINFO 210 Foundations of Information Management (5)
- TINFO 220 Foundations of Human-Computer Interaction (5)
- TINFO 230 Foundations of Web Design and Programming (5)
- TINFO 250 Foundations of Information Networking (5)
- TINFO 320 Hardware and Software Systems (5)
- TINFO 340 Foundations of Information Assurance (5)
- TINFO 360 Information Systems Analysis and Design (5)
- TINFO 370 Managing Technical Teams (5)

### Required Internship and Senior Project (10 credits)

- TINFO 497 (5)
- TINFO 482 (5)

### Senior Electives (30 credits)

## Academic Standards

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

- Each English composition, math and science prerequisite course as well as each required ITS course must be completed with a minimum grade of 2.0 before advancing to the next course. If a grade below 2.0 is earned, the course must be repeated. Course credit will be awarded only once, but both grades will be used in computing the grade point average.
- If after repeating a required ITS course a student does not achieve the required grade of 2.0, the student must request permission to take the course a third time. The Petition to Repeat a Course form and instructions are located on the Institute of Technology website at: [tacoma.uw.edu/institute-technology/undergraduate-resources](http://tacoma.uw.edu/institute-technology/undergraduate-resources).
- Students must complete all general education requirements other than English composition, math, science and ITS courses with a minimum grade of 1.7. If a grade below 1.7 is received, the course does not have to be repeated but will not count towards graduation.
- Courses in the Information Technology and Systems program may not be taken by correspondence (distance learning) without prior faculty approval.
- Courses in the Information Technology and Systems program may not be taken S/NS (satisfactory/not satisfactory).
- To substitute a course in the major, Information Technology 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 ([tacoma.uw.edu/institute-technology/undergraduate-resources](http://tacoma.uw.edu/institute-technology/undergraduate-resources)) and supporting documents for faculty 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. The petition does not guarantee that credit will be awarded for a course; the petitioning student may be required to complete additional course work in place of the waived requirement.

- Upper-division courses used for transfer credit are held to the 2.0 grade standard required for all courses for Information Technology and Systems.
- Students changing to an Information Technology 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.

## Graduation Requirements

To qualify for graduation with a bachelor of science degree in Information Technology and Systems from the University of Washington Tacoma, a student must:

- Be a matriculated Information Technology and Systems student in good academic standing with the University of Washington Tacoma.
- Complete 180 credits, of which at least 85 must be upper-division (300-400 level) course work.
- Complete a minimum of 45 credits of the required ITS courses in residence at the University of Washington Tacoma.
- Complete the final 45 credits in residence at the University of Washington Tacoma.
- Satisfy all of the general university graduation requirements, including five credits of English composition with a minimum grade of 2.0 (see page 20).
- 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 ITS and CSS classes.
- Apply for graduation with an advisor 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 80 credits of required courses in the Information Technology and Systems major.

Students who are admitted to the Information Technology and Systems program with a baccalaureate or master's degree must complete all required 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. Please see University policy on transfer credit on page 22.

Students may petition the faculty, using the petition to substitute a course located online at [www.tacoma.washington.edu/tech/docs/pet\\_sub\\_course.pdf](http://www.tacoma.washington.edu/tech/docs/pet_sub_course.pdf), for permission to use previous course work in place of courses. The waiver does not guarantee that credit will be awarded for a course; the petitioning student may be required to complete additional course work in place of the waived requirement.

## Course Descriptions

For the most current course information, please consult the Institute of Technology website at [tacoma.uw.edu/tech](http://tacoma.uw.edu/tech).

### T INFO 200 Programming II for Information Technology and Systems (5) NW, QSR

Examines programming using traditional and visual development environments to learn event-driven, object-oriented design with emphasis on software development best practices for effective software maintenance and modernization. Prerequisite: TCSS 142.

### T INFO 210 Foundations of Information Management (5) QSR

Examines the fundamental concepts involved in industry based database design, administration, and usage. Topics include information retrieval, database administration, database models, design theory, database security, and database driven application programming.

### T INFO 220 Foundations of Human Computer Interaction for Information Technology and Systems (5) I&S

Examines the principles of human computer interaction. Studies issues of computer and system design more holistically with an emphasis on how such systems can be improved through proactive designs. Topics include human factors, human-centered computing and evaluation, effective interfaces, accessibility, legal issues, and social and organizational context.

### T INFO 320 Hardware and Software Systems (5) QSR

Examines functions of hardware and software systems. Topics include CPU, memory, registers, addressing modes, buses, instruction-sets, multi processors versus single processors; peripherals: hard-disks and storage, display, device controllers, input/output; operating systems functions and types; process, memory and file system management; and examples and contrasts of hardware architecture and operating systems.

### T INFO 330 Foundations of Web Design and Programming (5) NW, QSR

Examines selected topics in technology for web design and programming, paying particular attention to client interactions on the World Wide Web. Studies unique concepts and technologies in developing client-side of a web-based information system such as XHTML, CSS, JavaScript, DOM, XML, AJAX, JSON, and Web 2.0. Prerequisite: TCSS 142.

### T INFO 340 Foundations of Information Assurance (5) QSR

Studies the need for information security policies, standards, and procedures. Topics include: trust models; security policy design and incident response; and tools and techniques to defend against, react to, and recover from a cyber attack.

### T INFO 350 Foundations of Information Networking (5) QSR

Explores computer networking and telecommunications fundamentals including LANs, WANs, Intranets, and the World Wide Web. Studies data communication concepts, models, and protocols. Practices installation, configuration, systems integration, and management of infrastructure technologies.

### T INFO 360 Information Systems Analysis and Design (5) QSR

Examines concepts and techniques for analyzing and designing software systems to meet maintenance and modernization requirements such as changes of business logics, integration, and computing paradigms. Topics include software aging, reengineering, modeling, pattern, process, and cases.

### T INFO 390 Undergraduate Seminar in Information Technology and Systems (2, max 12)

Enhances problem-solving skills. Includes lectures and problem sessions in mathematics, programming, problem solving, and ITS applications. Credit/no credit only.

### T INFO 431 Server Side Web Applications (5) QSR

Examines selected topics in technology for client/server application, paying particular attention to client/server interactions on the WWW. Studies topics like multi-tier architecture, application server, database server, database middleware, forms, client-side programming, server-side programming, Component-Based Design (CBD), database programming for web application, rich client programming, and web services.

### T INFO 441 Network Security (5) QSR

Covers cryptographic methods including public and private key algorithms. Examines protocols that utilize secure email, digital signatures, authorization, e-voting, and electronic cash. Examines the fundamentals of security issues arising from computer networks. Includes lab component for demonstration of security techniques such as firewalls, intrusion detection systems, and virtual private networks. Prerequisite: T INFO 340.

### T INFO 442 Computer Security (5) NW, QSR

Discusses the theoretical and practical issues surrounding computer security and data protection. Explores formal models of encryption and authentication. Examines operating system and program security with vulnerabilities analyses. Includes a lab component for demonstrating computer security techniques such as malware analysis, and access control. Prerequisite: T INFO 340.

### T INFO 443 Digital Forensics (5) NW, QSR

Explores the many facets of computer forensics and network security. Examines intrusion detection, evidence collection and presentation, network auditing, and network security policy design and implementation. Examines the issues and facilities available to the intruder and data network administrator and incorporates hands-on exercises. Prerequisite: T INFO 340.

### T INFO 451 Routing and Switching (5)

Examines design and implementation methods of TCP/IP internetworks. Demonstrates techniques for connecting computers in a network and connecting separate networks to form an inter-network. Investigates bridging and switching concepts as well as routing protocols and algorithms. Prerequisite: minimum grade of 2.0 in both T INFO 320 and T INFO 350.

### T INFO 452 System Administration (5) NW, QSR

Explores system administration topics, focusing on platform integration, directory, authentication, user support services, and security issues. Examines concepts and utilize techniques in user and group administration, directory services, electronic system update and maintenance, backup and restoration strategies and techniques, integrated mass storage technologies, and alternative client

\* No more than 10 credits of any one of these courses may count toward graduation. No more than 15 total credits of independent study (T INFO 497, T INFO 498, and T INFO 499) may count toward graduation.

## Fulfilling Areas of Knowledge Requirements

Students may fulfill 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: **[VLPA]** Visual, Literary and Performing Arts (Fine Arts and Humanities); **[I&S]** Individuals and Societies (Social Sciences); **[NW]** The Natural World (Natural Sciences); **[QSR]** Quantitative/Symbolic Reasoning; and **[W]** Writing.



technologies. Prerequisite: ITS core courses.

**T INFO 453 Wireless Networking (5)**

Examines the fundamental principles underlying wireless communications and networking. Topics include wireless transmission principles, protocols, satellite communications, cellular wireless networks, cordless systems, mobile IP, and wireless networking technologies, including IEEE 802.11 and Bluetooth standards.

**T INFO 461 Organizational Information Assurance (5) I&S**

Examines information assurance by exploring the most current methods for securing information and systems from policies and procedures to technologies and audit in the context of the cloud. Topics include fundamental aspects, security mechanism, operational issues, policy, attacks, security domains, forensics, information states, security services, threat analysis, and vulnerabilities.

**T INFO 462 Building an Information Risk Management Toolkit (5) I&S**

Examines current/emerging topics and issues associated with risk management of information technology and systems. Studies topics like security risk in a business and an IT context, security risk assessment models, risk assessment processes, risk-based decisions and consensus, incorporation of risk assessment, and an IT security plan.

**T INFO 463 Establishing and Managing Information Assurance Strategies (5) I&S**

Examines real case studies to expand on fundamental aspects of information assurance, including security mechanism, operational issues, policy attacks, security domains, forensics, information states, security services, threat analysis, and vulnerabilities.

**T INFO 482 Senior Project (5)**

Focuses on detail, implementation, testing, deployment, maintenance, and demonstration of the capstone design project. Requires written and oral reports and creation of a final project binder.

**T INFO 490 Special Topics in Information Technology and Systems (1-5, max. 10)**

Examines current topics and issues associated with information technology and systems.

**T INFO 497 Internship in Information Technology and Systems (1-10, max. 10)**

Gives experience working in real-world information technology environment. Demonstrates how the life cycle of information technology and systems such as maintenance, modernization, replacement, etc. is conducted within an organization. Topics are carried into Senior Project II in ITS. Prerequisite: T

INFO 340.

**T INFO 498 Directed Readings (1-5, max. 10)**

Facilitates pursuit of knowledge in a specific area through readings of technical publications as specified in an agreement with the faculty supervisor. Prerequisite: T INFO 340.

**T INFO 499 Undergraduate Research (1-5, max. 10)**

Provides opportunities to pursue research in a specific area that is of interest. Gives experience specifying, designing, implementing, and evaluating a research project. Prerequisite: T INFO 340.

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## Faculty

**Robert Friedman**

*Director and Professor*

Institute of Technology; Ph.D., City University of New York, 1993

**Yan Bai**

Associate Professor, Institute of Technology; Electrical and Computer Engineering; Ph.D., University of British Columbia, 2003

**Sam Chung**

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

**Marc Dupuis**

Lecturer, Institute of Technology; Information Science; M.S., University of Washington, 2011

**Barbara Endicott-Popovsky**

Adjunct Research Associate Professor, Institute of Technology; Computer Science, Computer Security; Ph.D., University of Idaho, 2007

**Bryan Goda**

Professor, Institute of Technology; Computer Engineering; Ph.D., Rensselaer Polytechnic Institute, 2001

# Interdisciplinary Arts and Sciences

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.

## About the degree program

Interdisciplinary Arts and Sciences offers three degrees:

- Bachelor of arts degree
- 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

Interdisciplinary Arts and Sciences offers a bachelor of arts degree with majors in:

- American Studies
- Arts, Media and Culture
- Communication
- Environmental Studies
- Ethnic, Gender and Labor Studies
- Hispanic Studies
- History
- Interdisciplinary Arts and Sciences
- Law and Policy
- Politics, Philosophy and Economics
- Psychology
- Writing Studies: Creative Writing Track

## IAS policy on multiple majors

Students wishing to pursue multiple majors with a bachelor of arts degree must complete 45 unique credits in each IAS major. If a course can count in more than one major, students may choose which major it should count under.

## CONTACT INFORMATION

Phone: **253-692-4450**  
 Fax: **253-692-5718**  
 Office: **WCG 424**  
 Campus box: **358436**  
 Website: **tacoma.uw.edu/ias**

Director:  
**William Kunz**

Associate Directors  
**Bonnie Becker**  
**Emily Ignacio**  
**Turan Kayaoglu**

## Concentrations

The bachelor of arts in Interdisciplinary Arts and Sciences is also offered with concentrations in:

- Global Studies
- Individually-Designed Concentration

## Minors

Interdisciplinary Arts and Sciences offers minors in the following areas:

- Asian Studies
- Economics
- Education
- Environmental Studies
- Hispanic Studies
- Human Rights
- Law and Policy
- Mathematics
- Museum Studies
- Nonprofit Management
- Politics
- Public History
- Religious Studies (*in development*)
- Restoration Ecology
- Sustainability (*in development*)

For more information, please see the “Minors and Certificates” section beginning on page 142.

## IAS policy on IAS minors

Students wishing to receive a minor offered by Interdisciplinary Arts and Sciences at UW Tacoma must complete a minimum of 10 credits in the minor on the Tacoma campus. Note: Some minors require more than 10 credits to be completed on the Tacoma campus.

## Certificates

Certificates are offered in:

- Geographic Information Systems (GIS) (*offered jointly with Urban Studies*)
- Nonprofit Management
- Restoration Ecology

For more information, please see the “Minors and Certificates” section beginning on page 142.

## Admission Requirements

Interdisciplinary Arts and Sciences admits students with:

- General University Requirements (see page 20)
- Completion of mathematics through intermediate algebra with a 2.0 GPA for transfer students

- Completion of a minimum of 45 transferable college-level credits

- Minimum 2.0 GPA

The psychology, Hispanic studies, writing studies and communication majors have additional prerequisite course work that must be completed before declaring these majors. The prerequisite courses can be taken at UW Tacoma. Please see the major sections 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 application deadline for the quarter. Early applications are encouraged.

A completed application includes the Application for Transfer Admission, application fee, one official transcript 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. Each personal statement is reviewed carefully and is an important component of the IAS holistic admission review. Personal statements should be a reflection of an applicant's best writing.

## Transferring to UW Tacoma

Most of the majors and 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.

Review the individual major/concentration requirements in the following pages to learn more about specific prerequisites. Psychology, Communication, Writing Studies and Hispanic Studies have prerequisites that must be fulfilled before declaring these majors.

## Advising

Students are strongly encouraged to meet with an advisor in the Academic Advising Center or a faculty advisor early in their careers at UW Tacoma. Advisors 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 advisor can help determine if new courses are applicable to the student's concentration requirements.

## IAS Course Prefix Structure

Anthropology .....	T ANTH
Arts .....	T ARTS
Communication.....	TCOM
Chinese .....	TCHIN
Cultural Studies .....	TCULTR
Economics .....	TECON
Environmental Science .....	TESC
Environmental Studies.....	TEST
Film Studies.....	T FILM
Geography .....	T GEOG
Global Honors.....	T GH
Hispanic Studies .....	T HISP
History .....	T HIST
General IAS .....	TIAS
Literature .....	T LIT
Mathematics .....	TMATH
Nonprofit Public Affairs.....	TNPRFT
Philosophy.....	T PHIL
Political Science .....	TPOL S
Psychology .....	TPSYCH
Religion .....	TRELIG
Sociology .....	T SOC
Spanish.....	TSPAN
Women's Studies .....	T WOMN
Writing Instruction .....	TWRT

## 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, 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 29, and complete the following program requirements:

- Complete all general education requirements not met with transfer courses. See advisor for details.
- Complete a **minimum** of 45 credits of Interdisciplinary Arts and Sciences course work. Some majors or concentrations may require more.
- Complete a **minimum** of 45 credits of upper-division course work, including transfer courses and UW Tacoma courses.
- Complete 5 credits of English composition with a minimum 2.0 grade. This must be completed in a student's first two quarters at UW Tacoma.
- Complete the requirements for a major or concentration (minors are optional).
- No more than 15 elective credits can be taken for a Satisfactory/Not Satisfactory grade. See advisor 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 an advisor 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 advisor. The IAS honors option is different from, but can be pursued alongside, other UW Tacoma honors distinctions such as baccalaureate and faculty 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 major or 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 majors.

For details, visit the International Programs website at [tacoma.uw.edu/travel](http://tacoma.uw.edu/travel) or talk to an academic or faculty advisor.

## Majors and Concentrations

The bachelor of arts degree is offered with the choice of the following majors and concentrations.

### Major in 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.

### Graduation requirements

Requires 55-65 credits total including a minimum of 30 credits of upper-division major course work. Overall, 45 upper-division credits and 45 credits of IAS courses are required to graduate.

- 10 credits of Core Courses:

T HIST 200 American History I: 1607-1877  
T HIST 201 American History II:  
1877-present

*Must be completed during first 45 UW Tacoma credits.*

- 40 credits of American Focus courses

Minimum one Individual and Society (I&S) and one Visual, Literary and Performing Arts (VLPA) course

T ANTH 365	North American Indian Traditions
T ANTH 464	Native American Cultural Areas
T ARTS 210	Africa Diaspora Through Music: The Rhythm, the Blues and Beyond
T ARTS 311	History of Rock and Roll
T ARTS 315	Music and Crisis
T ARTS 411	History of Jazz
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 444	Gender, Ethnicity, Class, and the Media
TCOM 454	Communications Law
TECON 416	Current Issues in US Public Policy
TECON 420	Economics of Education
TECON 421	Environmental Policy
TECON 422	Economics of Sports
TESC 247	Maritime History and Science in the Pacific Northwest
TESC 343	The Atmosphere and Air Pollution
TESC 345	Pollution and Public Policy
TESC 434	Biology, History, and Politics of the Salmon in the Pacific Northwest
TFILM 485	Media Genres
TGEOG 403	Geography of the USA and Canada
T HIST 238	Hispanics in the United States
T HIST 220	African American History 1619-1865
T HIST 221	African American History 1865-1945
T HIST 222	African American History 1945-Present
T HIST 226	American Architecture
T HIST 315	Industrialization and Reform
T HIST 320	Asian American History
T HIST 322	American Labor Since the Civil War
T HIST 333	Early American Music, Art, Literature, and Theater
T HIST 336	Black, Labor, and Protest Music in Historic Perspective
T HIST 340	History of the United States - American Indian Relations
T HIST 341	African American History
T HIST 349	Minorities in Higher Education in American History
T HIST 377	Art of the Americans
T HIST 410	Early American Politics, Constitution and Law
T HIST 411	History of Religion in American
T HIST 413	Civil Rights, Civil Liberties
T HIST 416	Life and Thought: Martin Luther King, Malcolm X, Angela Davis
T HIST 417	United States History 1945-Present
T HIST 419	African American Culture and Consciousness
T HIST 420	African American Religious History





T HIST 350	Modern Germany Since 1848	TPOL S 311	International Human Rights
T HIST 363	Making of Russia	TPOL S 312	19th Century Revolutions and Revolutionaries
T HIST 365	Europe in the Twentieth Century	TPOL S 314	20th Century Revolutions
T HIST 372	Comparative Perspectives on East Asian and Latin American Development	TPOL S 326	Modern Brazil
T HIST 375	British Empire	TPOL S 340	Middle East Politics
T HIST 385	Russian Civilization	TPOL S 342	Third World Countries
T HIST 451	Renaissance Europe	TPOL S 410	Labor Rights & Human Rights
T HIST 452	Art, Culture and History of the Eternal City	TPOL S 411	Human Rights and Violence in the Third World
T HIST 457	Anti-Semitism and the Holocaust	TPOL S 420	Theories of Political Violence
T HIST 462	History of Vietnam	TPOL S 421	Human Rights and Emerging Democracies: Eastern Europe and Latin America
T HIST 463	Premodern Japan	TPOL S 422	International Humanitarian Law
T HIST 464	Modern China	TPOL S 435	Popular Movements in Latin America
T HIST 465	Modern Japan	TPOL S 440	American Foreign Policy in the Middle East
T HIST 466	Modern Korea	TPOL S 448	Human Rights in Latin America: Argentina Study Abroad
T HIST 467	Siberia and the Russian Far East	TPOL S 450	Contemporary Theories of Culture
T HIST 474	Imperial China	TPOL S 460	Political Economy of the European Union
T HIST 475	Twentieth Century Britain	TRELIG 235	Religion in the Modern World
T HIST 477	Reformation and Counter-Reformation Europe	TRELIG 320	Confucianism and East Asian Modernity
T HIST 478	Revolution, Industrialization, and Modernity in European Culture 1750-1870	TRELIG 365	Hinduism and Buddhism
T HIST 479	Modern European Culture	TRELIG 366	Islam
T HIST 480	Eastern Europe in Transition: 1940-2000	TRELIG 367	East Asian Religions: Zen and Taoism
T HIST 484	The Pacific War	TRELIG 461	Religion and Church in Latin America
T HIST 486	Contemporary Chinese Culture and Society	TRELIG 463	God: East and West
T HIST 488	History of Urbanization and the Environment	TRELIG 465	God and the New Physics
TIAS 109	Elementary Intensive German Study Abroad	T SOC 456	Rural Societies and Development
TIAS 130	German Culture, History, and Philosophy: Frankfurt and Main	TSPAN 103	Elementary Spanish III
TIAS 209	Intermediate Intensive German Study Abroad	TSPAN 110	Basic Spanish Review
TIAS 309	Advanced German Study Abroad	TSPAN 121	Spanish Immersion I
TIAS 480	Society and Culture in China Study Abroad	TSPAN 122	Spanish Immersion II
T LIT 251	Ancient Literature of Western Civilization	TSPAN 123	Spanish Immersion III
T LIT 252	Medieval and Renaissance Literature of Western Civilization	TSPAN 134	Intensive First-Year Spanish
T LIT 253	Modern Literature of Western Civilization	TSPAN 199	Foreign Study – Elementary
T LIT 332	Asian American Literature	TSPAN 201	Intermediate Spanish I
T LIT 380	Myths and Literary Sagas in Creative Expressions	TSPAN 202	Intermediate Spanish II
T LIT 453	Ancient Greek Tragedy	TSPAN 203	Intermediate Spanish III
T LIT 455	Medieval Quests	TSPAN 210	Accelerated Intermediate Spanish
T LIT 480	Russian Literature and Society	TSPAN 299	Foreign Study: Intermediate
T LIT 481	Post-Colonial Fiction	TSPAN 301	Spanish Language and Lexicon
T LIT 485	Comparative Mythology	TSPAN 302	Spanish Conversation
T LIT 487	African Folklore and Literature	TSPAN 351	Introduction to Hispanic Literary Studies
T PHIL 355	Mind of Modernity	TSPAN 393	Foreign Study
T PHIL 357	The Greek Mind and Imagination	TWOMN 420	Women in the Global Economy
T PHIL 358	The History of Philosophy: Medieval and Modern	TWOMN 434	Women's Voices: Third World Testimonials
T PHIL 359	Themes in Existentialism		
T PHIL 360	History of Philosophy: Modern and Contemporary		
T PHIL 451	The Enlightenment		
T PHIL 466	Modernity and its Critics		
TPOL S 203	Introduction to International Relations		
TPOL S 224	Modern Latin America		
TPOL S 229	Making of Modern Africa		
TPOL S 310	Modern European Political Theory		

- Natural World: 5 credits: Courses with a TESC prefix or an environmental science transfer course; see advisor for applicable transfer courses
- See the IAS website for the most current major options.

## Major in Arts, Media and Culture

This major focuses on how the broadly defined fields of art and media operate within culture, as well as how they transform it. Students study formal, aesthetic and sociocultural ways of understanding literature, arts, and media in cultural and historical contexts. Students are introduced to a range of fields and gain experience working in both American and international frameworks, while at the same time specializing to some degree in a particular field such as visual and performing arts, film/media, literature or comparative arts.

Arts, Media and Culture prepares students for a range of careers including publishing, the arts, media, museum work, public relations, and public history. It is also appropriate for students pursuing broad cultural literacy, as well as for those students planning to continue on to advanced study in performing and visual arts or the humanities.

### Student learning outcomes

- Cultivate the insight unique to human beings, and be able to identify and explain interrelations among texts of apparently disparate discourses: literature, film, visual arts, and media.
- Acquire the interpretive skills necessary to analyze individual texts of various kinds—literary, filmic, art, televisual, musical—closely and critically. Students will be not just literate but visually or audiovisually literate.
- Understand the importance of history and culture as they shape and are in turn shaped by arts and media.
- Gain practical experience in the creative processes of one of the arts or media studied in the major.
- Be able to express the knowledge and experience described in the items listed above in clear, concise and persuasive writing.

### Graduation requirements

Requires 60 credits total including a minimum of 30 upper-division division credits. An additional 5 credits of Natural World is required. Students choose one track.

Overall, 45 upper-division credits and 45 credits of IAS courses are required to graduate.

- Track I: Literature
  - 10 credits, Historical Context (List A)
  - 5 credits, Cultural Context (List B)
  - 5 credits, Core/Interpretive course in literature: T LIT200, 251, 252, or 253
  - 10 credits (5 upper-division credits in creative writing plus 5 additional credits from list D)
  - 25 credits in Literature and/or comparative arts (List G)
  - 5 credits from List E or F (film/media or visual/performing arts)

- Track II: Film / Media
  - 10 credits, Historical context (List A)
  - 5 credits, Cultural Context
  - 5 credits, Core/Interpretive course in Film/Media: TFILM 272 or TCOM 201
  - 10 credits (5 upper-division TWRT credits plus 5 additional credits from list D)
  - 25 credits in Film and Media (List F)
  - 5 credits in Literature or Visual/performing arts (List E, G)

- Track III: Visual and Performing Arts – Studio Arts
  - 10 credits, Historical context
  - 5 credits, Cultural context
  - 5 credits - TARTS 200
  - 10 credits (5 upper-division TWRT credits plus 5 additional credits from list D)
  - 25 credits in studio art
  - 5 credits in Literature or Film/Media

- Track IV: Comparative Arts
  - 10 credits, Historical context
  - 5 credits, Cultural context
  - 10 credits, Core/interpretive courses in different tracks
  - 10 credits (5 upper-division TWRT credits plus 5 additional credits from list D)
  - 25 credits from Lists E – G (at least 5 credits from each list).

*\*GH courses are restricted to Global Honors students*

- Historical Context (List A)
 

This list provides broad historical contexts in which to understand the arts, media, and culture. Students in all tracks: 10 credits

- T GH 301 Global Interactions\*
- THIST 150 World History I: Prehistory to 1500
- THIST 151 World History II: 1500 to Present
- THIST 200 American History I, 1607-1877
- THIST 201 American History II 1877-present

- Cultural Context (List B)

Courses in this list set the study of arts and media in broad cultural or social contexts. Students in all tracks: 5 credits

- TARTS 314 Rap Music, Identity, and Culture
- T ARTS 315 Music and Crisis
- TCOM 201 Media and Society
- TCULTR 410 Studies in Popular Culture
- TCULTR 450 Monstrous Imagination
- T HISP 238 Hispanics in the US
- T HISP 462 Women in Latin America
- T HIST 451 Renaissance Europe
- T HIST 477 Reformation and Counter-Reformation Europe
- T HIST 478 Revolution, Industrialization and Modernity in European Culture (1780-1900)
- T HIST 479 Modern European Culture
- TPHIL 355 Mind of Modernity
- TPHIL 357 The Greek Mind and Imagination
- TPHIL 358 History of Philosophy: Medieval and Modern
- TPHIL 360 History of Philosophy: Modern and Contemporary
- TPHIL 361 Ethics and Society
- TPHIL 362 The Beautiful and the Good: Philosophy's Quest for Value
- TPHIL 451 The Enlightenment
- TPHIL 466 Modernity and Its Critics
- TPOL S 251 Cultural Studies
- TRELIG 235 Religion in the Modern World
- TRELIG 350 Philosophy, Religion and the Environment
- TRELIG 366 Islam

- Interpretive Courses (List C)

This list includes courses that provide language and concepts for the critical study of texts and objects. (*Courses taken in this list cannot be double-counted to satisfy other requirements*)

- TARTS 200 Studio Foundation I: Contemporary Art Strategies
- TCOM 201 Media and Society
- TCOM 247 Television Studies
- TCOM 347 Television Criticism and Application
- TCULTR 210 Introduction to Popular Culture
- TFILM 272 Film Studies
- TGH 302 Global Imaginations \*
- THIST 470 The Material World: Art and Artifacts
- T LIT 200 Understanding Literature
- T LIT 251 Ancient Literature of Western Civilization
- T LIT 252 Medieval Literature of Western Civilization

- T LIT 253 Modern Literature of Western Civilization
- TWOMN 251 Popular Culture and Gender

- Practice / Studio (list D)

- TARTS 200 Studio Foundation I: Contemporary Art Strategies
- TARTS 240 Landscape in Contemporary Art
- TARTS 280 3-D Art & Contemporary Approaches to Sculpture
- TARTS 336 Glass Arts
- TARTS 366 The Artist as Visionary
- TARTS 367 Ideas Through Objects: A Conceptual Approach to Art
- TARTS 386 Contemporary Art and Studio Drawing
- TARTS 390 Site Specificity in Art
- TARTS 391 Reconstructing Self in Art
- TARTS 395 Community Arts Practice
- TARTS 402 Eco-Art: Art in Response to Environmental Crisis
- TARTS 403 Body Image and Art
- TARTS 404 Art in a Time of War
- TARTS 405 Cultural Identity and Art
- TARTS 406 Labor, Globalization and Art
- TARTS 407 Art and the Public
- TARTS 368 Human Figure in Contemporary Art
- TCOM 348 Nonfiction Writing for Television
- TCOM 349 News Writing
- TCOM 351 Video Production
- TCOM 470 Documentary Production and Critique
- Creative Writing*
- TCOM 486 Feature Writing for Print & Media
- TFILM 350 Screenwriting
- TWRT 200 Introduction to Creative Writing
- TWRT 330 Written and Visual Rhetoric
- TWRT 370 Introduction to Writing Poetry
- TWRT 380 Introduction to Creative Writing: Fiction
- TWRT 382 Writing Popular Fiction
- TWRT 387 Writing Creative Non-Fiction
- TWRT 470 Advanced Poetry Writing
- TWRT 480 Advanced Fiction Writing

*\*Note: Priority access to TCOM courses is often limited to majors in TCOM*

- Visual and Performing Arts (List E)

- TANTH 464 Native American Cultural Areas
- TARTS210 The African Diaspora through Music: The Rhythm, the Blues and Beyond
- TARTS 281 Art and Culture in India
- TARTS 282 Art and Culture in China
- TARTS 283 Art and Culture in Japan
- TARTS 284 Art and Culture in the Pacific
- TARTS 311 History of Rock 'n' Roll
- TARTS 314 Rap Music, Identity and Culture
- TARTS 335 History of Photography
- TARTS 360 Women Artists from the Renaissance to the Present
- TARTS 383 South Sound Contemporary Art
- TARTS 386 The Material World: Art and Artifacts



TARTS 411 The History of Jazz  
 THISP 465 Latin American Visual Arts  
 THIST 226 American Architecture  
 THIST 333 Early American Music, Art, Literature and Theater  
 THIST 377 Art of the Americas  
 THIST 379 Modern Architecture  
 THIST 430 Introduction to Public History  
 THIST 470 The Material World: Art and Revolution, Industrialization and Modernity in European Art (1780-1900)  
 THIST 479 Modern European Culture

■ **Film and Media (List F)**

TARTS 314 Rap Music, Identity, and Culture  
 TCOM 201 Media and Society  
 TCOM 230 Globalization and Media  
 TCOM 247 Television Studies  
 TCOM 257 Ethical Issues in Mass Communications  
 TCOM 258 Children and Television  
 TCOM 310 Contemporary Environmental Issues and the Media  
 TCOM 347 Television Criticism and Application  
 TCOM 353 Critical Approaches to Mass Communications  
 TCOM 354 Communication History  
 TCOM 388 Russian Media Studies  
 TCOM 430 Global Networks, Local Identities  
 TCOM 440 Advertising and Consumer Culture  
 TCOM 444 Gender, Ethnicity, Class and the Media  
 TCOM 454 Communications Law  
 TCOM 461 Media and Identity in Asia  
 TCOM 470 Documentary Production & Critique  
 TCOM 480 Political Economy of the Media  
 TCOM481 Communication Regulations & Policy  
 TFILM272 Film Studies  
 TFILM 348 Film and Human Values  
 TFILM 350 Screenwriting  
 TFILM 386 Silent Cinema  
 TFILM 420 Contemporary World Cinema  
 TFILM 440 Writing Film Criticism  
 TFILM 481 Film Theory and Criticism  
 TFILM 483 Film Directors  
 TFILM 484 French Cinema  
 TFILM 485 Media Genres  
 TFILM 486 Feminist Perspectives in Film and Literature  
 TFILM 488 Gender, Sexuality and Film  
 TFILM 499 Special Topics in Film  
 THISP 376 Latin American Film  
 THISP 377 Spanish Film  
 THISP 441 Mexican Cinema and Society

■ **Literature (List G)**

THISP 267 Introduction to Chicano/a Literature  
 THISP 277 Latin American Literature  
 THISP 355 Migrational and the Transnational Family in Latino Literature and Film  
 THISP 476 Latin American Women Writers

T LIT 200 Understanding Literature  
 T LIT 210 Studies in American Literature  
 T LIT 240 Studies in English Literature  
 T LIT 251 Ancient Literature of Western Civilization  
 T LIT 252 Medieval Literature of Western Civilization  
 T LIT 253 Modern Literature of Western Civilization  
 T LIT 305 American Literary Movements, Genres, and Historical Periods  
 T LIT 306 Studies in Selected American Writers  
 T LIT 311 Themes in American Literature  
 T LIT 313 American Poetry  
 T LIT 320 African American Literature from Slavery to the Present  
 T LIT 324 African American Women's Literature  
 T LIT 332 Asian American Literature  
 T LIT 338 Writing in the Pacific Northwest  
 T LIT 343 Shakespeare  
 T LIT 371 The World Stage  
 T LIT 388 Cross Cultural Studies in Contemporary Women's Literature  
 T LIT 390 Varieties of Literary Criticism  
 T LIT 406 Children's and Young Adult Literature  
 T LIT 425 Literature of the Harlem Renaissance  
 T LIT 431 Contemporary Native American Women's Literature  
 T LIT 437 Nature and Environment in American Literature  
 T LIT 438 American Folklore: Biographies of Race, Ethnicity, and Gender  
 T LIT 453 Ancient Greek Tragedy  
 T LIT 455 Medieval Quests  
 T LIT 458 Modern Novel  
 T LIT 476 American Women's Literature: 19th & 20th Century Texts  
 T LIT 481 Postcolonial Fiction  
 TSPAN 351 Introduction to Hispanic Literary Studies (in Spanish)

■ **Natural World: 5 credits:** Courses with a TESC prefix or an environmental science transfer course; see advisor for applicable transfer courses

See the IAS website for the most current concentration options.

**Major in Communication**

Students in the Communication major gain theoretical knowledge and practical skill in the mass media through an interdisciplinary and multicultural curriculum. Students will learn about the social, cultural, economic, political and historical context within which media operate. This major focuses on the full range of communication media — including radio, television, newspapers, magazines, film, advertising, public relations and the Internet—and how it pervades every aspect of our society. Students will study the considerable power media wield in

mobilizing public opinion, in cutting across the boundaries between private and public life, and the strong role they play in national development.

Students have the option of a Research track or a Professional track. Under the Research Track, students take a series of courses in U.S. and international media theory. Under the Professional Track, students take a series of courses in either print or broadcast media. Given the Communication major curriculum, transfer students should anticipate needing two years to complete all requirements.

**Prerequisites**

Students wishing to declare the Communication major must first complete one of the following 5-credit courses with a minimum grade of 2.0:

- TCOM 201 Media and Society
- TCOM 230 Media Globalization and Citizenship

**Graduation requirements**

Requires 60 credits total including 30 credits of upper-division course work in major.

**Professional Track**

The Print and Television options of the Professional Track take an integrated approach to the study of media criticism and media writing and production. They are predicated on the belief that the development of the practical skills needed to produce and write materials for media outlets such as television, newspapers, magazines, and public relations firms is enhanced through a critical examination of cultural products and an understanding of multiple theoretical frameworks. At the same time, the ability to critique cultural products is furthered through the development of practical skills, since this advances an understanding of various factors that influence how media products are developed and distributed.

■ **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 220 Social Media
- TCOM 230 Media Globalization and Citizenship
- TCOM 247 Television Studies
- TCOM 257 Ethical Issues in Mass Communication
- TCOM 258 Children and Television



TCOM 310	Contemporary Environmental Issues and the Media
TCOM 353	Critical Approaches to Mass Communication
TCOM 354	Communication History
TCOM 388	Russian Media Studies
TCOM 430	Global Networks, Local Identities
TCOM 440	Advertising and Consumer Culture
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
TCOM 498	Study Abroad in Communication
TCOM 499	Special Topics in Communication
TFILM 272	Film Studies
TFILM 348	Film and Human Values
TFILM 386	Silent Cinema
TFILM 420	Contemporary World Cinema
TFILM 474	Russian History and Film
TFILM 481	Film Theory and Aesthetics
TFILM 483	Film Directors
TFILM 484	French Cinema
TFILM 485	Media Genres
TFILM 486	Feminist Perspectives in Film and Literature
TFILM 488	Gender and Sexuality
T GH 302	Global Imaginations
T HISP 376	Latin American Film
T HISP 377	Spanish Film
T HISP 441	Mexican Cinema and Society

■ Professional Track Courses (List B): 30 credits

TBUS 310	Effective Managerial Communications
TCOM 275	Writing, Reporting and Editing for the Mass Media
TCOM 320	Principles of Web Design
TCOM 347	Television Criticism & Application
TCOM 348	Nonfiction Writing for Television
TCOM 349	News Writing
TCOM 350	Editing and Design for Print Media
TCOM 351	Video Production
TCOM 387	Writing for Public Relations
TCOM 420	Advanced Web Design
TCOM 470	Documentary Production and Critique
TCOM 482	Investigative Reporting
TCOM 486	Feature Writing for Print Media
TCOM 490	Communication Capstone Internship
TFILM 350	Screenwriting
TWRT 365	Literary Editing and Publishing
TWRT 382	Writing Popular Fiction
TWRT 387	Creative Non-Fiction Writing

■ Natural World: 5 credits: Courses with a TESC prefix or an environmental science transfer course; see advisor for applicable transfer courses

**Optional Communication Capstone (5 credits)**

Communication - Professional Track students may choose to complete a Senior Project (as part of the List B credits). The Senior Project has two main components: students perform a 5-credit internship in the communication industry and write a 10-15 page academic paper. The project is designed to allow senior professional track students to gain needed professional experience while placing this professional experience in a broader theoretical framework. Senior project internships and academic paper topics will vary and must have faculty advisor approval.

**Research Track**

The Research Track, through courses on media criticism and methods, media ethics, media law and regulation, media history, political economy of mass media, international and development communication, film studies, and cultural studies, provides a critical overview of the political, economic, historic, social, and cultural contexts of the mass media. In each course, students are encouraged to interrogate the relationship among media, culture, and power, and think critically about the correspondence between processes of media production and consumption. The Research Track prepares students for further graduate studies or for careers in media research; the wealth of theoretical courses in this track is an asset to any student interested in communication theory or practice.

■ Communication Foundation: 10 credits

One of the following writing courses:

TWRT 211	Argument and Research in Writing
TWRT 331	Advanced Disciplinary Writing: Humanities, Natural Sciences and Social Sciences

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): 30 credits (minimum of 20 credits of 300- and 400-level courses required)

TCOM 201	Media and Society
TCOM 220	Social Media
TCOM 230	Media Globalization and Citizenship
TCOM 247	Television Studies
TCOM 257	Ethical Issues in Mass Communication
TCOM 258	Children and Television
TCOM 310	Contemporary Environmental Issues and the Media
TCOM 353	Critical Approaches to Mass Communication
TCOM 354	Communication History

TCOM 388	Russian Media Studies
TCOM 430	Global Networks, Local Identities
TCOM 440	Advertising and Consumer Culture
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
TCOM 488	Gender and Sexuality in Film
TCOM 495	Communication Capstone Thesis
TCOM 498	Study Abroad in Communication
TCOM 499	Special Topics in Communication
TFILM 272	Film Studies
TFILM 348	Film and Human Values
TFILM 386	Silent Cinema
TFILM 420	Contemporary World Cinema
TFILM 474	Russian History and Film
TFILM 481	Film Theory and Aesthetics
TFILM 483	Film Directors
TFILM 484	French Cinema
TFILM 485	Media Genres
TFILM 486	Feminist Perspectives in Film and Literature
TFILM 488	Gender and Sexuality
T GH 302	Global Imaginations
T HISP 376	Latin American Film
T HISP 377	Spanish Film
T HISP 441	Mexican Cinema and Society

■ Research Track Courses (List B): 10 credits

TANTH 354	History of the Concept of Culture
TANTH 365	North American Indian Traditions
TANTH 453	Health, Illness and Culture
TANTH 454	Seminar on Health and Culture
TANTH 464	Native American Culture
T ARTS 311	History of Rock & Roll
T ARTS 315	Music and Crisis
T ARTS 411	History of Jazz
T ARTS 480	Contemporary Art and Society: 1945 to Present
TECON 328	Third World Problems and Prospects
TECON 425	Contemporary Issues in International Political Economy
TFILM 348	Film and Human Values
T GH 301	Global Interactions
T HISP 323	The Making of Mexico
T HISP 461	Contemporary Mexican Culture
T HISP 462	Women in Latin America
T HISP 463	Contemporary Cuban Culture
T HISP 464	Arts, Cultures and History of Mexico
T HISP 476	Latin American Women Writers
T HISP 491	Society and Culture in Cuba
T HIST 365	Europe in the Twentieth Century
T HIST 410	Early American Politics, Constitution and Law
T HIST 413	Civil Rights, Civil Liberties
T HIST 416	Life and Thought: Martin Luther King, Malcolm X and Angela Davis

- T HIST 419 African American Culture and Consciousness
- T HIST 440 Black Labor in America
- T HIST 441 Black Freedom Movement in Perspective
- T HIST 451 Renaissance Europe
- T HIST 487 Technology and the Modern World
- T LIT 306 Studies in Selected American Writers
- T LIT 311 Themes in American Literature
- T LIT 313 American Poetry
- T LIT 320 African American Literature from Slavery to the Present
- T LIT 331 Immigrant and Ethnic Literature
- T LIT 388 Cross Cultural Studies in Contemporary Women's Literature
- T LIT 425 Literature of the Harlem Renaissance
- T LIT 431 Contemporary Native American Women's Literature
- T LIT 432 American Indian Literature
- T LIT 437 Nature and Environment in American Literature
- T LIT 439 Western American Literature
- T LIT 487 African Folklore and Literature
- T PHIL 354 American Modes of Thought and Experience
- T PHIL 355 The Mind of Modernity
- T PHIL 360 History of Philosophy: Modern and Contemporary
- T PHIL 361 Ethics in Society
- T PHIL 451 The Enlightenment
- T PHIL 456 Environmental Ethics
- T PHIL 466 Modernity and Its Critics
- TPOL S 300 Mass Media and U.S. Politics
- TPOL S 311 International Human Rights
- TPOL S 340 War and Empire in the Middle East
- TPOL S 342 Third World Cities
- TPOL S 420 Theories of Political Violence
- TPOL S 452 Minorities and the Law
- TPOL S 453 Political Theory of Human Rights
- TPSYCH 320 Race, Class and Gender Contexts of Child Development
- TPSYCH 321 Adolescent Psychology
- TPSYCH 401 Family Violence
- TPSYCH 403 Psychology of Black Women
- TPSYCH 404 The Psychology of Food and Culture
- TPSYCH 405 Body Image and the Psychology of Appearance
- TPSYCH 410 Existential Psychology
- TPSYCH 411 Psychology and the Arts
- TPSYCH 415 Issues in Social Psychology: Hip Hop Culture
- TRELIG 463 God: East and West
- T SOC 335 Social Class and Inequality
- T SOC 435 Migrants in the Modern World: Migrants, Immigrants and Refugees
- T SOC 455 The Sociology of Gender
- TURB 370 Creating the Urban Narrative
- TWOMN 345 Women and Work in the U.S.
- TWOMN 347 History of Women in the United States
- TWOMN 420 Women in the Global Economy

■ **Natural World: 5 credits:** Courses with a TESC prefix or an environmental science transfer course; see advisor for applicable transfer courses

See the IAS website for the most current major options.

### Major in Environmental Studies

*For information on the bachelor of science degree in Environmental Science, please see page 86.*

The bachelor of arts in Environmental Studies offers students an interdisciplinary perspective on environmental problems. While receiving a strong background in environmental science, students will be exposed to a broad range of interdisciplinary course work that examines the legal, economic, social, literary, historical and philosophical perspectives on both local and global sustainability issues. This major will prepare students interested in pursuing diverse and contemporary careers such as environmental law, policy, management, planning and teaching in the public, private, academic and nonprofit sectors. An important component of the Environmental Studies major is a capstone experience that emphasizes service to the community while exposing the student to potential future employers and positions.

Two required "bookend" seminars, taken by entering juniors 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.

### Preparatory courses

25-28 credits depending on where credits were earned. These can be taken at UW Tacoma or transferred from another school. UW Tacoma courses that fulfill this preparatory course work are listed below:

Course	Min. grade	UWT equiv.
One quarter <b>ecology-focused biology</b> with lab	1.5	TESC 120 or TESC 110
One quarter <b>chemistry</b> with lab	1.7	TESC 141 or TESC 131
One quarter <b>geosciences</b> with lab	2.0	TESC 117 or TESC 241
One quarter <b>statistics</b>	2.0	TMATH 110
One quarter <b>pre-calculus</b>	2.0	TMATH 120 or TMATH 121

Additionally, students must be **computer literate**, which 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.

Preparatory courses must have been completed within the last five years. If they were completed before that time frame, please consult an IAS advisor. See a faculty advisor, or website for specific transfer courses that are acceptable.

### Graduation requirements

Requires 70 credits for major + 25 credits for preparatory courses = 95 credits

- **16 credits minimum: Environmental Science Core (all four courses required)**
  - TESC 310 Environmental Research Seminar – to be taken in the first quarter of enrollment in the junior year (3)
  - TESC 232 Issues in Biological Conservation (5) –OR– TESC 322: Conservation Biology in Practice (6)
  - TESC 345 Pollution and Public Policy (5/6)
  - TESC 410 Environmental Science Senior Seminar – to be taken in the last quarter of enrollment after or concurrent with Capstone experience (3)
- **5 credits: Environmental Writing Core (choose one from the following list)**
  - TWRT 211 Argument and Research in Writing
  - TWRT 291 Technical Communication in the Workplace
  - TWRT 331 Advanced Disciplinary Writing: Humanities, Natural Sciences and Social Sciences
  - TWRT 431 Studies in Writing: Writing for Social Change
- **3 credits minimum: Capstone Experience (TESC 497 Senior Thesis, TESC 496 Internship, TESC 495, TESC 499 Undergraduate Research, or the complete GIS or Restoration Ecology certificate program. Planned with faculty advisor; may span more than one quarter.)**

- **16 credits minimum: Environmental Science Electives**

[TESC courses (200-level and above), at least one of which must be a laboratory course (6 credits) or a field course (7 or more credits). Some courses are not offered as labs every time (5/6 credit courses); check the Registration Guide for credits. **Other 200-level or above TESC courses are applicable here**, but are not included in this list because they require additional lower-division prerequisite courses. If an Environmental Studies student meets the prerequisites for

these other TESC courses, they can count here. Courses are five credits unless otherwise noted.]

- TESC 202 Plant Biology and Ecology
- TESC 211 The Science of Environmental Sustainability
- TESC 215 Meteorology (5/6)
- TESC 227 Earth History
- TESC 232 Issues in Biological Conservation
- TESC 236 Plants and People: The Science of Agriculture
- TESC 239 Energy and the Environment
- TESC 240 Human Biology and Environmental Interactions
- TESC 241 Oceanography (5/6)
- TESC 243 Geography of the Physical Environment
- TESC 247 Maritime History and Science in the Pacific Northwest
- TESC 302 Ecology of Mt. St. Helens (7)
- TESC 303 Sustainable Development in Africa - Study Abroad (12)
- TESC 304 Tropical Ecology and Sustainability
- TESC 316 Pacific Northwest Geology
- TESC 317 Geology, Landscape and Culture (12)
- TESC 318 Biogeography (5/6)
- TESC 319 Water Quality Concepts and Watershed Studies (6)
- TESC 321 Soils and Environmental Applications
- TESC 326 Pacific Northwest Geology Field Trip (1)
- TESC 332 Conservation Biology (6)
- TESC 337 Environmental Geology in Practice (6)
- TESC 341 Climate Change
- TESC 343 The Atmosphere and Air Pollution (6)
- TESC 347 Environmental Earth Materials (6)
- TESC 349 Research at Sea (10)
- TESC 362 Introduction to Restoration Ecology (7)
- TESC 370 Genetics and Society
- TESC 402 History and Ecology of Biological Invasions
- TESC 404 Costa Rica Field Studies: Ecology and Community (10)
- TESC 405 Introduction to Biochemistry I (5/6)
- TESC 406 Introduction to Biochemistry II (5/6)
- TESC 408 Marine Plankton (6)
- TESC 415 Sedimentology (6)
- TESC 417 Field Geology (7)
- TESC 422 Evolution (5/6)
- TESC 426 Ecological History Field Studies (7)
- TESC 430 Environmental Modeling (6)
- TESC 431 Water Resources and Pollution (7)
- TESC 432 Forest Ecology Field Studies (7/12)
- TESC 434 Biology, History, and Politics of Salmon in the Pacific Northwest (5/6)
- TESC 435 Limnology (7)
- TESC 437 Stream Ecology (6)
- TESC 438 Environmental Biology: Marine Invertebrates (6)
- TESC 445 Estuarine Field Studies (7)
- TMATH 310 Statistics for Environmental Applications (5)

■ 5 credits: Environmental Foundations (choose one from the following list)

- T LIT 437 Nature and Environment in American Literature
- T PHIL 363 Philosophical Perspectives on the Environment
- T PHIL 364 Topics in the Philosophy of Science
- T PHIL 456 Environmental Ethics
- TRELIG 350 Philosophy, Religion and the Environment

■ 5 credits: Communication of Science and Environmental Issues (choose one from the following list, in addition to Environmental Writing Core)

- T ARTS 402 Eco-Art: Art Created in Response to the Environmental Crisis
- T ARTS 406 Labor, Globalization and Art
- T ARTS 407 Art and the Public
- TBUS 310 Effective Managerial Communications
- TCOM 275 Writing, Reporting and Editing for the Mass Media
- TCOM 310 Contemporary Environmental Issues and the Media
- TCOM 347 Television Criticism and Application
- TCOM 348 Non-fiction Writing for Television
- TCOM 349 News Writing
- TCOM 350 Editing and Design for Print Media
- TCOM 387 Writing for Public Relations
- TCOM 482 Investigative Reporting
- TCOM 486 Feature Writing for Print Media

- TGIS 311 Maps and GIS
- TMGMT 314 Interpersonal Skills
- TNPRFT 448 Cultural Administration and Policy

- TNPRFT 449 Museum Studies
- TNPRFT 431 Community Organizations and the Nonprofit Sector
- TWRT 291 Technical Communication in the Workplace
- TWRT 331 Advanced Disciplinary Writing: Humanities, Natural Sciences and Social Sciences
- TWRT 387 Creative Non-fiction Writing
- TWRT 431 Studies in Writing: Writing for Social Change

■ 5 credits: Environmental Policy, Politics and Law (choose one from the following list)

- TEST 333 Environmental Policy Application and Compliance
- TEST 335 Environmental Impact Analysis
- TPOL S 202 Introduction to American Politics
- TPOL S 203 Introduction to International Relations
- TPOL S 438 Environmental Law
- TPOL S 439 Washington Environmental Law
- TSUD 323 Sustainable Urban Development Policies
- TURB 345 Urban Government and Organizations

■ 5 credits: Economics and Economic Policy (choose one from the following list)

- TBECON 220 Introduction to Microeconomics
- TBECON 221 Introduction to Macroeconomics
- TECON 100 Principles of Economics
- TECON 200 Microeconomics
- TECON 201 Macroeconomics
- TECON 421 Environmental Policy

■ 10 credits: Urbanization and Social Issues (choose from the following list)

- TECON 328 Third World Problems and Prospects
- TECON 418 Urban Problems and Policies
- TEST 221 Environmental History: Water
- TEST 332 A Natural History of Garbage
- TEST 380 Study Abroad: Comparative International Perspectives on Cities and the Environment (15 cr)
- T GH 303 Global Challenges
- T HIST 487 Technology in the Modern World
- T HIST 488 History of Urbanization and the Environment
- T HIST 495 The Metropolis
- T HLTH 372 Human Health and the Environment
- T HLTH 410 Environmental Equity (*also offered as TURB 410*)
- T HLTH 485 Critical Issues in Global Health
- TIAS 443 Ethnicity and the Urban Landscape
- TPOL S 342 Third World Cities
- T SOC 165 Introduction to Sociology: Developing the Sociological Imagination
- T SOC 265 Race and Ethnicity in the Unites States
- T SOC 335 Social Class and Inequality
- T SOC 456 Rural Societies and Development
- T SUD 220 Introduction to Sustainability
- T SUD 240 The City and Nature
- T SUD 323 Sustainable Urban Development Policies
- T SUD 445 Urban Ecology
- TURB 220 Introduction to Urban Planning
- TURB 301 The Urban Condition
- TURB 312 Race and Poverty in Urban America
- TURB 322 Land Use Planning
- TURB 326 Climate Change within the Urban Context
- TURB 450 Planning for Sustainability
- TURB 479 Planning and Development in the Puget Sound Region (3-12 cr)

See the IAS website for the most current major options.



## Major in Ethnic, Gender and Labor Studies

This major focuses on class, ethnicity, and gender to explore how communities form and are transformed. Students also explore categories such as nationality, religion, and citizenship. These areas are explored in the context of important questions such as: What are the sources of wealth and poverty, of racial and ethnic conflict, of gender differences? Students also explore historical roots of various communities and analyze movements for social change and group empowerment.

Students of this major pursue careers in a range of public and private service organizations, the corporate world, unions, and community organizations. This major prepares students for graduate study in law, education, public administration and urban policy, history, sociology, political science and anthropology.

### Graduation requirements

Requires 60 credits total. Plus an additional 5 credits of Natural World/Science.

- 4 courses from the core courses (List A – 20 credits)
- 4 courses from one chosen track (Labor Studies (List B) or Gender Studies (List C) or Ethnic Studies (List D) – 20 credits)
- 2 courses from each of the other tracks (20 credits)

Courses cannot be double-counted to fulfill multiple requirements within the major.

Overall, 45 upper-division credits and 45 credits of IAS courses are required to graduate.

#### ■ Core Courses List A (20 credits):

One of:

- T HIST 200 American History I: 1607-1877
- T HIST 201 American History II: 1877-present

One of:

- T WOMN 100 Introduction to Women's Studies
- T WOMN 250 Feminist Approaches to Service Learning

One of:

- T SOC 165 Introduction to Sociology
- T CORE 103, 113 or 123 Introduction to Social Science
- T SOC 266 Introduction to Labor Studies

One of:

- T HISP 238 Hispanics in America
- T HIST 220 African-American History 1619-1865
- T HIST 221 African American History 1865-1945

- T HIST 222 African American History 1945-present
- T LIT 230 Multi-Ethnic American Literature
- T SOC 265 Race and Ethnicity in the U.S.

In addition to the above requirements, students choose one of three separate tracks:

#### ■ Labor Studies Track (List B)

The Labor Studies track offers courses on the experience of work and workers in modern market economies. Courses focus on the political, economic, and social developments that shape working life, along with workers' impact on society. Topics include unions and the labor movement, social class and inequality, the changing nature of work, international political economy, and workplace culture. Labor Studies takes an interdisciplinary approach to understanding these issues, and emphasizes the connections between race, class, and gender in an economic context.

To fulfill this track, you must take four courses from the list below, as well as two additional courses from the Gender Studies track and two additional courses from the Ethnic Studies track.

- T ARTS 406 Labor, Globalization and Art
- TCOM 444 Gender, Ethnicity, Class and the Media
- TECON 313 Theories of Economic Development and Social Change
- T ECON 320 Gender and Development
- TECON 328 Third World Problems and Prospects
- T GEOG 349 Geography of International Trade
- THIST 322 American Labor Since the Civil War
- THIST 413 Civil Rights, Civil Liberties
- T HIST 440 Black Labor in America
- TPOLS 314 Twentieth Century Revolutions
- TPOLS 410 Labor Rights & Human Rights
- TPOL S 456 Community and Labor Organizing: Multicultural Perspective
- T PSYCH 320 Race, Class, and Gender Contexts of Child Development
- T SOC 266 Introduction to Labor Studies
- T SOC 335 Social Class and Inequality
- T SOC 434 Women, Race and Class
- TSOC 435 Migration and the Modern World
- T WOMN 345 Women and Work in the United States
- T WOMN 420 Women and the Global Economy

#### ■ Gender Studies Track (List C)

The Gender Studies track offers courses that focus on gender roles and gender identity from a variety of theoretical approaches. These courses not only investigate the concepts of gender and sexuality, but also explore the ways in which these concepts intersect with such diverse phenomena as society, politics, literature, globalization, music, economics, art, poverty, communication, race, film, work and popular culture. Gender Studies includes Women's Studies, Men's Studies and Gay, Lesbian, Transgender Studies, and emphasizes interdisciplinary scholarship.

To fulfill this track, you must take four courses from the list below, as well as two additional courses from the Labor Studies track and two additional courses from the Ethnic Studies track.

- TARTS 360 Women Artists from the Renaissance to Present
- TCOM 444 Gender, Ethnicity, Class and the Media
- TECON 320 Gender and Development
- TEST 211 Women in Science
- T FILM 486 Feminist Perspectives in Film and Literature
- TFILM 488 Gender and Sexuality in Film
- TGEOG 420 Gender, Space and Culture
- T HISP 462 Women in Latin America
- T HISP 476 Latin American Women Writers
- T LIT 324 African American Women's Literature
- T LIT 388 Cross Cultural Studies in Women's Literature
- T LIT 431 Contemporary Native American Women's Literature
- T LIT 476 American Women's Lit: 19th & 20th Century
- TPSYCH 202 Human Sexuality
- T PSYCH 320 Race, Class, and Gender Contexts of Child Development
- TPSYCH 349 Sexual Identities
- TPSYCH 400 Psychology of Women
- TPSYCH 403 Psychology of Black Women
- T SOC 347 History of Women in the United States
- T SOC 434 Women, Race and Class
- TSOCWF 354 Sexual Orientation and Gender Identity
- TURB 314 Gender and the Urban Landscape
- T WOMN 100 Introduction to Women's Studies
- T WOMN 205 Introduction to Masculinities
- T WOMN 250 Seminar in Service Learning: A Feminist Approach
- TWOMN 251 Gender and Popular Culture
- TWOMN 302 Feminist Research Methods
- T WOMN 345 Women and Work in the United States
- TWOMN 347 History of Women in the United States



- T WOMN 420 Women in the Global Economy
- T WOMN 434 Women's Voices: Third World Testimonials
- TWOMN 455 Sociology of Gender

■ **Ethnic Studies Track (List D)**

The Ethnic Studies track allows students the opportunity to study race and ethnicity through an interdisciplinary lens. Students interested in this track take courses using an ethnic specific approach (i.e. African American, Chicano/Latino, Asian American, Native American) as well as courses using a comparative approach to examining the contributions of people from diverse racial and ethnic groups to various areas of study including economics, gender studies, history, literature, politics, and sociology within global and local contexts.

To fulfill this track, you must take four courses from the list below, as well as two additional courses from the Labor Studies track and two additional courses from the Gender Studies track.

- TARTS 314 Rap Music, Identity, and Culture
- T HISP 238 Hispanics in the United States
- T HISP 267 Introduction to Chicano/a Literature
- T HISP 323 Making of Mexico
- T HISP 355 Migration and the Transnational Family in Latino Literature and Film
- T HISP 400 Afro-Hispanic Culture
- T HISP 441 Mexican Cinema and Society
- T HISP 461 Contemporary Mexican Culture
- T HISP 476 Latin American Women Writers
- T HIST 220 African American History 1619-1865
- T HIST 221 African American History 1865-1945
- T HIST 222 African American History 1945-present
- T HIST 320 Asian American History
- T HIST 341 African-American History
- T HIST 349 Minorities and Higher Education in American History
- T HIST 413 Civil Rights, Civil Liberties
- T HIST 416 Life and Thought: Martin Luther King Jr., Malcolm X, and Angela Davis
- T HIST 419 African American Culture and Consciousness
- T HIST 420 African American Religious History
- T HIST 440 Black Labor in America
- T HIST 441 Black Freedom Movement in Perspective
- T HIST 457 Anti-Semitism and the Holocaust
- T HIST 495 The Metropolis
- T LIT 230 Multi Ethnic American Literature
- T LIT 320 African American Literature from Slavery to the Present

- T LIT 324 African American Women's Literature
- T LIT 331 Immigrant and Ethnic Literature
- T LIT 332 Asian American Literature
- T LIT 425 Literature of the Harlem Renaissance
- TPOL S 452 Minorities and the Law
- T PSYCH 320 Race, Class, and Gender Contexts of Child Development
- TSOC 265 Race and Ethnicity in US
- T SOC 434 Women, Race and Class
- T SOC 455 The Sociology of Gender
- T URB 312 Race and Poverty in Urban America

- 5 credits Natural World/Science: Courses with a TESC prefix or an environmental science transfer course; see advisor for applicable transfer courses.

See the IAS website for the most current major options.

**Concentration in Global Studies**

Students in the Global Studies concentration study a variety of subjects and themes in an international context, including artistic, cultural, political and economic patterns among and within other nations. Advanced language study is an integral component of global studies. Students may choose to focus their studies on one or more world regions or specific themes.

Students of Global Studies pursue careers in government, business, nonprofit management, the media, education and international law. Depending on the focus students choose, they may pursue graduate studies in related world areas or disciplines.

**Graduation requirements**

Requires 50 credits minimum total—depending on world language competency—with 30 credits of upper division in concentration. Reminder: 45 upper-division credits and 45 credits of IAS courses are required for graduation from IAS.

- 5 credits International or Global Interactions Core:

- T GH 301 Global Interactions
- T HIST 150 World History I
- T HIST 151 World History II

- 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 course descriptions section of this catalog.

- World Language (to demonstrate competency) 0-10 Credits

*Option one:* 10 credits of upper-division (300- or 400-level) world language

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

Foreign study, up to 15 credits (see advisor for details)

- TANTH 354 History of the Concept of Culture
- T ARTS 210 The African Diaspora Through Music: The Rhythm, the Blues, and Beyond
- T ARTS 281 Art and Culture in India
- T ARTS 282 Art and Culture in China
- T ARTS 283 Art and Culture in Japan
- T ARTS 284 Art and Culture in the Pacific
- T ARTS 406 Labor, Globalization and Art
- T ARTS 480 Contemporary Art and Society 1945-Present
- TCHIN 101 First-Year Chinese
- TCHIN 102 First-Year Chinese
- TCHIN 103 First-Year Chinese
- TCHIN 201 Second-Year Chinese
- TCHIN 202 Second-Year Chinese
- TCHIN 203 Second-Year Chinese
- TCOM 230 Media Globalization and Citizenship
- TCOM 388 Russian Media Studies: From Communism to Democracy
- TCOM 430 Global Networks, Local Identities
- TCOM 461 Media and Identity in Asia
- TECON 328 Third World Problems and Prospects
- TECON 332 Rise of East Asia
- TECON 340 International Economics
- TECON 350 Economic History of Europe
- TECON 360 Poverty in Developing Countries
- TECON 394 Comparative Economic Development
- TECON 417 Political Economy of India
- TECON 425 Contemporary Issues in International Political Economy
- TECON 440 Global Economic Challenges
- TECON 460 China's Rise and its Global Economic Implications

TFILM 386	Silent Cinema	T HIST 484	The Pacific War	TPOL S 460	Political Economy of the European Union
TFILM 420	Contemporary World Cinema	T HIST 486	Contemporary Chinese Culture and Society	TRELIG 235	Religion in the Modern World
TFILM 474	Russian History and the Soviet Film	T HIST 488	History of Urbanization and the Environment	TRELIG 320	Confucianism and East Asian Modernity
TFILM 481	Film Theory and Analysis	TIAS 109	Elementary Intensive German Study Abroad	TRELIG 321	Comparative Religion
TFILM 484	French Cinema	TIAS 209	Intermediate Intensive German Study Abroad	TRELIG 365	Hinduism and Buddhism
TFILM 486	Feminist Perspectives in Film and Literature	TIAS 309	Advanced German Study Abroad	TRELIG 366	Islam
TGEOG 349	Geography of International Trade	TIAS 330	German Culture, History, and Philosophy: Frankfurt am Main	TRELIG 367	East Asian Religions: Zen and Taoism
TGEOG 352	Cultural Geography	TIAS 480	Society and Culture in China Study Abroad	TRELIG 461	Religion and Church in Latin America
TGEOG 435	Contemporary Geopolitics	T LIT 251	Ancient Literature of Western Civilization	TRELIG 463	God: East and West
T HISP 267	Introduction to Chicano/a Literature	T LIT 252	Medieval and Renaissance Literature of Western Civilization	TRELIG 465	God and the New Physics
T HISP 277	Latin American Literature	T LIT 253	Modern Literature of Western Civilization	TRELIG 467	Philosophy of Religion
T HISP 323	Making of Mexico	T LIT 332	Asian American Literature	T SOC 456	Rural Societies and Development
T HISP 325	Mexico: Problems and Perspectives	T LIT 380	Myths and Literary Sagas in Creative Expressions	TSPAN 103	Elementary Spanish III
T HISP 376	Latin American Film	T LIT 453	Ancient Greek Tragedy	TSPAN 110	Basic Spanish Review
T HISP 377	Spanish Film	T LIT 455	Medieval Quests	TSPAN 121	Spanish Immersion I
T HISP 378	The Magical Land: A Cultural Exploration in Latin America	T LIT 480	Russian Literature and Society	TSPAN 122	Spanish Immersion II
T HISP 390	Preparation for Study Abroad	T LIT 481	Post-Colonial Fiction	TSPAN 123	Spanish Immersion III
T HISP 400	Afro-Hispanic Culture	T LIT 485	Comparative Mythology	TSPAN 134	Intensive First-Year Spanish
T HISP 410	Caribbean Basin: Selected Topics	T LIT 487	African Folklore and Literature	TSPAN 199	Foreign Study -- Elementary
T HISP 441	Mexican Cinema and Society	T PHIL 355	Mind of Modernity	TSPAN 201	Intermediate Spanish I
T HISP 461	Contemporary Mexican Culture	T PHIL 357	The Greek Mind and Imagination	TSPAN 202	Intermediate Spanish II
T HISP 462	Women in Latin American	T PHIL 358	The History of Philosophy: Medieval and Modern	TSPAN 203	Intermediate Spanish III
T HISP 463	Contemporary Cuban Culture	T PHIL 359	Themes in Existentialism	TSPAN 210	Accelerated Intermediate Spanish
T HISP 464	The Art, Cultures, and History of Mexico	T PHIL 360	History of Philosophy: Modern and Contemporary	TSPAN 299	Foreign Study: Intermediate
T HISP 465	Latin American Visual Arts	T PHIL 451	The Enlightenment	TSPAN 301	Spanish Language and Lexicon
T HISP 476	Latin American Women Writers	T PHIL 466	Modernity and its Critics	TSPAN 302	Spanish Conversation
T HISP 490	Contemporary Spanish Culture	TPOL S 123	Introduction to Globalization	TSPAN 303	Spanish Stylistics
T HISP 491	Society and Culture in Cuba	TPOL S 203	Introduction to International Relations	TSPAN 351	Introduction to Hispanic Literary Studies
T HIST 150	World History I	TPOL S 224	Modern Latin America	TSPAN 393	Foreign Study
T HIST 151	World History II	TPOL S 229	Making of Modern Africa	TWOMN 420	Women in the Global Economy
T HIST 260	Empires and Imperialism in World History	TPOL S 310	Modern European Political Theory	TWOMN 434	Women's Voices: Third World Testimonials
T HIST 270	Premodern East Asia	TPOL S 311	International Human Rights		
T HIST 271	Modern East Asia	TPOL S 312	19th Century Revolutions and Revolutionaries		
T HIST 280	German Culture	TPOL S 314	Twentieth Century Revolutions		
T HIST 320	Asian American History	TPOL S 326	Modern Brazil		
T HIST 350	Modern Germany Since 1848	TPOL S 340	Middle East Politics		
T HIST 363	Making of Russia	TPOL S 342	Third World Countries		
T HIST 365	Europe in the Twentieth Century	TPOL S 410	Labor Rights & Human Rights		
T HIST 372	Comparative Perspectives on East Asian and Latin American Development	TPOL S 411	Human Rights and Violence in the Third World		
T HIST 375	British Empire	TPOL S 420	Theories of Political Violence		
T HIST 385	Russian Civilization	TPOL S 421	Human Rights & Emerging Democracies: Eastern Europe and Latin America		
T HIST 451	Renaissance Europe	TPOL S 422	International Humanitarian Law		
T HIST 452	Art, Culture, and History of the Eternal City	TPOL S 435	Popular Movements in Latin America		
T HIST 457	Anti-semitism and the Holocaust	TPOL S 440	American Foreign Policy in the Middle East		
T HIST 462	History of Vietnam	TPOL S 448	Human Rights in Latin America: Argentina Study Abroad		
T HIST 463	Premodern Japan	TPOL S 450	Contemporary Theories of Culture		
T HIST 464	Modern China				
T HIST 465	Modern Japan				
T HIST 466	Modern Korea				
T HIST 467	Siberia and the Russian Far East				
T HIST 474	Imperial China				
T HIST 475	Twentieth Century Britain				
T HIST 477	Reformation and Counter-Reformation Europe				
T HIST 478	Revolution, Industrialization, and Modernity in European Culture 1750-1870				
T HIST 479	Modern European Culture				
T HIST 480	Eastern Europe in Transition: 1940-2000				

*NOTE: World language courses used to meet the language requirement above may not double count in the International area.*

- 5 credits Natural World: Courses with a TESC prefix or an environmental science transfer course; see advisor for applicable transfer courses.

See the IAS website for the most current concentration options.

## Major in Hispanic Studies

Students in the Hispanic Studies major will be able to develop intercultural competence necessary to participate in a diverse and increasingly complex world. Hispanic Studies is interdisciplinary in focus, with a strong emphasis on the contemporary culture of Latin America, and it offers practical skills-based language classes for students who want to pursue careers in a variety of fields.

The Hispanic Studies major was developed using guidelines from the American Council on the Teaching of Foreign Languages (ACTFL). The Hispanic Studies major includes the five domains of knowledge as: (1) Communication in a language other than English; (2) Knowledge and Understanding of another culture; (3) Interdisciplinary focus; (4) Insights into the comparative nature of language and culture; (5) Participation in multilingual communities at home or around the world.

In addition to teaching and translation/interpretation, graduates with a Hispanic Studies major are employed by businesses, government and non-profit agencies, social welfare and law enforcement groups, insurance companies, law offices, health care services, human resources, immigration offices, and communication and media groups.

### Student Learning Objectives

Students who major in Hispanic Studies will:

- Develop oral, writing, and reading proficiency in Spanish at the Advanced Level as defined by American Council for the Teaching of Foreign Languages (ACTFL) standards.
- Become knowledgeable about the complexity of cultures in the Spanish-speaking world and be able to engage in ongoing critical debate about them.
- Acquire proficiency in the 5 Cs (communication, cultures, connections, comparisons, communities) for language studies in Spanish as defined by the National Foreign Language Standards.
- Learn terminology and concepts from at least two of these fields: literature and literary criticism; film and film criticism; cultural studies and cultural theory, and be able to apply the terminology and concepts to the critical analysis of works from Spain, Spanish America, and US Latinos.
- Become global citizens, able to interact compassionately, intelligently, and insightfully with other cultures, particularly those of the Spanish-speaking world, and to engage in the scholarship and activism that constitute Hispanic Studies in the U.S.

- Acquire competence necessary for employment in a variety of fields related to the Spanish language and literary and cultural studies, and/or a graduate program in Spanish or Latin American Studies.

### Prerequisites for the Hispanic Studies Major

For acceptance into the major, students must demonstrate through a placement exam or coursework proficiency at the 300-level in the Spanish language. Students interested in pursuing a Hispanic Studies major are strongly encouraged to take a variety of interdisciplinary courses dealing with Spanish and Latin American culture in preparation for the major.

### Graduation Requirements

The Hispanic Studies major consists of 60 upper division credits, in addition to other university requirements for graduation. Of these 60 credits, 35 are core requirements, and 25 credits are required 300-400 level electives from Spanish language and Hispanic culture classes in Spanish.

#### ■ Core Classes

(Minimum of 35 credits)

TSPAN 301	Spanish Grammar and Lexicon* (5 credits) (or TSPAN 311 for Heritage Speakers**)
TSPAN 302	Spanish Conversation*** (5 credits) (or TSPAN 312 for Heritage Speakers)
TSPAN 303	Spanish Stylistics and Composition (5 credits) (or TSPAN 313 for Heritage Speakers)
TSPAN 351	Intro to Hispanic Literary Studies (5 credits)
TSPAN 352	Intro to Hispanic Cultural Studies (5 credits)
Study abroad	or Experiential Learning
TSPAN 299, 393 or 492	Foreign study/ Experiential Learning or Internship† (10 credits)

We define a **native speaker** of Spanish as a person who learned Spanish at home as his or her first language, and who lived in a Spanish-speaking home for the first six years of childhood. In addition, a native speaker has some formal instruction (at least through 7th grade) in schools where Spanish was the primary language. (Example: A person who was born in Mexico to Mexican parents, who lived in Mexico until age 14, and completed 7th grade there, is a native speaker of Spanish.)

We define a **heritage speaker** of Spanish as a person who was raised in a home where Spanish was spoken at least 50% of the time during that person's childhood and adolescence. Heritage speakers may not have had formal instruction in Spanish, but they are to some degree bilingual in both Spanish and English.

The Foreign Study credits must be in a program that offers at least 50% of the instruction in Spanish in a Spanish-speaking country. Students may combine credits from two programs, if desired. The Experiential Learning must be in a Spanish-speaking community, where at least 50% of the work the student does is in Spanish.

#### ■ Required Electives

(Minimum of 25 credits of 300-400 level Spanish courses)

- At least 5 credits from List A must be at the 400-level
- At least 5 credits from List B must be at the 400-level

#### ■ List A: Spanish Language classes (300- and 400-level)

5 credits (minimum) at 300 level  
5 credits (minimum) at 400 level

*Total 10 credits (minimum)*

TSPAN 315	Business Communication in Spanish
TSPAN 420	Advanced Spanish Grammar
TSPAN 425	Advanced Communication Skills.
TSPAN 430	Translation Techniques and Practices

\*We recommend that students take TSPAN 301, 302 and 303 in sequence, but it's not obligatory. A student can begin 300-level coursework in 302 or 303, as long as he/she has reached that level of proficiency via placement exam or coursework prerequisites.

\*\*TSPAN 311, 312 and 313 are courses that are under development.

\*\*TSPAN 302 is not open to NATIVE speakers or HERITAGE speakers of Spanish. See definitions provided above. Native and Heritage Speakers can substitute any other Spanish class at the 300-400 level in place of 302.

† Only majors with senior status can enroll in the TSPAN 492 internship. The study abroad option can be taken during the summer or during the academic year, at any point in the student's program of study for the major.



- List B: Literature, film or culture in Spanish (300 and 400 level)

5 credits (minimum) at 300 level

5 credits (minimum) at 400 level

*Total 15 credits (minimum)*

TSPAN 374	Hispanic Culture through Film
TSPAN 450	Women in Latin America
TSPAN 451	Hispanic Women Writers
TSPAN 461	Mexican Film
TSPAN 464	Mexican Literature and Culture
TSPAN 471	The Hispanic Caribbean
TSPAN 480	Contemporary Spanish Culture

See the IAS website for the most current major options.

## Major in History

The History major provides a foundation in American and world history along with options in U.S. History, European History, Asian History or in a Self-Designed History track. Students will learn how to gather information from primary and secondary sources, cull and analyze that information and identify its most significant aspects, reach conclusions based on that analysis, and produce well-written narratives and oral presentations relating the contents and results of their work. History teaches basic comprehension of chronology and cause and effect reasoning, and is thus a discipline that students need to succeed in all fields of research.

As Pierce County and the entire South Sound region continue to grow, individuals with training in History will find increasing opportunities in the fields of education, records management, museum curation, government service, heritage tourism, journalism, and other professions. History also provides an excellent foundation for graduate study in law, education and many other areas.

### Graduation Requirements

The History BA degree requires 65 credits. These will include Core courses and courses in one of four selected History tracks with elective options. Reminder: 45 upper-division credits and 45 credits of IAS courses are required for graduation from IAS.

Note: IAS students may earn a maximum of 15 independent study (undergraduate research, directed reading, senior thesis or internship) credits. Internships may account for 10 of these credits.

- Required Core Courses (30 credits):

- 10 credits World History  
T HIST 150 & 151
- 10 credits American History  
T HIST 200 & 201

- 5 credits Research Methods  
TIAS 380  
Humanities and Social Science  
Research and Writing Seminar
- 5 credits Senior Thesis  
T HIST 497 (*Prerequisite: TIAS 380 and approval of thesis proposal*)
- IAS Portfolio Requirement (*Pending approval, T HIST 499 History Capstone will be required beginning Autumn 2014*)

- Required Track Courses (35 Credits from one of the following tracks: United States, European, Asian or Self-designed track. 25 credits must be upper-division courses.)

- Suggested Course Sequence:

*First year:* T HIST 150 & 151

*Second year:* T HIST 200 & 201 & TIAS 380

*Junior Year:* 20 credits Track Courses

*Senior Year:* T HIST 497 & 15 credits Track Courses

- Track Courses

#### United States History

T HIST 212	The Military History of the United States from Colonial Times to the Present
T HIST 220	African American History 1619 – 1865
T HIST 221	African-American History, 1865-1945
T HIST 222	African-American History, 1945-Present
T HIST 226	American Architecture
T HIST 315	Industrialization and Reform
T HIST 320	Asian American History
T HIST 322	American Labor Since the Civil War
T HIST 333	Early American Music, Art, Literature, and Theater
T HIST 336	Black, Labor, and Protest Music in Historical Perspective
T HIST 340	History of United States-American Indian Relations
T HIST 343	Vietnam and the 1960s
T HIST 349	Minorities and Higher Education in American History
T HIST 377	Art of the Americas
T HIST 379	Modern Architecture
T HIST 410	Early American Politics and Law: The American Revolutionary Era, 1763-1815
T HIST 410	Early American Politics and Law: The Civil War Era, 1848-1877
T HIST 411	History of Religion in America
T HIST 413	Civil Rights, Civil Liberties
T HIST 416	Life and Thought: Martin Luther King, Malcolm X and Angela Davis
T HIST 417	United States History 1945-Present
T HIST 419	African-American Culture and Consciousness

T HIST 420	African-American Religious History
T HIST 430	Introduction to Public History
T HIST 437	Doing Community History
T HIST 440	Black Labor in America
T HIST 441	Black Freedom Movements In Perspective
T HIST 442	History of African American Education
T HIST 444	The Pacific Northwest
T HIST 445	History of Tacoma
T HIST 456	North American Regions: The Frontier
T HIST 456	North American Regions: The Mississippi Valley
T HIST 470	The Material World: Art and Artifacts
T HIST 499	History Capstone
TIAS 496	Internship
TIAS 498	Directed Readings
TIAS 499	Undergraduate Research
T WOMN 347	History of Women in the United States

#### European History

T HIST 111	The Ancient World
T HIST 112	The Medieval World
T HIST 113	Europe and the Modern World
T HIST 260	Empires and Imperialism in World History
T HIST 280	German Cultural History
T HIST 350	Modern Germany since 1838
T HIST 363	Making of Russia
T HIST 364	Modern Russia
T HIST 365	Europe in the 20th Century
T HIST 375	British Empire
T HIST 379	Modern Architecture
T HIST 385	Russian Civilization
T HIST 451	Renaissance Europe
T HIST 457	Anti-semitism and the Holocaust
T HIST 467	Siberia and the Russian Far East
T HIST 475	Twentieth Century Britain
T HIST 477	Reformation and Counter-Reformation Europe
T HIST 478	Revolution, Industrialization, and Modernity in European Culture 1760 - 1870
T HIST 479	Modern European Culture
T HIST 480	Eastern Europe in Transition, 1940 - 2000
T HIST 487	Technology in the Modern World
T HIST 488	History of Urbanization and the Environment
T HIST 490	Medieval Technology
T HIST 495	Metropolis: Rome
T HIST 499	History Capstone
TIAS 496	Internship
TIAS 498	Directed Readings
TIAS 499	Undergraduate Research
T PHIL 451	The Enlightenment
TPOL S 310	Modern European Political Theory
TPOL S 312	19th Century Revolutions and Revolutionaries

#### Asian History

T HIST 270	Premodern East Asia
T HIST 271	Modern East Asia
T HIST 372	Comparative Perspectives on East Asian and Latin American Development



T HIST 462	History of Vietnam
T HIST 463	Premodern Japan
T HIST 464	Modern China
T HIST 465	Modern Japan
T HIST 466	Modern Korea
T HIST 474	Imperial China
T HIST 484	Pacific War
T HIST 486	Contemporary Chinese Culture and Society
T HIST 499	History Capstone
TIAS 496	Internship
TIAS 498	Directed Readings
TIAS 499	Undergraduate Research

### Self-Designed History Track

This track is for students who (1) choose to pursue a topical approach to History—e.g. art and architecture, economic, environmental, ethnic, military, gender, labor, religious, etc.; or, (2) students who, before we make our projected hires, choose to study Ancient, Latin American or African History. Students must have the advance approval and continual counsel of their History faculty advisor for all of the following coursework:

- Selected History Courses (above)
- Selected History-Related Elective Courses (see list below)
- UW Bothell History Courses
- UW Seattle History Courses and Distance Learning Courses
- TIAS 498/499 Undergraduate Readings and Research

### History-Related Courses for Self-Designed Track

T ARTS 281	Art and Culture in India
T ARTS 282	Art and Culture in China
T ARTS 283	Art and Culture in Japan
T ARTS 284	Art and Culture in the Pacific
T ARTS 311	History of Rock and Roll
T ARTS 411	History of Jazz
TCOM 354	Communication History
TESC 243	Maritime History and Science of the Pacific Northwest
T HIST 379	Modern Architecture
T HIST 499	History Capstone
TIAS 496	Internship
T PHIL 355	The Mind of Modernity
T PHIL 357	The Greek Mind and Imagination
TPOL S 224	Modern Latin America
TPOL S 260	American Political Theory
TPOL S 310	Modern European Political Theory
TPOL S 326	Modern Brazil
TPOL S 314	20th Century Revolutions
UW Bothell and UW Seattle classroom and Distance Learning Courses as appropriate	

Students will also need to fulfill IAS graduation requirements that include credits in Visual, Literary and Performing Arts (VLPA) and Natural World (NW). See the IAS website for the most recent updates in the major.

## 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, IAS advisor and the concentration coordinator. A five-credit thesis is required at the end of the senior year.

### Graduation requirements

An individually-designed concentration consists of 55 credits of individually-designed core and 5 credits of TIAS 497 (Senior Thesis). Reminder: 45 upper-division credits and 45 credits of IAS courses are required for graduation from IAS.

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

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

To propose an individually-designed concentration, students must do the following:

1. Consult with the concentration coordinator to ensure you understand the requirements of the individually-designed concentration. Continue working with the coordinator throughout the proposal process.
2. Identify the unifying interdisciplinary theme of the concentration. Consider what faculty would be appropriate as mentors and consult with them as needed during development phase.
3. Identify the courses taken or planned. This list should comprise 55 credits, plus the 5-credit thesis. Meet with an IAS academic advisor for assistance. This is essential for transfer students.
4. Draft a two- to three-page proposal that includes a brief descriptive title, the rationale for the proposed concentration, a general description of the concentration, a rationale and discussion of the interrelationships among the courses chosen and a complete course list.
5. Secure the support of at least one IAS faculty member to be the sponsor for

the concentration. The faculty sponsor attests to the intellectual soundness of the proposal and agrees to provide whatever guidance she or he and the student may jointly decide is needed. The sponsor may also suggest changes in the previously approved written proposal or list of courses.

6. Choose one IAS staff advisor to work with to help you keep track of your progress towards graduation.
7. Add the Agreement and Declaration page to the proposal and have it signed by the faculty sponsor and academic advisor.
8. Submit the proposal for approval to the concentration coordinator by the end of the junior year.

Once your proposal has been approved, continue working with the concentration coordinator, faculty sponsor and academic advisor to ensure the concentration is completed appropriately.

See the IAS website for the most current concentration options.

## Major in Interdisciplinary Arts and Sciences

The major in Interdisciplinary Arts and Sciences is a degree that provides broad exposure to key areas of knowledge within the arts and sciences, while stressing their interconnectedness. Based on core courses covering history, environmental science, literature/arts, social science and an introduction to Interdisciplinary Arts and Sciences, this major allows students to maximize the potential of interdisciplinary studies, gaining the skills they need to function successfully in a rapidly changing society and world. Interdisciplinary Arts and Sciences students pursue careers in a number of areas, including but not limited to education, business, government, the non-profit sector, and other professions. Many students planning to earn a post-baccalaureate certificate in elementary education choose this major because it allows them to gain a broad base of knowledge useful for their future classroom curricula. Students may pursue graduate studies in a range of disciplines.

### Graduation Requirements

67 credits total for major in Interdisciplinary Arts and Sciences

- Minimum 2.0 GPA
- Minimum 180 credits- 225 for double degree
- Completion of all General Education requirements (GERs)

Reminder: 45 upper-division credits and 45 credits of IAS courses are required for graduation from IAS.

■ List A: Foundational/Core Courses:

5 credits from one of the following four courses:

- T HIST 150 World History: Prehistory to 1500
- T HIST 151 World History II 1500-Present
- T HIST 200 American History I, 1607-1877
- T HIST 201 American History II 1877-Present

■ List B: 5 credits from one of the following courses:

- TESC 100 Introduction to Environmental Science
- TESC 211 The Science of Sustainability

■ List C: 5 credits from one of the following courses:

- T ARTS 200 Studio Foundation I: Contemporary Art Strategies
- T LIT 200 Understanding Literature
- T FILM 272 Film Studies

■ List D: 5 credits from one of the following courses:

- TECON 100 Understanding Economics
- TPOL S 202 Introduction to American Politics
- TPOL S 2XX Civics (to be developed)

■ Required 2-credit course

- TIAS 305 Seminar in Interdisciplinary Arts and Sciences

■ Elective Courses:

- 15 credits from Scientific Thinking/ Humans and Their Environment lists (at least 5 credits from each category)
- 15 credits from History or The Human Past/Society and Culture or The Human Present list (at least 5 credits from each category)
- 15 credits from Literature/Visual and Performing Arts list (at least 5 credits from each category)

List E: Scientific Thinking

- TESC 100 Introduction to Environmental Science
- TESC 211 The Science of Environmental Sustainability
- TESC 213 Physical Forces in the Natural World
- TESC 227 Earth History
- TESC 239 Energy and the Environment
- TESC 243 Geography of the Physical Environment
- TESC 304 Tropical Ecology and Sustainability
- TESC 319 Water Quality Concepts and Watershed Studies
- TESC 341 Climate Change

- TESC 402 History and Ecology of Biological Invasions
- TESC 422 Evolution
- TMATH 110 Introductory Statistics with Applications
- TMATH 120 Precalculus
- TMATH 124 Calculus with Analytic Geometry I
- TMATH 214 Analytical Thinking
- TMATH 310 Statistics for Environmental Applications
- T PHIL 456 Environmental Ethics

List F: Humans and Their Environment

- TESC 236 Sustainable Agriculture
- TESC 240 Human Biology and Environmental Interactions
- TESC 232 Issues in Biological Conservation
- TESC 247 Maritime History and Science in the Pacific Northwest
- TESC 303 Sustainable Development in Africa - Study Abroad
- TESC 317 Geology, Landscape, and Culture
- TESC 345 Pollution and Public Policy
- TESC 370 Genetics and Society
- TESC 404 Costa Rica Field Studies: Ecology and Community
- TESC 434 Biology, History, and Politics of Salmon in the Pacific Northwest
- TEST 211 Women in Science
- TEST 221 Environmental History: Water
- TEST 332 A Natural History of Garbage
- TEST 333 Environmental Policy Application and Compliance
- TEST 335 Environmental Impact Analysis
- T HIST 487 Technology in the Modern World
- T HIST 488 History of Urbanization and the Environment
- TPOL S 438 Environmental Law
- TRELIG 350 Philosophy, Religion and the Environment

List G: History or The Human Past

- TCOM 354 Communication History
- TECON 350 Economic History of Europe
- T HIST 150 World History: Prehistory to 1500
- T HIST 151 World History II 1500 to Present
- T HIST 200 American History I: 1607-1877
- T HIST 201 American History II: 1877-present
- T HIST 220 African-American History 1619-1865
- T HIST 221 African-American History 1865-1945
- T HIST 222 African-American History 1945-Present
- T HIST 364 Modern Russia
- T HIST 375 British Empire
- T HIST 411 History of Religion in America
- T HIST 413 Civil Rights, Civil Liberties
- T HIST 451 Renaissance Europe
- T PHIL 355 The Mind of Modernity
- T PHIL 357 The Greek Mind and Imagination

- T PHIL 358 History of Philosophy: Medieval and Modern
- T PHIL 360 History of Philosophy: Modern and Contemporary
- T PHIL 362 The Beautiful and the Good: Philosophy's Quest for Value
- T PHIL 367 Utopias
- T PHIL 451 The Enlightenment
- TWOMN 347 History of Women in the United States

List H: Society and Culture or The Human Present

- TANTH 354 History of the Concept of Culture
- TCOM 353 Critical Approaches to Mass Communication
- TECON 312 Economics in Modern Society
- TECON 340 International Economics
- T HIST 417 United States History 1945-Present
- T HIST 479 Modern European Culture
- TPHIL 350 Contemporary Search for Meaning
- TPHIL 351 Ethics in Society
- TPHIL 354 American Modes of Thought and Experience
- TPHIL 356 Themes in American Philosophy
- TPHIL 458 Ways of Knowing
- TPHIL 460 The Meaning of the Person
- TPOL S 311 International Human Rights
- TRELIG 365 Hinduism and Buddhism
- TRELIG 366 Islam
- TRELIG 463 God: East and West
- T SOC 266 Introduction to Labor Studies
- T SOC 434 Women, Race, and Class: Identity and Intergroup Relations
- T SOC 455 Sociology of Gender
- TURB 340 Urban Social Change
- TURB 370 Creating the Urban Narrative

List I: Literature

- T ANTH 480 Linguistic Methods and Theory
- T HISP 277 Latin American Literature
- T HISP 476 Latin American Women Writers
- T LIT 200 Understanding Literature
- T LIT 201 Studies in American Literature
- T LIT 230 Multi-Ethnic American Literature
- T LIT 242 Studies in English Literature
- T LIT 251 Ancient Literature of Western Civilization
- T LIT 252 Medieval and Renaissance Literature of Western Civilization
- T LIT 253 Modern Literature of Western Civilization
- T LIT 305 American Literary Movements, Genres, and Historical Periods
- T LIT 306 Studies in Selected American Writers
- T LIT 311 Themes in American Literature
- T LIT 313 American Poetry
- T LIT 320 African American Literature from Slavery to the Present
- T LIT 324 African American Women's Literature
- T LIT 325 Medical and Ethical Issues in Literature and Culture

\*Must be enrolled in Global Honors to take these courses.

\*\*Cannot receive credit for both T PHIL 363 and T PHIL 364.

T LIT 331	Immigrant and Ethnic Literature
T LIT 332	Asian American Literature
T LIT 338	Writing in the Pacific Northwest
T LIT 343	Shakespeare
T LIT 371	The World Stage
T LIT 380	Myth and Literary Sagas in Creative Expression
T LIT 388	Cross Cultural Studies in Contemporary Women's Fiction
T LIT 390	Varieties of Literary Criticism
T LIT 406	Children's and Young Adult Literature
T LIT 425	Literature of the Harlem Renaissance
T LIT 431	Contemporary Native American Women's Literature
T LIT 432	American Indian Literature
T LIT 437	Nature and Environment in American Literature
T LIT 439	Western American Literature
T LIT 453	Ancient Greek Tragedy
T LIT 455	Medieval Quests
T LIT 458	Modern Novel
T LIT 476	American Women's Literature: Nineteenth and Twentieth Century Texts
T LIT 481	Postcolonial Fiction
TWRT 370	Poetry Writing
TWRT 380	Introduction to Fiction Writing

#### List J: Visual and Performing Arts

T ARTS 200	Studio Foundation I: Contemporary Art Strategies
T ARTS 240	Landscape in Contemporary Art
T ARTS 280	3-Dimensional Art and Contemporary Approaches to Sculpture
T ARTS 281	Art and Culture in India
T ARTS 284	Art and Culture in the Pacific
T ARTS 311	History of Rock and Roll
T ARTS 335	History of Photography
T ARTS 360	Women Artists from the Renaissance to the Present
T ARTS 367	Ideas through Objects: A Conceptual Approach to Art
T ARTS 386	Contemporary Art and Studio Drawing
T ARTS 403	Body Image and Art
T ARTS 404	Art in a Time of War
T ARTS 405	Cultural Identity and Art
T ARTS 406	Labor, Globalization, and Art
T ARTS 407	Art and the Public
T ARTS 411	History of Jazz
T ARTS 469	Art Theories, Methods, Philosophies
T ARTS 471	Culture and Meaning in the Visual Arts
TCOM 347	Television Criticism and Application
TCOM 348	Non-fiction Writing for Television
TCOM 351	Video Production
TCOM 470	Documentary Production and Critique
T FILM 272	Film Studies
T FILM 348	Film and Human Values
T FILM 420	Contemporary World Cinema
T FILM 481	Film Theory and Aesthetics

T FILM 483	Film Directors
T FILM 484	French Cinema
T FILM 486	Feminist Perspectives in Film and Literature
T HISP 376	Latin American Film
T HISP 377	Spanish Film
T HISP 441	Mexican Cinema and Society
T HISP 465	Latin American Visual Arts
T HIST 226	American Architecture
T HIST 333	Early American Music, Art, Literature, and Theater
T HIST 366	Black, Labor, and Protest Music in Historic Perspective
T HIST 377	Art of the Americas
T HIST 379	Modern Architecture
T HIST 452	Art, Culture, and History of the Eternal City
T LIT 371	The World Stage

See the IAS website for the most current major options.

### Major in Law and Policy

The Law and Policy major develops students' theoretical reasoning and analytical skills as applied to critical assessments of current topics in law and policy. This major provides a solid liberal arts foundation for thinking analytically about the public action component of current legal and policy concerns associated with health care, social policy, and international development. The Law and Policy major also links curricular content with opportunities and challenges facing Tacoma, South Puget Sound and Washington State.

Graduates of this program will be prepared to pursue a wide range of careers, such as those directly or indirectly related to government and politics; public policy analysis and management; nongovernmental organizations; policy analysis think tanks; local, state and federal government; the law and legal administration (e.g., probation and parole); law enforcement (FBI, police); rights advocacy; and teaching. In addition, graduates will be prepared to begin graduate programs in law, policy studies, public policy, politics, public administration, management, education, and community advocacy.

#### Student Learning Objectives

The specific student learning objectives of this major are:

- Develop effective and persuasive analytical, writing and communication skills, and apply these skills to complex contemporary social and legal problems.
- Acquire substantive knowledge and understanding about the institutions and beliefs embedded in legal practices and specific public policies.

- Critically examine legal, political, and economic institutions as they relate to social and policy choices.
- Critically evaluate theories and methods used to examine tradeoffs in policy and legal decisions.
- Analyze, display and interpret data to explain social and policy issues.
- Understand the role of ethics and the ethical dimension of laws and policy making.

#### Graduation Requirements

Law and Policy requires a total of 70 credits as outlined below:

##### ■ Core Requirements (40 credits)

Law (5 credits)

TPOLS 363	Law in Society (5 credits)
TPOLS 320	American Constitutional Law (5 credits)

Domestic Politics (5 credits)

TPOLS 202	American Politics (5 credits)
TPOLS 382	State Government (5 credits)
T URB 345	Urban Government and Organizations (5 credits)

International Politics (5 credits)

TPOLS 204	Comparative Politics (5 credits)
TPOLS 203	International Relations (5 credits)

Economics (5 credits)

TECON 200/TBECON 220	Microeconomics (5 credits)
TECON 201/TBECON 221	Macroeconomics (5 credits) (required for International Policy track)

Ethical and Philosophical Reasoning (5 credits)

TPHIL 240	Introduction to Ethics (5 credits)
TPHIL 361	Ethics in Society (5 credits)

Statistics and Methods (10 credits)

TMATH 110	Introduction to Statistics (5 credits)
TECON 410	Economics of Public Policy (5 credits)

Writing (5 credits)

TWRT 211	Argument and Research in Writing (5 credits)
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##### ■ Choice Area Concentration (25 credits)

At least 15 credits must fall within one category (5 credits each)

Area: Health Policy

THLTH 310	Health and Society
T HLTH 372	Environmental Health: Local to Global
T HLTH 440	Business of Health Care
T HLTH 470	Challenges and Controversies in U.S. Health Care



T HLTH 485 Critical Issues in Global Health  
 THLEAD 380 Healthcare Budgetary Analysis  
 and Financial Decision Making  
 THLEAD 410 Ethical Issues in Clinical  
 Practice  
 THLEAD 420 Healthcare Accreditation and  
 Legal issues

Area: Social Policy

TECON 360 Poverty in Developing  
 Countries  
 TECON 416 Current Issues in U.S. Public  
 Policy  
 TECON 420 Economics of Education  
 TPOLS 325 Issues in Local Government  
 TPOLS 425 Comparative Social Policy  
 T SOC 335 Social Class and Inequality  
 T SOC 436 History of Social Welfare  
 Policy in the United States  
 TSOCWF 425 Comparative Social Policy  
 T URB 220 Introduction to Urban  
 Planning  
 T URB 312 Race and Poverty in Urban  
 America  
 T URB 316 Cities and Citizenship  
 T URB 323 Sustainable Urban  
 Development Policies  
 T URB 460 Urban Issues in the Developing  
 World

Area: International Development

TECON 360 Poverty in Developing  
 Countries  
 TECON 332 Rise of East Asia  
 TECON 340 International Economics  
 TECON 394 Comparative Economic  
 Development  
 TECON 417 Political Economy of India  
 TECON 425 Contemporary Issues in  
 International Political  
 Economy  
 TECON 440 Global Economic Challenges  
 TECON 460 China's Rise and its Global  
 Economic Implications  
 TESC 341 Climate Change  
 T GEOG 435 Contemporary Geopolitics  
 T HLTH 372 Environmental Health: Local  
 to Global  
 T HLTH 485 Critical Issues in Global Health  
 TPOL S 311 International Human Rights  
 TPOL S 321 American Foreign Policy  
 TPOL S 368 The Politics and Law of  
 International Human Rights  
 TPOL S 410 Labor Rights and Human  
 Rights  
 TPOL S 422 International Humanitarian  
 Law  
 TPOL S 440 American Foreign Policy in the  
 Middle East  
 TSOC 435 Migration in the Modern  
 World  
 T SUD 444 Green Internationalism and  
 the City  
 T URB 430 Pacific Rim Cities  
 T URB 460 Urban Issues in the Developing  
 World  
 T WOMN 420 Women in the Global  
 Economy

Area: Legal Studies

T HIST 410 Early American Politics and Law

TPHIL 314 Philosophy of Crime and  
 Punishment  
 TPHIL 414 Philosophy of Law  
 TPOLS 320 American Constitutional Law  
 TPOLS 361 U.S. Courts and Civil Liberties  
 TPOLS 363 Law and Society  
 TPOLS 367 Comparative Law and Courts  
 TPOLS 368 The Politics and Law of  
 International Human Rights  
 TPOLS 422 International Humanitarian  
 Law  
 TPOLS 438 Environmental Law  
 TPOLS 452 Minorities and the Law  
 TPOLS 465 Law and Public Policy

■ Capstone Seminar or Internship (5 credits)

TPOL S 480 Politics, Philosophy and  
 Economics Seminar  
 TPOL S 496 Politics, Philosophy and  
 Economics Internship  
 TPOL S 497 Political Internship in State  
 Government  
 Law and Policy Capstone (5  
 credits) (*to be developed*)  
 Internship in Law and Policy  
 (5-15 credits) (*to be developed*)

**Major in Politics, Philosophy  
 and Economics**

Politics, Philosophy and Economics draws from political science, philosophy, economics, policy and law. This major provides students with an in-depth interdisciplinary foundation in the analysis of politics and economics and in the study of philosophical and ethical issues related to political, economic, and public policy issues. Special emphasis is placed on developing critical thinking and writing skills.

Students in this major are prepared for careers in government, law, public agencies, business, nonprofit management, diplomacy, community work, or journalism. It also prepares students for advanced studies in law, journalism, international relations, public policy, international development and other social sciences.

**Graduation requirements**

Requires 60 credits total. Reminder: 45 upper-division credits and 45 credits of IAS courses are required for graduation from IAS.

■ Core courses (20 credits):

TECON 200 Introduction to  
 Microeconomics (or TBECON  
 220)  
 TECON 201 Introduction to  
 Macroeconomics (or TBECON  
 221)  
 TPOL S 201 Introduction to Political Values  
 and Ideas  
 Maximum of two of the following courses:  
 TPOL S 202 Introduction to American  
 Politics

TPOL S 203 Introduction to International  
 Relations  
 TPOL S 204 Introduction to Comparative  
 Politics

■ Methods course (5 credits)

TMATH 110 Introductory Statistics with  
 Applications  
 TMATH 122 Calculus and Its Practical  
 Applications  
 TMATH 124 Calculus with Analytic  
 Geometry  
 TMATH 214 Analytical Thinking  
 TPSYCH 330 Inquiry and Research in the  
 Social Sciences

■ Seminar course (5 credits)

TPOL S 480 Politics, Philosophy and  
 Economics Seminar  
 TPOL S 496 Internship (*must be approved*)  
 TPOL S 497 Internship in State Government  
 (*offered winter quarter only*)

In addition to the above requirements, students choose between one of three separate tracks: Politics and Philosophy, Economics and International Studies, each of which allows you to specialize in a particular area.

■ The **Politics and Philosophy Track**

combines political science with philosophy, sociology, history, economics and policy studies. It provides an in-depth study of political theory, political and social interactions, relations between states and capital, and the history of relationships between governments and citizens. The program also aims to develop skills needed for an informed and effective citizenship.

To fulfill this track, you must take four classes from the list below, as well as two additional classes from either the International or Economics tracks.

TECON 417 Political Economy of India  
 T GEOG 435 Contemporary Geopolitics  
 T GEOG 440 Political Geography: Territory,  
 State and Society  
 T GH 301 Global Interactions\*  
 T GH 303 Global Challenges\*  
 T HIST 322 American Labor Since the  
 Civil War  
 T HIST 350 Modern Germany Since 1848  
 T PHIL 200 Introduction to the Philosophy  
 of Human Rights  
 T PHIL 240 Introduction to Ethics  
 T PHIL 355 Mind of Modernity  
 T PHIL 356 Themes in American  
 Philosophy  
 T PHIL 358 History of Philosophy  
 Medieval and Modern  
 T PHIL 360 History of Philosophy Modern  
 and Contemporary  
 T PHIL 361 Ethics in Society  
 T PHIL 363 Philosophical Perspectives on  
 the Environment\*\*  
 T PHIL 364 Philosophy of Science\*\*  
 T PHIL 414 Philosophy of Law  
 T PHIL 451 The Enlightenment



T PHIL 456 Environmental Ethics  
 T PHIL 466 Modernity and Its Critics  
 TPOL S 204 Introduction to Comparative Politics  
 TPOL S 251 Cultural Studies  
 TPOL S 260 American Political Theory  
 TPOL S 300 Mass Media and U.S. Politics  
 TPOL S 305 Campaigns and Elections  
 TPOL S 310 Modern European Political Theory  
 TPOL S 311 International Human Rights  
 TPOL S 312 19th Century Revolutions and Revolutionaries  
 TPOL S 321 American Foreign Policy  
 TPOL S 328 International Organizations  
 TPOL S 340 Middle East Politics  
 TPOL S 368 The Politics and Law of International Human Rights  
 TPOL S 400 American Presidency  
 TPOL S 405 Advanced Campaigns and Elections  
 TPOL S 410 Labor Rights and Human Rights  
 TPOL S 426 World Politics  
 TPOL S 440 American Foreign Policy in the Middle East  
 TPOL S 450 Contemporary Theories of Culture  
 TPOL S 453 Political Theory of Human Rights  
 TPOL S 456 Community and Labor Organizing: A Multicultural Perspective  
 TPOL S 460 Political Economy of the European Union  
 TRELIG 310 Religious Diversity in America  
 TRELIG 321 Comparative Religion  
 TRELIG 350 Philosophy, Religion and the Environment  
 TRELIG 467 Philosophy of Religion

- **The Economics Track** emphasizes economic theory and reasoning. It provides a solid foundation for understanding how the interplay of economics and politics shape our everyday lives. Particular emphasis is placed on analytical and critical thinking skills and problem solving.

To fulfill this track, you must take 4 classes from the list of Economics track classes, as well as 2 additional classes from either the Politics and Philosophy or Law and Policy tracks.

TBECON 420 Intermediate Microeconomic Theory  
 TBECON 424 Managerial Economics  
 TECON 313 Theories of Economic Development and Social Change  
 TECON 332 Rise of East Asia  
 TECON 340 International Economics  
 TECON 350 Economic History of Europe  
 TECON 360 Poverty in Developing Countries  
 TECON 394 Comparative Economic Development  
 TECON 401 Topics in Economic History  
 TECON 410 Economics of Public Policy  
 TECON 416 Current Issues in U.S. Public Policy

TECON 417 Political Economy of India  
 TECON 420 Economics of Education  
 TECON 421 Environmental Policy  
 TECON 425 Contemporary Issues in International Political Economy  
 TECON 440 Global Economic Challenges  
 TECON 460 China's Rise and its Global Economic Implications  
 TGEOG 349 Geography and International Trade  
 TPOL S 270 Introduction to Political Economy  
 TPOL S 330 International Political Economy of Latin America  
 TPOL S 460 Political Economy of European Union  
 TPOLS 485 Study Abroad in Politics, Philosophy and Economics

- **The International Studies Track** focuses on the study of relations between states, domestic groups, and transnational actors from an interdisciplinary perspective that includes politics, philosophy, history and economics. Students gain the background knowledge and skills necessary to understand the sources of conflict, cooperation and peace in the global arena. To fulfill this track, you must take four classes from the International Studies track list, with the option of using up to 5 credits from a study abroad course or one third quarter or higher language course as one of the four track classes.

Two additional classes from either the Politics and Philosophy or Economics tracks are also required.

TCOM 430 Global Networks, Local Identities  
 TECON 332 Rise of East Asia  
 TECON 340 International Economics  
 TECON 360 Poverty in Developing Countries  
 TECON 394 Comparative Economic Development  
 TECON 417 Political Economy of India  
 TECON 425 Contemporary Issues in International Political Economy  
 TECON 440 Global Economic Challenges  
 TECON 460 China's Rise and its Global Economic Implications  
 TGEOG 349 Geography and International Trade  
 TGEOG 435 Contemporary Geopolitics  
 TGH 301 Global Interactions (GH students only)  
 TGH 303 Global Challenges (GH students only)  
 THIST 271 Modern East Asia  
 THIST 350 Modern Germany since 1848  
 THIST 365 Europe in the Twentieth Century  
 THIST 457 Anti-Semitism and the Holocaust  
 THIST 464 Modern China  
 THIST 465 Modern Japan  
 THIST 466 Modern Korea  
 THIST 475 Twentieth-Century Britain  
 TPHIL 200 Introduction to the Philosophy of Human Rights  
 TPHIL 361 Ethics in Society

TPOL S 251 Cultural Studies: Torture and Human Rights  
 TPOL S 310 Modern European Political Theory  
 TPOL S 311 International Human Rights  
 TPOL S 321 American Foreign Policy  
 TPOL S 328 International Organizations  
 TPOL S 340 Middle East Politics  
 TPOL S 368 The Politics and Law of International Human Rights  
 TPOL S 422 International Humanitarian Law  
 TPOL S 423 International Law  
 TPOL S 425 Comparative Social Policy  
 TPOL S 426 World Politics  
 TPOL S 431 International Relations in the Middle East  
 TPOL S 440 American Foreign Policy in the Middle East  
 TPOL S 450 Contemporary Theories of Culture: post-9/11  
 TPOL S 460 Political Economy of the European Union  
 TRELIG 321 Comparative Religion  
 TRELIG 366 Islam  
 T SOC 435 Migration in the Modern World  
 T SUD 444 Green Internationalism and the City  
 T URB 430 Pacific Rim Cities  
 T URB 460 Urban Issues in the Developing World  
 T WOMN 420 Women in the Global Economy

- 5 credits Natural World/Science: TESC prefix or environmental science transfer. See advisor for applicable transfer courses.

### ***Graduating with Honors in the Politics, Philosophy and Economics major***

PPE students have the option of graduating with PPE honors by fulfilling the requirements below:

- 1) Students must have earned a 3.5 cumulative GPA at the time of application and at the time of graduation;
- 2) Students must submit a formal application for PPE Honors to the Interdisciplinary Arts and Sciences office (WCG 424);
- 3) Students must meet all program and degree requirements;
- 4) Writing Requirement for PPE Honors (student must fulfill one option listed below):
  - Students must have taken TWRT 211 Argument and Research in Writing and earned at least a 3.0 in that class;
  - Students must have taken TWRT 211 Argument and Research in Writing or a 300 or 400-level TWRT course and earned at least a 3.0 in that class; or
  - Students must have taken TWRT 211 Argument and Research in Writing or TWRT 431 Writing for Social Change and earned at least a 3.0 in that class.

- 5) In addition to meeting the PPE capstone requirement, students must take an additional section of TPOL S 480 Politics, Philosophy, and Economics Seminar and have earned at least a 3.5 in this class.

See the IAS website for the most current major options.

## Major in Psychology

Psychology is the scientific study of the psychological, biological, and contextual determinants of human behavior. The Psychology major at UW Tacoma is shaped by the concept that psychology is a liberal art as well as a rigorous social science. As a program we value the philosophical, historical and cultural traditions that inform psychology, including feminism, existentialism, hermeneutics, psychoanalysis, and critical theory. We are also firmly committed to interdisciplinarity, meaning that students should be able to synthesize material across disciplines. The curriculum is designed for students who plan to work as professional psychologists and thus need a sound preparation for graduate study; for students who plan a career in any field dealing primarily with people, such as nursing, teaching, social work, guidance, and human resources; or for those who desire a well-rounded education and thus need a basic knowledge and understanding of human experience and behavior.

### Prerequisites

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

- One introductory statistics course (TMATH 110 or equivalent)
- One general or introduction to psychology course (TPSYCH 100 or equivalent)
- Two psychology foundation courses in any of the following areas:
  - Developmental psychology (Lifespan or child development; TPSYCH 220 or equivalent)
  - Abnormal psychology (TPSYCH 210 or equivalent)
  - Social psychology (TPSYCH 240 or equivalent)
  - Human cognition (TPSYCH 250 or equivalent)
  - Biopsychology (TPSYCH 260 or equivalent)\*

\*These prerequisites apply only to students admitted to the major for Autumn 2015 or later.

- One introductory methods course:\*
  - TPSYCH 209 Fundamentals of Psychological Research I (or equivalent)

### Graduation requirements (through Summer 2015)

Requires 60 credits total, excluding prerequisites. Reminder: 45 upper-division credits and 45 credits of IAS courses are required for graduation from IAS.

- 5 credits Research Methods
  - TPSYCH 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 310 Controversies in Clinical Psychology
    - TPSYCH 311 Personality Theories
    - TPSYCH 312 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 and Systems of Psychology
    - TPSYCH 301 Psychology of Adjustment
    - TPSYCH 350 Human Memory
    - TPSYCH 360 Health Psychology
- 15 credits of Advanced Topics Courses
  - TPSYCH 352 Judgment and Decision Making
  - TPSYCH 401 Family Violence
  - 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 409 Group Counseling and Dynamics
  - TPSYCH 410 Existential Psychology
  - TPSYCH 411 Psychology and the Arts
  - TPSYCH 412 Women and Health: Power and 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 and Interpersonal Relations
  - TPSYCH 421 Social Psychology, Law, and Society
  - TPSYCH 422 Psychology and the Legal System
  - TPSYCH 431 Sexual Deviance
  - TPSYCH 432 Sex Crimes & Sexual Violence
  - TPSYCH 462 Human Memory
  - TPSYCH 471 Applied Issues in Cognition
  - TWOMN 339 Psychology of Women

### Courses under development:

Current Issues in Psychology  
Applied Statistics for Psychology

- 20 credits from 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 advisor)
- Psychology students can take a maximum of eight upper-division (40 credits) TPSYCH courses in their core and electives.

### Graduation requirements (starting Autumn 2015)

Requires 55 credits total, excluding prerequisites. Reminder: 45 upper-division credits and 45 credits of IAS courses are required for graduation from IAS.

- 5 credits Research Methods
  - TPSYCH 309 Fundamentals of Psychological Research II
- 15 credits Core Courses in at least two different areas
  - Clinical Core Courses
    - TPSYCH 310 Controversies in Clinical Psychology
    - TPSYCH 311 Personality Theories
    - TPSYCH 312 Mental Illness Across Cultures
  - Developmental Core Courses
    - TPSYCH 320 Race/Class/Gender Contexts of Child Development
    - TPSYCH 321 Adolescent Psychology
    - TPSYCH 322 Adult Development
  - Cognitive/Experimental Core Courses
    - TPSYCH 350 Human Memory
    - TPSYCH 352 Judgment & Decision-Making
  - Social/Applied Core Courses
    - TPSYCH 360 Health Psychology
  - General Psychology Core Courses
    - TPSYCH 300 History and Systems of Psychology
    - TPSYCH 301 Psychology of Adjustment (If TMATH 314 Analytical Thinking was taken as TQS 314 [not 214], it may count here.)

■ 10 credits of Advanced Topics Courses

- TPSYCH 400 Psychology of Women
- TPSYCH 401 Family Violence
- 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 409 Group Counseling and Dynamics
- TPSYCH 410 Existential Psychology
- TPSYCH 411 Psychology and the Arts
- TPSYCH 412 Women and Health: Power and 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 and Interpersonal Relations
- TPSYCH 421 Social Psychology, Law, and Society
- TPSYCH 422 Psychology and the Legal System
- TPSYCH 431 Sexual Deviance
- TPSYCH 432 Sex Crimes & Sexual Violence
- TPSYCH 462 Human Memory
- TPSYCH 471 Applied Issues in Cognition

■ 5 additional credits from any 300-level or 400-level TPSYCH course OR 400-level research or internship (i.e., TIAS 496/497/499)

■ 15 credits from 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)

5 additional credits from VLPA/I&S/NW (no restrictions on NW for these 5)

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 advisor)

■ Psychology students can take a maximum of 10 upper-division (50 credits) TPSYCH courses in their core and electives.

See the IAS website for the most current major options.

## Major in Writing Studies

Students in the Writing Studies major learn to write effectively in a range of genres, and to think critically and creatively. Writing Studies prepares students to be verbally and visually literate in a manner that encourages their growth as learners, citizens, and professionals. Students also receive a well-rounded liberal arts education in the sciences and the humanities. The major in Writing Studies provides students with solid skills for seeking employment involving writing, including careers in education, publishing, public relations, grant writing, and marketing. Currently there is a track in creative writing and in the future the major will expand to include other tracks.

### Creative Writing Track

The creative writing track offers the opportunity for focused study of literary and popular forms of creative writing with supportive faculty who publish in these genres, and provides a strong base for students wishing to pursue a Master of Fine Arts. Our creative writing track takes a distinctive interdisciplinary approach to creative writing: students choose classes in more than one genre (poetry, nonfiction, and fiction), a wide-range of literature courses from multiple perspectives, as well as professional/technical writing courses that can prepare them for writing jobs in a variety of fields. In addition, the creative writing track reflects the curricular guidelines of the Association of Writing Programs (AWP), the national professional organization in creative writing.

Students can gain professional experience as editors and writers of Tahoma West, UW Tacoma's student-run literary and arts magazine, as well as the school newspaper, The Ledger. Students also have opportunities to engage in the vibrant literary community of the Puget Sound and are encouraged to apply for internships at local arts and publishing organizations.

### Student learning outcomes

As a student in the Creative Writing track within the Writing Studies major, you are expected to:

- Write effectively in a range of genres.
- Think critically and creatively.
- Be verbally and visually literate in a manner that encourages your growth as learners, citizens and professionals.
- Acquire a well-rounded liberal arts education in the sciences and the humanities.
- Acquire solid skills for seeking employment involving writing, including careers in education, publishing, public relations, grant writing and marketing.

■ Acquire a strong base with which to pursue a Master of Fine Arts in Creative Writing.

■ Be prepared for writing jobs in a variety of fields.

■ Use technology integral to a writing profession.

### Prerequisites for the Writing Studies Major (10 credits)

Students must earn credit in the following courses, each with a minimum of a 2.0 grade.

TCORE 101 or TWRT 112 Introduction to Academic Writing

TWRT 211 Academic Research and Argument

### Graduation Requirements

The Writing Studies Major Creative Writing Track requires 65 credits. Reminder: 45 upper-division credits and 45 credits of IAS courses are required for graduation from IAS.

■ List A: Creative Writing Foundation (10 credits)

- TWRT 200 Introduction to Creative Writing or 5 credits at 300 level in a third genre not counted towards List B
- T LIT 200 Understanding Literature

■ List B: Creative Writing Core (20 credits).

*Must include 5 credits at the 300 level in a chosen genre, 10 credits at the 400 level in that genre and 5 credits at the 300 level in an alternative genre.*

- TWRT 370 Poetry Writing
- TWRT 380 Introduction to Fiction Writing
- TWRT 387 Creative Nonfiction Writing
- TWRT 470 Advanced Poetry Writing (repeatable once)
- TWRT 480 Advanced Fiction Writing (repeatable once)
- TWRT 487 Advanced Creative Nonfiction Writing (repeatable once)
- TWRT 499 Advanced Topics in Creative Writing (repeatable)

■ List C: Literature (15 credits)

- T LIT 390 Varieties of Literary Criticism (5 credits)
- 10 credits at the 300-400 level in literature

*Must include 5 credits in a literature other than American literature*

■ List D: Technical/Professional Communication (15 credits). Students choose three courses from the following list:

- TWRT 291 Technical Communication in the Workplace (5 credits)

Plus 10 credits from the following list:

- TCOM 387 Writing for Public Relations
- TCOM 486 Feature Writing
- TWRT 330 Visual and Written Rhetoric



TWRT 331	Writing in the Natural Sciences
TWRT 365	Literary Editing and Publishing
TWRT 3xx	Writing in New Media ( <i>to be developed</i> )
TWRT 431	Writing Studies: Writing for Social Change
TWRT 440	Cross-Cultural Communication Design
TWRT 4xx	Advanced Visual Rhetoric ( <i>to be developed</i> )
TWRT 4xx	Internship ( <i>to be developed</i> )

- 5 credits of Natural World: TESC prefix or environmental science transfer; see advisor for applicable transfer courses.

See the IAS website for the most recent updates in the major.

## Environmental Science

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

- Bachelor of science degree in Environmental Science
- Bachelor of arts in Environmental Studies (see page 73)
- Minor in environmental studies
- Certificate/minor in Restoration Ecology
- Certificate in Geographic Information Systems (GIS) jointly offered with Urban Studies

### Bachelor of Science

The bachelor of science degree in environmental science provides students with a strong science background focused on the environmental issues of the future.

Through lecture, lab, and field classes, students get hands-on experience with biology, chemistry, the geosciences, physics, and math, and learn how to draw connections between them in order to solve the complex, interdisciplinary environmental problems facing the local community and society at large. The Environmental Science program is embedded in the Interdisciplinary Arts and Sciences, allowing our students to synthesize diverse approaches to the environment in the social sciences and humanities as well.

Course work and independent study will allow students to develop the tools needed for scientific research, technical writing and grant preparation. Students are prepared to begin working in the sciences or continue their education upon graduation through a culminating capstone experience that gives students the opportunity to work with a scientist on their own undergraduate research project or to intern with a community group to gain practical experience.

Students have the option of completing a biology or a geoscience track within the BS in Environmental Science degree. See page 90 for details.

Two required “bookend” seminars, taken by entering juniors 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.

Students will be prepared to enter government, academic, private or nonprofit careers, or to continue their education in a variety of scientific disciplines.

### Admission Requirements

The Environmental Science program considers applications for admission from students with more than 45 college-level credits. Students with less than 45 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 with a 2.0 before applying. As a B.S. degree, Environmental Science has preparatory courses that should be taken during the first and second years. For students who would like to transfer this course work 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 course work are listed in parentheses.

- Completion of General University Requirements (see page 20)
- 15 credits of college biology (majors sequence with lab) (TESC 120, 130, 140) – 1.5 minimum grade in each
- 15 credits of college chemistry (majors sequence with lab) (TESC 141, 151, 161) – 1.7 minimum grade in each
- 5 credits of physical geology with lab (TESC 117) – 2.0 minimum grade
- 5 credits of college physics (mechanics with lab) (TESC 121) – 2.0 minimum grade
- 5 credits of calculus course (TMATH 122 or 124) – 2.0 minimum grade
- 5 credits of statistics (TMATH 110) – 2.0 minimum grade

Additionally, students must be **computer literate**, which 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.

Preparatory courses must have been completed within the last five years. If they were completed earlier, please consult an IAS advisor.

### 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 course work and a minimum of 45 credits in Interdisciplinary Arts and Sciences.
- Complete all general education requirements not met with transfer courses. See advisor 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 advisor for details.
- Complete five credits of English composition with a minimum grade of 2.0.
- 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 an academic advisor 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 (3) <i>To be taken in the first quarter of enrollment (sophomore or junior year)</i>
TESC 410	Environmental Science Senior Seminar (3) <i>To be taken in the last quarter of enrollment after or concurrent with capstone experience</i>
- 3-10 credits: Capstone experience



(internship, research, etc.) Planned with faculty advisor; 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, 110, 111 and 213 are electives for the B.S. degree.*

TESC 202 Plant Biology and Ecology (B)  
TESC 211 The Science of Environmental Sustainability (P)  
TESC 215 Meteorology (P, if 6 cr- L)  
TESC 227 Earth History (P)  
TESC 232 Issues in Biological Conservation (B)  
TESC 236 Plants and People: The Science of Agriculture (B)  
TESC 238 Human Interactions with Marine Invertebrates (B)  
TESC 239 Energy and the Environment (P)  
TESC 240 Human Biology and Environmental Interactions  
TESC 241 Oceanography (P, if 6 cr- L)  
TESC 243 Geography of the Physical Environment (P)  
TESC 247 Maritime History and Science in the Pacific Northwest (P)  
TESC 251 Organic Chemistry I (P)  
TESC 302 Ecology of Mt. St. Helens (B/P/F)  
TESC 303 Sustainable Development in Africa - Study Abroad (B,P,F)  
TESC 304 Tropical Ecology and Sustainability (B)  
TESC 315 Applied Physics with Environmental Applications (P/L)  
TESC 316 Pacific NW Geology (P)  
TESC 317 Geology, Landscape and Culture (Field course to England) (P/F)  
TESC 318 Biogeography (P/B, if 6 cr- L)  
TESC 319 Water Quality Concepts and Watershed Studies (P/L)  
TESC 321 Soils and Environmental Applications (P)  
TESC 326 Pacific NW Geology Field Trip (If TESC 316 taken; P/L)  
TESC 332 Conservation Biology in Practice (B/L)  
TESC 337 Environmental Geology (P/L)

TESC 341 Climate Change (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 370 Genetics and Society (B)  
TESC 378 Environmental Microbiology (B/L)  
TESC 402 History and Ecology of Biological Invasions (B)  
TESC 404 Costa Rica Field Studies: Ecology and Community (B/F)  
TESC 405 Introduction to Biochemistry (if 6 credits,P)  
TESC 408 Marine Plankton (B/L)  
TESC 415 Sedimentology (P/L)  
TESC 417 Field Geology (P/F)  
TESC 422 Evolution (B, if 6 cr- L)  
TESC 426 Ecological History Field Studies (B,P,F)  
TESC 430 Environmental Modeling (B/P/L)  
TESC 431 Water Resources and Pollution (P/F)  
TESC 432 Forest Ecology (B/F)  
TESC 433 Pollutant Fate and Transport (P/L)  
TESC 434 Biology, History/ Politics of Salmon in the Pacific NW (B, if 6 cr- L)  
TESC 435 Limnology (P/F)  
TESC 437 Stream Ecology (P/L)  
TESC 438 Environmental Biology: Marine Invertebrates (B/L)  
TESC 439 Analytical Chemistry with Environmental Applications (P/L)  
TESC 440 Environmental Entomology (B/L)  
TESC 442 Marine Ecology (B/F)  
TESC 445 Estuarine Field Studies (B/P/F)  
TESC 452 Plants, Insects and their Interactions (B/F)  
TESC 490 Special Topics: Ecological History Field Studies (B/F)  
T GIS 311 Maps and GIS (P/L)  
TMATH 310 Statistics for Environmental Applications (B,P)  
TMATH 390 Probability and Statistics in Engineering and Science

■ 5 credits: Environmental Law/Policy course (TECON 421 does not count)

TEST 333 Environmental Policy Application and Compliance  
TEST 335 Environmental Impact Analysis  
TPOL S 438 Environmental Law  
TPOL S 439 Washington State Environmental Law

■ 5 credits: Environmental Ethics course

T PHIL 363 Philosophical Perspectives on the Environment  
T PHIL 364 Topics in the Philosophy of Science  
T PHIL 456 Environmental Ethics  
TRELIG 350 Philosophy, Religion and the Environment

■ 5 credits: Social Science/environmental focus

T ANTH 418 Interpreting Enigmatic India  
T ANTH 464 Native American Cultural Areas  
TCOM 310 Contemporary Environmental issues and the Media  
TCOM 351 Video Production  
TCOM 470 Documentary Production and Critique  
TECON 421 Environmental Policy  
TESC 107 Geohazards and Natural Disasters  
TESC 304 Tropical Ecology and Sustainability  
TESC 318 Biogeography  
TEST 211 Women in Science  
TEST 221 Environmental History: Water  
TEST 332 A Natural History of Garbage  
T GEOG 403 Geography of the USA and Canada  
T GEOG 435 Contemporary Geopolitics  
T GEOG 440 Political Geography  
T GH 303 Global Challenges  
T HIST 445 History of Tacoma  
T HIST 456 North American Regions  
T HIST 487 Technology in the Modern World  
T HIST 488 Urbanization and the Environment  
T HIST 490 Medieval Technology  
T HIST 495 The Metropolis  
T HLTH 410 Environmental Justice  
T HLTH 472 Human Health and the Environment  
TIAS 443 Ethnicity and the Urban Landscape  
T INST 401 Technology in Service of Global Society  
TNPRFT 431 Community Organizations in the Nonprofit Sector  
TNPRFT 451 Essentials of Grant Writing and Fundraising  
TPOL S 326 Modern Brazil  
TPOL S 342 Third World Cities  
TPOL S 435 Popular Movements in Latin America  
T SOC 436 Rural Societies and Development  
T SUD 240 The City and Nature  
T SUD 323 Sustainable Urban Development Policies  
T SUD 445 Urban Ecology  
T URB 205 Images of the City  
T URB 210 Urban Society and Culture  
T URB 220 Introduction to Urban Planning  
T URB 301 The Urban Condition  
T URB 312 Race and Poverty in Urban America  
T URB 321 History of Planning, Theory and Practice  
T URB 322 Land Use Planning  
T URB 326 Climate Change within the Urban Context  
T URB 330 City Worlds  
T URB 345 Urban Government and Organizations  
T URB 410 Environmental Equity  
T URB 450 Planning for Sustainability

- 5 credits: Humanities course/ environmental focus:
  - T ANTH 464 Native American Cultural Areas
  - T ARTS 402 Eco-Art: Art in Response to Environmental Crisis
  - T ARTS 284 Art and Culture of the Pacific
  - T HIST 379 Modern Architecture
  - T HIST 226 American Architecture
  - T LIT 437 Nature and the Environment in American Literature
  - T LIT 431 Contemporary Native American Women's Literature
  - T GH 303 Global Challenges
  - T PHIL 235 Religion in the Modern World
  - T PHIL 353 The End of the Modern World, 1600-2000
  - T PHIL 361 Ethics in Contemporary Society
  - T PHIL 362 The Beautiful and the Good: Philosophy's Quest for Value
  - T PHIL 363 Philosophical Perspectives on the Environment
  - T PHIL 364 Topics In the Philosophy of Sciences
  - T PHIL 367 Utopias
  - T PHIL 451 The Enlightenment
  - T PHIL 455 Medicine and Morality: Biomedical Ethics
  - T PHIL 458 Ways of Knowing
  - TRELIG 367 East Asian Religions: Zen and Taoism
  - TRELIG 463 God: East and West
  - TWRT 211 Argument and Research in Writing
  - TWRT 291 Technical Communication in the Workplace
  - TWRT 331 Advanced Disciplinary Writing: Natural Sciences
  - TWRT 387 Creative Nonfiction Writing
  - TWRT 431 Writing for Social Change

### Graduation Requirements for BS in Environmental Science with the Biology Track

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 course work and a minimum of 45 credits in Interdisciplinary Arts and Sciences.
- Complete all general education requirements not met with transfer courses. See advisor 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 advisor for details.
- Complete five credits of English composition with a minimum grade of 2.0.
- 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 advisor 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 (3)  
*To be taken in the first quarter of enrollment (sophomore or junior year)*
- TESC 410 Environmental Science Senior Seminar (3)  
*To be taken in the last quarter of enrollment after or concurrent with capstone experience*

- 3-10 credits: Capstone experience (internship, research, etc.) Planned with faculty advisor; may span more than one quarter.

- 12 credits: Environmental science core courses:

- TESC 333 Environmental Chemistry (6)
- TESC 340 Ecology and Its Applications (6)

- Five additional TESC courses to include one physical science (P), at least two labs (L) courses (TESC 380 and one more from List A or B) and one field (F) course.

*TESC 100/300, 107/317, 110, 111 and 213/313 not allowed.*

TESC 380 Molecular Biology (L)

Three courses from List A or B (at least one course from each):

List A: Organismal, Molecular, Genetics

- TESC 240 Human Biology and Environmental Interactions
- TESC 370 Genetics and Society
- TESC 378 Environmental Microbiology (L)
- TESC 405 Introduction to Biochemistry I (P)
- TESC 408 Marine Plankton (L)
- TESC 422 Evolution
- TESC 438 Environmental Biology: Marine Invertebrates (L)
- TESC 440 Environmental Entomology (L)

List B: Ecology, Conservation Biology

- TESC 202 Plant Biology and Ecology
- TESC 232 Issues in Biological Conservation
- TESC 236 Plants and People: The Science of Agriculture
- TESC 304 Tropical Ecology and Sustainability
- TESC 332 Conservation Biology in Practice (L)

- TESC 362 Introduction to Restoration Ecology (F)
- TESC 402 History and Ecology of Biological Invasions
- TESC 404 Neotropical Field Studies: Ecology and Community (F)
- TESC 432 Forest Ecology (F)
- TESC 442 Marine Ecology (F)
- TESC 434 Biology, History/ Politics of Salmon in the Pacific
- TESC 437 Stream Ecology (P,L)
- TESC 452 Plants, Insects and their Interactions (F)
- TESC 430 Environmental Modeling (P)
- TMATH 310 Statistics for Environmental Applications (P)

One additional course from lists A-C to complete this portion of the degree requirements.

List C

- TESC 211 The Science of Environmental Sustainability (P)
- TESC 215 Meteorology (P/if 6 cr- L)
- TESC 227 Earth History (P)
- TESC 238 Human Interactions with Marine Invertebrates (B)
- TESC 239 Energy and the Environment (P)
- TESC 241 Oceanography (P/if 6 cr- L)
- TESC 243 Geography of the Physical Environment (P)
- TESC 247 Maritime History and Science in the Pacific Northwest (P)
- TESC 302 Ecology of Mt St. Helens (B/P/F)
- TESC 303 Sustainable Development in Africa (B/P/F)
- TESC 315 Applied Physics with Environmental Applications (P/L)
- TESC 316 Pacific Northwest Geology (P)
- TESC 317 Geology, Landscape and Culture (England) (P/F)
- TESC 318 Biogeography (P/B, if 6 cr- L)
- TESC 319 Water Quality Concepts and Watershed Studies (P/L)
- TESC 321 Soils and Environmental Applications (P)
- TESC 326 Pacific Northwest Geology Field Trip (P/if 316 taken, then L)
- TESC 337 Environmental Geology (P/L)
- TESC 341 Climate Change (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 415 Sedimentology (P/L)
- TESC 417 Field Geology (P/F)
- TESC 426 Ecological History Field Studies (B/F)
- TESC 431 Water Resources and Pollution (P/F)
- TESC 433 Pollutant Fate and Transport (P/L)
- TESC 435 Limnology (P/F)
- TESC 439 Analytic Chemistry with Environmental Application (P/L)
- TESC 445 Estuarine Field Studies (B/P/F)
- T GIS 311 Maps and GIS (P/L)

- 5 credits: Environmental Law/Policy course (TECON 421 does not count)
  - TEST 333 Environmental Policy Application and Compliance
  - TEST 335 Environmental Impact Analysis
  - TPOL S 438 Environmental Law
  - TPOL S 439 Washington Environmental Law
  
- 5 credits: Environmental Ethics course
  - T PHIL 363 Philosophical Perspectives on the Environment
  - T PHIL 364 Topics in the Philosophy of Science
  - T PHIL 456 Environmental Ethics
  
- 5 credits: Social Science/environmental focus
  - T ANTH 418 Interpreting Enigmatic India
  - T ANTH 464 Native American Cultural Areas
  - TCOM 310 Contemporary Environmental issues and the Media
  - TCOM 351 Video Production
  - TCOM 470 Documentary Production and Critique
  - TECON 421 Environmental Policy
  - TESC 304 Tropical Ecology and Sustainability
  - TESC 318 Biogeography
  - TEST 211 Women in Science
  - TEST 221 Environmental History: Water
  - TEST 332 A Natural History of Garbage
  - T GEOG 403 Geography of the USA and Canada
  - T GEOG 435 Contemporary Geopolitics
  - T GEOG 440 Political Geography
  - T GH 303 Global Challenges
  - T HIST 445 History of Tacoma
  - T HIST 456 North American Regions
  - T HIST 487 Technology in the Modern World
  - T HIST 488 Urbanization and the Environment
  - T HIST 490 Medieval Technology
  - T HIST 495 The Metropolis
  - T HLTH 410 Environmental Equity
  - T HLTH 472 Human Health and the Environment
  - TIAS 443 Ethnicity and the Urban Landscape
  - T INST 401 Technology in Service of Global Society
  - TNPRFT 431 Community Organizations in the Nonprofit Sector
  - TNPRFT 451 Essentials of Grant Writing and Fundraising
  - TPOL S 326 Modern Brazil
  - TPOL S 342 Third World Cities
  - TPOL S 435 Popular Movements in Latin America
  - T SOC 436 Rural Societies and Development
  - T SUD 222 Introduction to Sustainability
  - T SUD 240 The City and Nature
  - T SUD 323 Sustainable Urban Development Policies
  - T SUD 445 Urban Ecology
  - T URB 205 Images of the City
  - T URB 210 Urban Society and Culture
  - T URB 220 Introduction to Urban Planning

- T URB 301 The Urban Condition
- T URB 312 Race and Poverty in Urban America
- T URB 321 History of Planning, Theory and Practice
- T URB 322 Land Use Planning
- T URB 326 Climate Change within the Urban Context
- T URB 330 City Worlds
- T URB 345 Urban Government and Organizations
- T URB 410 Environmental Equity
- T URB 450 Planning for Sustainability
  
- 5 credits: Humanities course/ environmental focus:
  - T ANTH 464 Native American Cultural Areas
  - T ARTS 402 Eco-Art: Art in Response to Environmental Crisis
  - T ARTS 284 Art and Culture of the Pacific
  - T GH 303 Global Challenges
  - T HIST 379 Modern Architecture
  - T HIST 226 American Architecture
  - T LIT 437 Nature and the Environment in American Literature
  - T LIT 431 Contemporary Native American Women's Literature
  - T PHIL 235 Religion in the Modern World
  - T PHIL 353 The End of the Modern World, 1600-2000
  - T PHIL 361 Ethics in Contemporary Society
  - T PHIL 362 The Beautiful and the Good: Philosophy's Quest for Value
  - T PHIL 363 Philosophical Perspectives on the Environment
  - T PHIL 364 Topics In the Philosophy of Sciences
  - T PHIL 367 Utopias
  - T PHIL 451 The Enlightenment
  - T PHIL 455 Medicine and Morality: Biomedical Ethics
  - T PHIL 458 Ways of Knowing
  - TRELIG 367 East Asian Religions: Zen and Taoism
  - TRELIG 463 God: East and West
  - TWRT 211 Argument and Research in Writing
  - TWRT 291 Technical Communication in the Workplace
  - TWRT 331 Advanced Disciplinary Writing: Natural Sciences
  - TWRT 387 Creative Nonfiction Writing
  - TWRT 431 Writing for Social Change

### **Graduation Requirements for BS in Environmental Science with the Geosciences Track**

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 course work and a minimum of 45 credits in Interdisciplinary Arts and Sciences.

- Complete all general education requirements not met with transfer courses. See advisor 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 advisor for details.
- Complete five credits of English composition with a minimum grade of 2.0.
- 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 advisor 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 (3)  
*To be taken in the first quarter of enrollment (sophomore or junior year)*
  - TESC 410 Environmental Science Senior Seminar (3)  
*To be taken in the last quarter of enrollment after or concurrent with capstone experience*
- 3-10 credits: Capstone experience (internship, research, etc.) Planned with faculty advisor; may span more than one quarter.
- 12 credits: Environmental science core courses:
  - TESC 333 Environmental Chemistry (6)
  - TESC 340 Ecology and Its Applications (6)
- Five additional TESC courses to include one biological science (B) at least two lab (L) courses (TESC 337 and one more from List G or H) and one field (F) course.

*TESC 100/300, 107/317, 110, 111 and 213/313 not allowed.*

TESC 337 Environmental Geology (L)

Three courses from List G:

- TESC 215 Meteorology
- TESC 227 Earth History
- TESC 239 Energy and the Environment
- TESC 241 Oceanography (L)
- TESC 243 Geography of the Physical Environment



TESC 247	Maritime History and Science in the Pacific Northwest	TESC 438	Environmental Biology: Marine Invertebrates (B/L)	TPOL S 342	Third World Cities
TESC 315	Applied Physics with Environmental Applications (L)	TESC 439	Analytic Chemistry with Environmental Application (L)	TPOL S 435	Popular Movements in Latin America
TESC 316	Pacific Northwest Geology + {TESC 326 PNW Geology Field Trip (L)}	TESC 440	Environmental Entomology (B/L)	T SOC 456	Rural Societies and Development
TESC 317	Geology, Landscape, and Culture (F)	TESC 442	Marine Ecology (B/F)	T SUD 222	Introduction to Sustainability
TESC 319	Water Quality Concepts and Watershed Studies (L)	TESC 452	Plants, Insects and their Interactions (B/F)	T SUD 240	The City and Nature
TESC 321	Soils and Environmental Applications	TESC 490	Special Topics: Ecological History Field Studies (B/F)	T SUD 323	Sustainable Urban Development Practices
TESC 341	Climate Change	TMATH 310	Statistics for Environmental Applications (B)	T SUD 445	Urban Ecology
TESC 343	The Atmosphere and Air Pollution (L)		5 credits - Environmental Law/Policy course – NOT TECON 421	T URB 205	Images of the City
TESC 415	Sedimentology (L)	TEST 333	Environmental Policy Application and Compliance	T URB 210	Urban Society and Culture
TESC 417	Field Geology (F)	TEST 335	Environmental Impact Analysis	T URB 220	Introduction to Urban Planning
TESC 430	Environmental Modeling (B)	TPOL S 438	Environmental Law	T URB 301	The Urban Condition
TESC 433	Pollutant Fate and Transport in the Environment (L)	TPOL S 439	Washington State Environmental Law	T URB 312	Race and Poverty in Urban America
TESC 435	Limnology (F)		5 credits - Environmental Ethics course	T URB 321	History of Planning, Theory and Practice
TESC 437	Stream Ecology (L)	T PHIL 363	Philosophical Perspectives on the Environment	T URB 322	Land Use Planning
TESC 445	Estuarine Field Studies (F)	T PHIL 364	Topics in the Philosophy of Science	T URB 326	Climate Change within the Urban Context
TGIS 311	Maps and GIS (L)	T PHIL 456	Environmental Ethics	T URB 330	City Worlds
TMATH 310	Statistics for Environmental Applications (B)		5 credits - Humanities course/ environmental focus:	T URB 345	Urban Government and Organizations
	One additional course from List G or H.			T URB 410	Environmental Equity
	List H			T URB 450	Planning for Sustainability
TESC 202	Plant Biology and Ecology (B)		5 credits - Social Science/Environ. Focus		
TESC 211	The Science of Environmental Sustainability	T ANTH 418	Interpreting Enigmatic India	T ANTH 464	Native American Cultural Areas
TESC 232	Issues in Biological Conservation (B)	T ANTH 464	Native American Cultural Areas	T ARTS 284	Art and Culture of the Pacific (VLPA)
TESC 236	Plants and People: The Science of Agriculture (B)	TCOM 310	Contemporary Environmental Issues and the Media	T ARTS 402	Eco-Art: Art in Response to Environmental Crisis (VLPA)
TESC 238	Human Interactions with Marine Invertebrates (B)	TCOM 351	Video Production	T GH 303	Global Challenges
TESC 240	Human Biology and Environmental Interactions (B)	TCOM 470	Documentary Production and Critique	T HIST 226	American Architecture (VLPA)
TESC 302	Ecology of Mt St. Helens (B/F)	TECON 421	Environmental Policy	T HIST 379	Modern Architecture (VLPA)
TESC 303	Sustainable Development in Africa (B/F)	T EDUC 495	Environmental Education	T LIT 431	Contemporary Native American Women's Literature (VLPA)
TESC 304	Tropical Ecology and Sustainability (B)	TESC 107	Geohazards and Natural Disasters	T LIT 437	Nature and the Environment in American Literature (VLPA)
TESC 318	Biogeography (B, if 6 cr- L)	TESC 304	Tropical Ecology and Sustainability	T PHIL 353	The End of the Modern World, 1600-2000
TESC 332	Conservation Biology in Practice (B/L)	TESC 318	Biogeography	T PHIL 361	Ethics in Contemporary Society (VLPA)
TESC 345	Pollution and Public Policy	TEST 211	Women in Science	T PHIL 362	The Beautiful and the Good: Philosophy's Quest for Value
TESC 349	Research at SEA (B/F)	TEST 221	Environmental History: Water	T PHIL 364	Topics in the Philosophy of Science
TESC 362	Introduction to Restoration Ecology (B/F)	TEST 332	A Natural History of Garbage	T PHIL 367	Utopias
TESC 370	Genetics and Society (B)	T GEOG 403	Geography of the USA & Canada	T PHIL 451	The Enlightenment
TESC 378	Environmental Microbiology (B/L)	T GEOG 435	Contemporary Geopolitics	T PHIL 455	Medicine and Morality: Biomedical Ethics (VLPA)
TESC 380	Molecular Biology (B/L)	T GEOG 440	Political Geography	T PHIL 458	Ways of Knowing
TESC 402	History and Ecology of Biological Invasions (B)	T GH 303	Global Challenges	TRELIG 367	East Asian Religions: Zen and Taoism
TESC 404	Neotropical Field Studies: Ecology and Community (B/F)	T HIST 445	History of Tacoma	TRELIG 463	God: East and West
TESC 405	Introduction to Biochemistry I (if 6 cr, L)	T HIST 456	North American Regions	TWRT 211	Intermediate Academic Writing
TESC 408	Marine Plankton (B/L)	T HIST 487	Technology in the Modern World	TWRT 291	Technical Communication in the Workplace
TESC 422	Evolution (B/if 6 cr- L)	T HIST 488	Urbanization and the Environment	TWRT 331	Advanced Disciplinary Writing: Natural Sciences (VLPA)
TESC 426	Ecological History Field Studies (B/F)	T HIST 490	Medieval Technology	TWRT 387	Creative Nonfiction Writing (VLPA)
TESC 431	Water Resources and Pollution (F)	T HIST 495	The Metropolis	TWRT 431	Studies in Writing: Writing for Social Change (VLPA)
TESC 432	Forest Ecology (B/F)	T HLTH 372	Environmental Health: Local to Global		
TESC 434	Biology, History/ Politics of Salmon in the Pacific NW (B/if 6 cr- L)	T HLTH 410	Environmental Equity		
		TIAS 443	Ethnicity and the Urban Landscape		
		T INST 401	Technology in Service of Global Society		
		TNPRFT 431	Community Organizations in the Nonprofit Sector		
		TNPRFT 451	Essentials of Grant Writing and Fundraising		
		TPOL S 326	Modern Brazil		



## Course Descriptions

See the Interdisciplinary Arts and Sciences website for the most current course information at [tacoma.uw.edu/ias](http://tacoma.uw.edu/ias).

### Anthropology

#### T ANTH 100 Introduction to Anthropology (5) I&S

Introduction to the subfields 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.

#### T ANTH 201 Principles of Biological Anthropology (5) NW

Evolution and adaptation of the human species. Evidence from fossil record and living populations of monkeys, apes, and humans. Interrelationships between human physical and cultural variation and environment; role of natural selection in shaping our evolutionary past, present, and future.

#### T ANTH 354 History of the Concept of Culture (5) I&S

Investigates the historical concept of culture, from its origins in the nineteenth-century notions of "race" and "evolution," through its later development in twentieth-century popular and anthropological usages.

#### T ANTH 365 North American Indian Traditions (5) I&S

Explores major traditional practices developed in Native North America. Focuses on world view, religious expression, the problems of change, and the contemporary viability of core elements associated with these traditions.

#### T ANTH 453 Health, Illness, and Culture (5) I&S

Explores the meanings of health and illness in contemporary American culture and considers historical, cross-cultural, and literary examples. Studies health, illness, and therapeutic and preventive practices and how they provide crucial insights into aspects of American culture and society.

#### T ANTH 454 Seminar on Health and Culture (5) I&S

Historical, anthropological, and sociological approaches to the meaning of health in modern 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).

#### T ANTH 480 Linguistics Method and Theory (5) VLPA/I&S

Examines major linguistics theories in phonology, syntax and semantics, linguistics analysis and argumentation.

### Arts

#### T ARTS 100 World Voices Vocal Ensemble I (1, max. 5) VLPA

Introductory study in singing and musicianship. Performance of different types of choral music ranging from Gospel to Call and Response, contemporary and historic music of world cultures, as well as popular style. Open to all University of Washington students, faculty, and community. Credit/no credit only.

#### T ARTS 101 World Voices Vocal Ensemble II (1, max. 5) VLPA

Extended study in singing and musicianship. Explores advanced repertoire in different types of choral music ranging from Gospel, to Call and Response, music of world cultures both contemporary and historic, along with personal vocal study. Open to all students. Credit/no credit only. Corequisite: T ARTS 100.

#### T ARTS 110 Music in Culture (1, max. 3) VLPA

Explores music and social expression through innovative and collaborative projects. Investigates roles of music in addressing issues of social justice and resistance, issues of cultural and identity and history, and popular culture.

#### T ARTS 200 Studio Foundation I: Contemporary Art Strategies (5, max. 15) VLPA

Provides hands-on experience in studio art with a variety of visual and performative strategies while introducing them to narrative and symbolic forms. Explores how to use images, objects and interventions in time and space, and learn skills for conceptually-based art making.

#### T ARTS 210 The African Diaspora through Music: The Rhythm, the Blues, and Beyond (5) VLPA/I&S

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.

#### T ARTS 240 Landscape in Contemporary Art (5) VLPA

Develops alternative means of expressing and communicating ideas about landscape through a variety of art projects and proposals. Examines the changing role of landscape in

art and the influences of environmentalism, politics and global culture in those changes. Includes: field trips, art projects, reading, process book, and project proposals.

#### T ARTS 280 3-Dimensional Art and Contemporary Approaches to Sculpture (5, max. 15) VLPA

Examines 3-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.

#### T ARTS 281 Art and Culture in India (5) VLPA/I&S

Examines contemporary India in historical and comparative contexts. Emphasizes production of diverse material objects and how they produce and represent value and significance for South Asian conceptions of self, society and the real world.

#### T ARTS 282 Art and Culture in China (5) VLPA/I&S

Examines major aspects of contemporary Chinese culture in broad historical and comparative contexts. Emphasis on family, self-cultivation, virtues, and artistic refinement in the constitution of unequal social power in China. Examines modern faith systems in relation to Daoist, Confucian, Buddhist, and popular folk conceptions of life and reality.

#### T ARTS 283 Art and Culture in Japan (5) VLPA/I&S

Examines material production of value and meaning for contemporary Japanese people. Explores a framework for interpreting the present in relation to the past, and recognizing common cultural strategies for cultivating a respected self in Japanese culture. Includes topics of family, gender, work, business, and aesthetics as they relate to various identities.

#### T ARTS 284 Art and Culture in the Pacific (5) VLPA/I&S

Examines the personal, social, economic, and political predicaments of selected modern island nations in relation to their ancient and colonial histories. Explores 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).

#### T ARTS 311 History of Rock and Roll (5) VLPA

In-depth look at the musical, social, and political history of rock and roll. From the pre-rock era of the 1940s through the fragment 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.

#### T ARTS 314 Rap Music, Identity, and Culture (5) VLPA/I&S

Explores rap music and how it has shaped our society. Examines musical aspects of rap, the culture in which it originated, and the culture that it has created.

### Fulfilling Areas of Knowledge Requirements

Students may fulfill 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: **[VLPA]** Visual, Literary and Performing Arts (Fine Arts and Humanities); **[I&S]** Individuals and Societies (Social Sciences); **[NW]** The Natural World (Natural Sciences); **[QSR]** Quantitative/Symbolic Reasoning; and **[W]** Writing.

**T ARTS 315 Music and Crisis (5) VLPA**  
Examines how individuals and communities use music to cope with periods of crisis. Explores a range of basic human needs and places music within that discussion. Uses case studies of social and political crises to consider how different populations use music to manage in such times.

**T ARTS 335 History of Photography (5) VLPA**  
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.

**T ARTS 336 Glass Arts (5) VLPA**  
Covers issues related to glass arts and object making. Includes instruction in the fundamentals of glass blowing, sand casting, relief sculpture, and related mold-making practice. Emphasis on teamwork and safety in the Hot Shop.

**T ARTS 360 Women Artists from the Renaissance to the Present (5) VLPA**  
Explores the painting, printmaking, photography, sculpture, and new art forms of women from the Renaissance to the present, placing their work in artistic and cultural contexts. Situates women artists in the framework of general art history to provide an overview of women artists' careers and production.

**T ARTS 366 The Artist as Visionary and Dreamer (5) VLPA**  
Explores art that investigates dreams including dream journals and work with collage, painting, drawing, and photography. Focuses on reading of the artist as visionary and utopian thinker as well as contemporary dream theory as a tool for social change and healing. Concludes with a collaborative, community-based project.

**T ARTS 367 Ideas Through Objects: A Conceptual Approach to Art (5) VLPA**  
Explores the metaphorical possibilities within objects through various contemporary art-marking techniques. Emphasis on the development of meaning through the creation or manipulation of objects. Instruction in both formal and conceptual art making.

**T ARTS 368 Human Figure in Contemporary Art (5) VLPA**  
Develops drawing skills and alternative means of expression through a variety of studio art projects based on the human figure. Considers figurative work from the Renaissance to contemporary performance artists. Includes studio projects, a process book, reading and response, and research project.

**T ARTS 386 Contemporary Art and Studio Drawing (5) VLPA**  
Covers principles of drawing. Includes markmaking, outline, negative-positive relationships, proportion, perspective, and composition. Intensive, hands-on coursework.

**T ARTS 390 Site Specificity in Art (5) VLPA**  
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.

**T ARTS 391 Reconstructing Self in Art (5) VLPA**  
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.

**T ARTS 395 Community-Based Arts Practice (5) VLPA**  
Investigates community-based art through experiential learning and exposure to contemporary art theory and history. Students create a community-based art project and work with local artists who are developing projects in the community.

**T ARTS 402 Eco-Art: Art Created in Response to the Environmental Crisis (5) VLPA**  
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.

**T ARTS 403 Body Image and Art (5) VLPA**  
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.

**T ARTS 404 Art in a Time of War (5) VLPA**  
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.

**T ARTS 405 Cultural Identity and Art (5) VLPA**  
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.

**T ARTS 406 Labor, Globalization, and Art (5) VLPA**  
Explores issues of labor and globalization through the art process. Experiments with contemporary art practices, making projects that examine work histories and that follow the global journey of a commodity. Discussions focus on the history of labor art and how art is intersecting the global justice movement.

**T ARTS 407 Art and the Public (5) VLPA**  
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.

**T ARTS 411 History of Jazz (5) VLPA**  
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.

**T ARTS 469 Art Theories, Methods, Philosophies (5) VLPA**  
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.

**T ARTS 471 Culture and Meaning in the Visual Arts (5) VLPA**  
Considers various ways of exploring the relationship of "art" to its cultural contexts. Covers US or international topics, depending on student interests.

**T ARTS 480 Contemporary Art and Society-1945 to Present (5) VLPA**  
Studies major artists and creative trends since World War II within 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.

## Chinese

**TCHIN 101 First-Year Chinese (5)**  
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)**  
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. Prerequisite: minimum grade of 2.0 in CHIN 101.

**TCHIN 103 First-Year Chinese (5)**  
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. Prerequisite: minimum grade of 2.0 in CHIN 102.

**TCHIN 201 Second-Year Chinese (5) VLPA**

Continuation of CHIN 103. Advanced grammar and vocabulary expansion stressed. Aural and oral practice and structural drills continued. Prerequisite: minimum grade of 2.0 in either CHIN 103.

**TCHIN 202 Second-Year Chinese (5) VLPA**

Advanced grammar and vocabulary expansion stressed. Oral practice and structural drills continued. Prerequisite: minimum grade of 2.0 in CHIN 201.

**TCHIN 203 Second-Year Chinese (5) VLPA**

Advanced grammar and vocabulary expansion stressed. Oral practice and structural drills continued. Prerequisite: minimum grade of 2.0 in CHIN 202.

**Communication****TCOM 201 Media and Society (5) I&S**

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.

**TCOM 220 Social Media (5) I&S**

Explores the evolving world of social media and assesses their social, cultural, and political meanings and implications. Develops skills to critically reflect on social media experiences and develop effective media strategies as communication professionals.

**TCOM 230 Media Globalization and Citizenship (5) I&S**

Introduces key concepts in international communication and global media studies such as cultural imperialism, electronic colonialism, and media globalization. Through case studies from around the world, students evaluate their positions as global citizens and explore opportunities for activism.

**TCOM 247 Television Studies (5) I&S**

Introduces the study of television as a social, cultural, and political force. Examines the production, distribution, and reception of television texts of different genres, including news and entertainment; evaluates how television reflects and influences different societies and groups; explores television in different historical periods and through various technologies.

**TCOM 257 Ethical Issues in Mass Communication (5) I&S/VLPA**

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.

**TCOM 258 Children and Media (5) I&S**

Examines the historical, sociological, and psychological context of children consuming myriad forms of media. Brings together scholarship from child psychology, television criticism, and reception studies.

**TCOM 275 Writing, Reporting, and Editing for the Mass Media (5) VLPA**

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.

**TCOM 310 Contemporary Environmental Issues and the Media (5) I&S**

Explores the complex relationship between contemporary environmental issues and the media. Examines how environmental issues are framed and represented in various media, from corporate-owned news organizations to Hollywood films.

**TCOM 320 Principles of Web Design (5) VLPA**

Examines the theories and techniques of visual and design rhetoric to web design. Discusses how purpose, audience, and context affect the development of web pages and other electronic documents. Explores principles of web-based design, creation, layout, editing, publishing, and maintenance through web design practices. May not be taken for credit, if credit earned in TCOM 340.

**TCOM 347 Television Criticism and Application (5) VLPA**

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, and editing. Explores the application of basic production to techniques in a hands-on manner.

**TCOM 348 Non-fiction Writing for Television (5) VLPA**

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. Addresses issues and conflicts that arise with the linking of visual images and spoken words in non-fiction television genres.

**TCOM 349 News Writing (5) VLPA**

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

**TCOM 350 Editing and Design for Print Media (5) VLPA**

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.

**TCOM 351 Video Production (5, max. 10) VLPA**

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. Prerequisite: TCOM 347.

**TCOM 353 Critical Approaches to Mass Communication (5) I&S**

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.

**TCOM 354 Communication History (5) I&S**

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.

**TCOM 387 Writing for Public Relations (5) VLPA**

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. Prerequisite: either TCOM 275 or TCOM 349.

**TCOM 388 Russian Media Studies: From Communism to Democracy (5) I&S**

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.

**TCOM 420 Advanced Web Design (5) VLPA**

Explores advanced concepts, practices, and techniques in large-scale, user-centered web design. Emphasizes interaction design, web usability, and accessibility; design communication and design lifecycle; content management; ongoing site management; and cross-cultural issues. Prerequisite: a minimum grade of 2.0 in TCOM 320.

**TCOM 430 Global Networks, Local Identities (5) I&S**

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.



**TCOM 440 Advertising and Consumer Culture (5) I&S**

Explores the past, present, and future of advertising as a form of communication by examining television commercials, political campaigns, billboards, movie trailers, and magazine ads. Also explores the industry that creates these materials, the consumption practices they encourage, and their impact on contemporary culture.

**TCOM 444 Gender, Ethnicity, Class, and the Media (5) I&S**

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.

**TCOM 454 Communications Law (5) I&S**

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.

**TCOM 460 Communication and National Development (5) I&S/VLPA**

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.

**TCOM 461 Media and Identity in Asia (5) I&S**

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.

**TCOM 470 Documentary Production and Critique (5) VLPA**

Examines theoretical and ethical issues involved in the production of non-fiction genres while shooting and editing short-form, community-based documentaries. Prerequisite: TCOM 351.

**TCOM 480 Political Economy of the Media (5) I&S**

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. Surveys patterns of ownership and control, government policies, and other issues in media industries, including newspapers, magazines, television, motion pictures, and recorded music.

**TCOM 481 Communication Regulation and Policy (5) I&S**

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.

**TCOM 482 Investigative Reporting (5) I&S**

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. Prerequisite: either TCOM 275 or TCOM 349.

**TCOM 486 Feature Writing for Print Media (5) VLPA**

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. Prerequisite: either TCOM 275 or TCOM 349.

**TCOM 490 Communication Capstone Internship (5-10)**

Communication or media related internship in the public or private sector, supervised by a Communication faculty member. Credit/no credit only. Prerequisite: approval of internship proposal.

**TCOM 495 Communication Capstone Thesis (5)**

Plan and carry out a significant scholarly communication or media studies independent research project under the direction of a Communication faculty member. Prerequisite: approval of thesis proposal.

**TCOM 498 Study Abroad in Communication (5-15, max. 15) I&S**

Explores communication topics in international locales to enhance understanding of global-local dynamics. Taught on-site and includes interactions/collaborations with local organizations, scholars, and professionals; visits to exhibits and cultural venues, and participation in community experiences, where appropriate.

**TCOM 499 Special Topics in Communication (5, max. 10) VLPA**

Offered occasionally by permanent or visiting faculty members. Topics vary.

**Cultural Studies****TCULTR 210 Introduction to Pop Culture (5) VLPA**

Explores genres and themes across 20th and 21st century U.S. popular culture. Emphasizes the practice and acquisition of the methodological tools needed to situate the interpretation of cultural text (literature, art, music, film, comics, and television) within historical and sociopolitical contexts.

**TCULTR 410 Studies in U.S. Popular Culture (5) VLPA**

Examines how popular culture reflects and shapes our understanding of a key social issue. Emphasizes the critical interpretation of literature, art, music, film, television, and other media in historical and sociopolitical contexts. Also explores how evolving media technologies have affected popular representations of the chosen topic.

**TCULTR 450 Monstrous Imagination (5) VLPA**

Explores the role of the monstrous other in British and American culture. Examines the ideological dimensions of the monstrous as a means of understanding the social boundaries of human experience. Emphasizes the critical interpretation of literature, art, music, film, and television.

**Economics****TECON 100 Understanding Economics (5) I&S, QSR**

Examines fundamental concepts of economic analysis with application to contemporary problems. Cannot be taken for credit if credit received for a 200-level TECON or equivalent/higher level economics course.

**TECON 150 Quantitative Preparation for Economics and Business (5) NW, QSR**

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.

**TECON 200 Introduction to Microeconomics (5) I&S, QSR**

Analysis of markets: consumer demand, production, exchange, the price system, resource allocation, government intervention. Recommended: TMATH 111.

**TECON 201 Introduction to Macroeconomics (5) I&S, QSR**

Analysis of the aggregate economy: national income, inflation, business fluctuations, unemployment, monetary system, federal budget, international trade and finance.

**TECON 320 Gender and Development (5) I&S**

Applies economic concepts to examine the role of gender in economic and social change. Examines critical debates surrounding households, particularly decisions about land, labor, resource allocation, bargaining power, and education; and the role of internal organizations, laws, and corporations in women's access to economic opportunity and political power.

**TECON 328 Third World Problems and Prospects (5) I&S**

Examines contemporary issues and problems faced by the developing world. Considers economic development, resource use, and aspects of neocolonialism. Discusses selected topics relevant to individual Third World regions and presents case studies.



**TECON 332 Rise of East Asia (5) I&S**

Compares the cultural, economic, and political development of the countries of East Asia. Topics may include political institutions, religion, business, economic development, trade and finance, science and technology, and arts and literature.

**TECON 340 International Economics (5) I&S**

Examines theory, institutions, and case studies in international economics. Covers theory of international trade and international finance, and analyses of government trade and finance policies. Analyzes role of international institutions. Prerequisite: either TECON 200, TBECON 200, TFIN 220, TECON 201, TBECON 201, or TFIN 221.

**TECON 350 Economic History of Europe (5) I&S**

Examines the transformation of Europe from an agricultural to an industrial economy. Utilizes a theoretical understanding of the economic processes to explain economic history and economic development. Recommended: either TECON 200, TBECON 200, TECON 201, or TBECON 201.

**TECON 360 Poverty in Developing Countries (5) I&S**

Examines the economic, social, and political factors that explain extreme poverty around the world. Examines patterns of extreme poverty, the relationship between domestic policies and poverty, and the role international factors play in contributing to and alleviating poverty in developing countries.

**TECON 394 Comparative Economic Development (5) I&S**

Introduces a variety of issues affecting Third World economies in a framework that emphasizes their particular and varied post-colonial histories. Draws on economic theory, cultural and economic anthropology, literature, and other sources to understand institutions and sources of change in these economies.

**TECON 401 Topics in Economic History and Analysis (5, max. 10) I&S**

Selected economic studies. Possible topics include history of monopoly and antitrust policy, economic regulation, structural change in the U.S. economy, labor economics, and the Industrial Revolution. Prerequisite: either TECON 200, TBECON 200, TECON 201, or TBECON 201.

**TECON 410 Economics of Public Policy (5) I&S**

Applies economic analysis to public issues, policies, and programs. Provides a theoretical understanding of markets and government policies to examine existing and alternative public policies. Analyzes case studies of government policies, and evaluates and critiques current public policies and alternatives. Prerequisite: either TECON 200 or TBECON 220.

**TECON 416 Current Issues in U.S. Public Policy (5) I&S**

Develops student's analytical and conceptual understanding of current key federal public policy issues and reform proposals. Examines the economic role of the government versus the private sector in the U.S. economy, and

analyzes issues surrounding the appropriate size and role of the public sector.

**TECON 418 Urban Problems and Policies (5) I&S**

Develops and applies economic analyses to an understanding of the dynamics and underlying structure of urban economies and urban problems. Draws examples from the local economy and local problems.

**TECON 420 Economics of Education (5) I&S**

Examines topics in the economics of education including how schools are financed and why; what determines the amount and distribution of individual educational attainment; debate over school vouchers; and the economic returns to education.

**TECON 421 Environmental Policy (5) I&S/NW**

Examines tradeoffs between the formal economy and the environment, and assesses current environmental policy. Places particular emphasis on examining and understanding local environmental issues. Prerequisite: either TECON 100, TECON 200, TBECON 200, TECON 201, or TBECON 221.

**TECON 422 Economics of Sports (5) I&S**

Explores sports economics. Uses economic theory and analysis to examine issues central to professional sports such as the determination of salaries and the public subsidization of stadiums.

**TECON 425 Contemporary Issues in International Political Economy (5) I&S**

Investigates pressing issues confronting both industrialized and underdeveloped societies. Includes topics such as 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. Prerequisite: either TECON 200, TBECON 220, TECON 201, or TBECON 221.

**TECON 440 Global Economic Challenges (5) I&S**

Develops the contextual and analytical background necessary to understand and evaluate a number of major economic challenges facing citizens and nations throughout the world. Topics include global financial crises, energy and environmental security, global financial imbalances, global inequality and poverty, and the emergence of new economic powers.

**TECON 460 China's Rise and its Global Economic Implications (5) I&S**

Explores and evaluates the implications of China's growth and management of its economy for both Chinese citizens as well as the global economic system. Develops the analytical background necessary to understand the recent rapid emergence of China. Prerequisite: either TECON 200, TBECON 200, TFIN 220, TECON 201, TBECON 201, or TFIN 221

**Environmental/Natural Science****TESC 100 Introduction to Environmental Science (5) NW**

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.

**TESC 107 Geohazards and Natural Disasters (5) NW**

Provides a scientific foundation and understanding of the basic natural and physical processes driving what we perceive as geohazards and natural disasters.

**TESC 110 General Biology (6) NW**

Provides a comprehensive overview of biological science, including cell and molecular biology, genetics and evolution, the diversity of life, and ecology. Covers the complexity of life from molecules to ecosystems, with a combination of lecture and hands-on laboratory exercises. Intended for non-science majors and environmental studies majors.

**TESC 111 Introduction to Astronomy (5) NW, QSR**

Presents a unified account of contemporary astronomy beginning with Earth and moving outward through our solar system and beyond to the stars of the Milky Way and into the realm of galaxies. Introduces methods and techniques commonly employed in astronomy and their application in astronomical research. Prerequisite: either TMATH 098, MATH 098, MATH 120, or MATH 124.

**TESC 117 Physical Geology (6) NW**

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.

**TESC 120 Introductory Biology I (6) NW**

Covers ecology and evolution, including genetics, Mendelian inheritance, biodiversity of life forms, and conservation biology, as well as related chemical processes in the environment. Field trips and labs required. First in a series of introductory biology courses for science majors.

**TESC 121 Physics - Mechanics (6) NW**

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. Prerequisite: a minimum grade of 2.0 in either TMATH 124, TMATH 122, or MATH 124. Offered: A.

**TESC 122 Physics - Electromagnetism and Oscillatory Motion (6) NW**

Focuses on electromagnetism and oscillatory motion concepts in physics: charge, electric fields, flux and potential, capacitance, resistance, circuits, inductance, Coulomb's, Gauss', Ohm's and Faraday's Laws, and introduction to Maxwell's equations. Prerequisite: minimum grade of 2.0 in TESC 121; either TMATH 125 or MATH 125. Offered: W.

**TESC 123 Physics - Waves (6) NW Dawson**

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. Prerequisite: minimum grade of 2.0 in TESC 122; minimum grade of 2.0 in either TMATH 126 or MATH 126. Offered: Sp.

**TESC 130 Introductory Biology II (6) NW**

Covers molecular and cellular biology, including the chemistry of life, metabolism and energetics, cell structure and function, and application of molecular techniques to environmental studies. Field trips and labs required. Second in a series of introductory biology courses for science majors. Prerequisite: minimum grade of 1.5 in TESC 120; minimum grade of 1.7 in TESC 141.

**TESC 131 Introduction to Chemistry (6) NW**

Provides students with a solid foundation in chemistry to aid in furthering their understanding of the natural world. Topics relate to past, current, and future environmental concerns. Serves as a preparatory course for the general chemistry sequence for those with little chemistry background in high school or college. May not be taken for credit if student has achieved a minimum grade of 1.7 in TESC 141.

**TESC 140 Introductory Biology III (6) NW**

Focuses on organismal biology including plant and animal anatomy, physiology, and development, in conjunction with applicable chemical processes. Third in a series of introductory biology courses for science majors. Includes required lab Prerequisite: minimum grade of 1.5 in TESC 130; minimum grade of 1.7 in TESC 151.

**TESC 141 General Chemistry I (6) NW**

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. Prerequisite: TMATH 120, which may be taken concurrently.

**TESC 151 General Chemistry II (6) NW**

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. Prerequisite: minimum grade of 1.7 in TESC 141; minimum grade of 2.0 in TMATH 120.

**TESC 161 General Chemistry III (6) NW**

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. Prerequisite: TESC 151; a minimum grade of 2.0 in MATH 120.

**TESC 200 Environmental Seminar (1, max. 6) NW**

Provides exposure to current scientific research and policy initiatives. Includes presentations by researchers, discussion of recent literature, and participation in educational workshops.

**TESC 202 Plant Biology and Ecology (5) NW**

Explores the biology of plants from the individual to ecosystem level. Topics include plant anatomy, physiology, reproduction, development, and adaptation; plant population and community dynamics, and plant responses to climate change.

**TESC 211 The Science of Environmental Sustainability (5) NW**

Introduces the science of sustainability. Includes an overview of the origins of the concept of environmental sustainability and the development of sustainability science as an independent discipline and investigates the methodologies used by scientists to develop sustainable systems.

**TESC 213 Physical Forces in the Natural World (5) NW**

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 experimental skills.

**TESC 215 Meteorology (5/6) NW**

Introduces the processes that determine weather and climate. Provides an overview of basic meteorological principles and explore the cause of extreme weather conditions and air pollution problems locally and globally.

**TESC 227 Earth History (5) NW**

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.

**TESC 232 Issues in Biological Conservation (5) NW**

Considers biological and social issues underlying contemporary environmental problems. Overview of nascent discipline of conservation biology. Studies cases from Pacific Northwest (e.g., clean up of Lake Washington, Exxon Valdez oil spill, spotted owl fracas) which

will form fodder for discussions as the scientific and human elements of environmental decision-making are explored.

**TESC 236 Sustainable Agriculture (5) NW**

Explores the sustainability of technological advances in global food production. Topics include the origins of agriculture, soil ecology and conservation, industrial vs. organic agriculture, integrated pest management, genetically modified organisms (GMOs), and biofuels.

**TESC 238 Human Interactions with Marine Invertebrates (5) NW**

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.

**TESC 239 Energy and the Environment (5) NW**

Provides an overview of various renewable and non-renewable energy resources, their distribution, availability, patterns of use, and impact on the environment. Evaluates relative energy efficiencies, as well as political and economic impacts on energy.

**TESC 240 Human Biology and Environmental Interactions (5/6) NW**

Introduces human biological systems with a focus on environmental influences. Explores the structure and function of the major body systems (cardiovascular, endocrine, pulmonary, nervous, and excretory), and the scientific and social issues implicit in addressing human health and environmental issues.

**TESC 241 Oceanography (5/6) NW**

Examines evolution, composition, structure, behavior and residents of the world's oceans, and geological characteristics of their residential basins. Covers all aspects of oceanography. Required lab section includes hands-on activities, computer simulations, discussion, student presentations, and field trips.

**TESC 243 Geography of the Physical Environment (5) NW**

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.

**TESC 247 Maritime History and Science in the Pacific Northwest (5) NW**

Examines the Pacific Northwest's cultural heritage, which is deeply rooted in the sea, and investigates the scientific principles that impact ocean resources. Topics include the Northwest indigenous sea-going peoples, the early American and European explorers, current maritime trade and policy, and aspects of oceanography.

**TESC 251 Organic Chemistry I (5) NW**  
Introduces organic chemistry, including principles on structure, classification, bonding, nomenclature, and reactions. Prerequisite: minimum grade of 1.7 in TESC 161.

**TESC 261 Organic Chemistry II (6) NW**  
Introduces spectroscopy and the reactions of alkenes, alkynes, conjugated species, and aromatics. Prerequisite: minimum grade of 1.7 in TESC 251.

**TESC 271 Organic Chemistry III (6) NW**  
Emphasizes mechanisms and reactions of carbonyl species and polyfunctional compounds. Prerequisite: minimum grade of 1.7 in TESC 261.

**TESC 301 Sustainability in Action (3) NW**  
Introduces student to the challenges of planning for and implements environmental sustainability on campus. Applies sustainability theory to the design of effective action. Develops valuable organizational and interpersonal skills transferable beyond the university.

**TESC 303 Sustainable Development in Africa - Study Abroad (12) I&S/NW**  
Serves as an intensive examination of sustainable development concepts in Africa through a study abroad experience. Investigates agriculture, water resources management, and wildlife management, including scientific, social, political, and economic viewpoints.

**TESC 304 Tropical Ecology and Sustainability (5) NW**  
Explores biological and cultural aspects of tropical ecosystems. Integrates concepts from environmental science, ecology, and evolution in order to gain an understanding of tropical ecology.

**TESC 310 Environmental Research Seminar (3) NW**  
Covers essential skills and tools needed to succeed in upper-division environmental science courses. Includes scientific ways of thinking, investigating, reading, and writing. Explores future employment and graduate school options and opportunities. Offered: A.

**TESC 315 Applied Physics with Environmental Applications (6) NW**  
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. Prerequisite: TESC 121.

**TESC 316 Pacific Northwest Geology (5) NW**  
Explores the rocks, plate tectonics, and other geologic features, and evolution of the Pacific Northwest, including the Cascades, Columbia Plateau, Olympic Mountains, and Yellowstone. Laboratory includes rock identification, and interpretation of topographic and geologic maps of the Northwest. Offered: Sp.

**TESC 317 Geology, Landscape, and Culture (12) NW**  
Explores major concepts and ideas in geology and the connections between geology, landscape, and culture through field studies of an area of outstanding geological interest. Includes study abroad, location varies. Offered: S.

**TESC 318 Biogeography (5/6) NW**  
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.

**TESC 319 Water Quality Concepts and Watershed Studies (6) NW**  
Investigates components of a water-quality study, within the focus of a watershed. Covers design concepts for environmental studies, sample collection, and aspects of data analysis. Includes field sampling and laboratory exercises involving commonly measured properties in water studies.

**TESC 321 Soils and Environmental Applications (5) NW**  
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.

**TESC 326 Pacific Northwest Geology Field Trip (1) NW**  
One week field trip exploring rocks, plate tectonics, and evolution of the region, to include the Puget Sound, Cascades, Columbia Plateau, the Olympic Mountains. Includes rock identification, application of tectonic principles, and interpretation of geologic maps. Prerequisite: TESC 316.

**TESC 332 Conservation Biology Practice (6) NW**  
Examines biodiversity and its protection through the exploration of local case studies. Lab and field exercises provide context for conservation biology theory and an in-depth study of current local issues. Prerequisite: minimum grade of 1.5 in either TESC 110 or TESC 120.

**TESC 333 Environmental Chemistry (6) NW**  
Explores basic aquatic environmental chemistry, emphasizing practical applications and real-world problem solving. Includes coverage of acid/base reactions, gas exchange, alkalinity, and reduction/oxidation reactions through lectures, field and laboratory-based exercises, and student research presentations. Prerequisite: minimum grade of 1.5 in each of TESC 120, TESC 130, and TESC 140; minimum grade of 1.7 in each of TESC 141, TESC 151, and TESC 161; minimum grade of 2.0 in TMATH 110, TMATH 120, or TMATH 121; and TESC 310, which may be taken concurrently. Offered: W.

**TESC 337 Environmental Geology (6) NW**  
Investigates the complex interactions between humans and their geologic environment. Examines environmental aspects of natural hazards, surface processes, geologic resources, and local geology. Required lab section includes hands-on activities, computer activities, student presentations, and field trips. Prerequisite: either TESC 117 or TESC 241 with lab; TESC 310, which may be taken concurrently.

**TESC 340 Ecology and Its Applications (6) NW**  
Examines key processes and interactions (e.g. population growth and regulation, competition, predation, symbiosis, and the structure of biological communities) needed to understand basic ecology and its applications. Discussions of ecological theory and data from a variety of habitats are augmented by a required lab section to include field trips, computer simulations, student presentations, and primary literature analysis. Prerequisite: minimum grade of 1.5 in each of TESC 120, TESC 130, and TESC 140; minimum grade of 1.7 in each of TESC 141, TESC 151, and TESC 161; minimum grade of 2.0 in TMATH 110, TMATH 120, or TMATH 121; and TESC 310, which may be taken concurrently. Offered: A.

**TESC 341 Climate Change (5) NW**  
Provides a scientific background to climate change. Emphasizes current global warming using examples of climate change from the geological record. Considers the impact of global warming together with policies and practices that address issues of global warming.

**TESC 343 The Atmosphere and Air Pollution (6) NW**  
Explores processes determining weather and climate and investigates how these phenomena relate to air pollution. Presents and applies meteorological principles to understanding global/local air pollution issues. Required lab section: hands-on activities, computer simulations, discussion and student presentations and/or field trips.

**TESC 345 Pollution and Public Policy (5) NW**  
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. For non-science majors.

**TESC 347 Environmental Earth Materials (6) NW**  
Examines the physics and chemistry of materials that make up the solid Earth materials in environmental systems. Prerequisite: minimum grade of 2.0 in TESC 117; minimum grade of 1.7 in TESC 151; TMATH 110.



**TESC 349 Research at Sea (10) NW**

Explores current issues in oceanography of the Pacific Northwest. Students plan, design, and implement scientific research projects, work collaboratively in small research teams in a field setting, and present the results of their investigation at a scientific colloquium following the required cruise. Prerequisite: either TESC 241 or TESC 247.

**TESC 362 Introduction to Restoration Ecology (7) NW**

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

**TESC 370 Genetics and Society (5) NW**

Covers key advances and principles in genetics and molecular biology, providing background to critically evaluate controversial topics in biotechnology facing contemporary society. In considering the social impact of genetic and genomic technology, includes areas of agriculture, forensics, industry, medicine, and reproduction.

**TESC 378 Environmental Microbiology (6) NW**

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. Prerequisite: TESC 340.

**TESC 380 Molecular Biology with Environmental Applications (6) NW**

Focuses on advanced principles of gene expression at the molecular level, emphasizing transcription and translation. Provides hands-on experience applying molecular biology techniques to isolation and characterization of genes from various organisms in research-driven projects. Prerequisite: minimum grade of 1.5 in TESC 140; minimum grade of 2.0 in TMATH 120; and a minimum grade of 1.7 in TESC 161.

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

Explores the population dynamics and ecological impacts of nonindigenous species, their prevention and control, and the ways that exotic species threaten biodiversity and regional and global economies. Examines the rapidly advancing science of invasion biology in its historical and public policy contexts. Recommended: prior course work in the biological sciences.

**TESC 404 Neotropical Field Studies Abroad: Ecology and Community (12, max. 24) I&S/NW**

Integrates natural science, culture, and socio-economic aspects of the neo-tropics with hands-on field experience in tropical ecology research. During four weeks of intensive field study abroad in the neotropics plus pre- or follow-up sessions, students explore culture, sustainability, and biodiversity and complete an independent field project negotiated with the instructor.

**TESC 405 Introduction to Biochemistry I (5/6) NW**

Covers structure and function of biologically relevant molecules such as proteins and carbohydrates. Also discusses metabolism and enzyme regulation. Prerequisite: a minimum grade of 1.5 in either TESC 130 or BIOL 200; minimum grade of 1.7 in either TESC 251 or CHEM 237.

**TESC 406 Introduction to Biochemistry II (5/6) NW**

Discusses the structure and function of lipids and nucleic acids. Covers the processes involved in the flow of information in biological systems. Prerequisite: TESC 405.

**TESC 408 Marine Plankton (6) NW**

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.

**TESC 410 Environmental Science Senior Seminar (3) NW**

Synthesizes environmental research methodologies and oral and written presentation skills in group projects developing grant proposals responding to published requests for proposals. Includes research presentations of individual environmental science capstone experiences in culminating course for B.S. degree in Environmental Science. Prerequisite: TESC 310. Offered: Sp.

**TESC 415 Sedimentology (6)**

Detailed and comprehensive analysis of the field of sedimentology including surface processes, sedimentary petrology, sedimentary environments, and stratigraphy. Includes lab and field trips. Prerequisite: either TESC 117 or TESC 337.

**TESC 417 Field Geology (7/12) NW**

Field-based knowledge of the geological environment of a specific region and an introduction to geological field techniques. 7 credit offerings are local, requiring in-class and 2 overnight field trips. 12 credit offerings will be based partially off-campus (may include international travel). Prerequisite: either TESC 117 or TESC 337.

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

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 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).

**TESC 426 Ecological History Field Studies (7) I&S/NW**

Studies human-ecosystem interactions over time. Includes both human-induced and naturally occurring forces. Emphasizes field sampling, integration of cartographic data, archival research, analytic skills, and synthetic writing. Includes required field trips to libraries, archives, and research sites in Washington state.

**TESC 430 Environmental Modeling (6) NW, QSR**

Provides the background and skills to understand and use basic mathematical modeling approaches to solving environmental problems. Covers basic models and case studies, and applies models to data using basic mathematical and software programming approaches. Prerequisite: TMATH 125; recommended: TMATH 126.

**TESC 432 Forest Ecology Field Studies (7/12) NW**

Introduces forest ecology, examining forest communities, soils, disturbance and succession, forest pests, and sustainability, emphasizing field sampling and data analysis. Local option (7 credits) includes three required 2-3 day field trips. Off-site option (12 credits) requires one two-week intensive field study plus on-campus meetings. Prerequisite: TESC 310; TESC 340; TMATH 110.

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

Introduces 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, examines the complex issues involved in remediation. Prerequisite: TESC 333; minimum grade of 2.0 in either TMATH 122 or TMATH 124.

**TESC 434 Biology, History, and Politics of Salmon in the Pacific Northwest (5/6) NW**

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.

**TESC 435 Limnology (7) NW**

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. Prerequisite: TESC 340 which may be taken concurrently.

**TESC 437 Stream Ecology (6) NW**

Provides a comprehensive overview of stream ecology, including watershed hydrology, stream hydraulics, applied chemistry, biology, and ecosystem processes. Explores concepts by evaluating local Puget Sound streams. Emphasizes activity-based learning. Prerequisite: TMATH 120; either TESC 110 or TESC 120; TESC 141.



**TESC 438 Environmental Biology: Marine Invertebrates (6) NW**

Examines the structure, function, life histories, ecology, and evolution of major groups of marine invertebrate animals. Lectures, discussions, images, and library research augmented by laboratory work with live organisms whenever possible. Integrates details of biodiversity with issues and concepts from ecology and environmental science. Prerequisite: minimum grade of 1.5 in TESC 120.

**TESC 439 Analytical Chemistry with Environmental Applications (6) NW**

Focuses on the measurement of pollutant concentrations in various environmental matrices, including soil, water, air, and biological tissues, emphasizing analytical theory, instrumentation, and methodology. Allows students to gain hands-on experience using modern analytical instrumentation. Prerequisite: TESC 161; T MATH 110.

**TESC 440 Environmental Entomology (6/7) NW**

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. Prerequisite: minimum grade of 1.5 in TESC 140.

**TESC 442 Marine Ecology (7)**

Explores the natural history and interactions among marine organisms, emphasizing Pacific Northwest intertidal invertebrates. Includes all-day and weekend-long field trips to sites around Puget Sound. Includes topics such as biology of coral reefs, kelp forests, estuaries, marine fisheries, and marine conservation. Prerequisite: TESC 340.

**TESC 445 Estuarine Field Studies (7) NW**

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. Prerequisite: TESC 310, which may be taken concurrently.

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

Emphasizes hands-on exploration of the natural history and ecology of plants and insects and interactions amongst them. Includes a series of all-day field trips focusing on biological issues relevant to resource management and agricultural production in different sites around Puget Sound. Prerequisite: minimum grade of 1.5 in TESC 140.

**TESC 462 Restoration Ecology Capstone: Introduction (2-) NW**

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/ESRM 462. Prerequisite: TESC 362.

**TESC 463 Restoration Ecology Capstone: Proposal and Plan (-3-) NW**

Student teams prepare proposals in response to requests-for-proposals (RFPs) from actual clients. Clients may be governments, non-profit organizations, and others. Upon acceptance of the proposal, teams prepare restoration plans. Offered: jointly with BES 463/ESRM 463. Prerequisite: TESC 462.

**TESC 464 Restoration Ecology Capstone: Restoration Project Implementation (-5) NW**

Takes a restorative 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/ESRM 464. Prerequisite: TESC 463.

**TESC 490 Topics in Environmental Science (1-7, max. 7) NW**

**TESC 495 Environmental Research Experiences (3) NW**

Provides opportunities to complete group or individual environmental science for studies research project carried out within a structured course.

**TESC 496 Internship (1-10, max. 10) NW**

Environmental science or studies internship in the public or private sector, supervised by a faculty member. Permission based on approval if proposal submitted in advance of the internship. Credit/no credit only.

**TESC 497 Senior Thesis (5) NW**

A significant environmental science or studies independent research project planned and carried out by the student under the direction of a faculty member on a scholarly topic selected by the student in consultation with faculty.

**TESC 498 Directed Readings (1-5, max. 5) NW**

Individual advanced research projects with an environmental emphasis carried out under the supervision of a faculty member.

**TESC 499 Undergraduate Research (1-10, max. 10) NW**

Individual advanced environmental science or studies research projects carried out under the supervision of a faculty member

**TEST 211 Women in Science (5) I&S**

Examines the contribution of women in science and technology throughout history and the impact these women have made on society. Emphasizes the effects of institutions, work, family, and mentors on the development of women in science and technology.

**TEST 213 History and Science of Space Exploration (5) NW**

Examines the past, present, and future challenges of space exploration and the impact the space program has on society. Includes the history, politics, science, and technology associated with space travel and the challenges inherent in the colonization of other planets.

**TEST 221 Environmental History: Water (5) I&S/NW**

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.

**TEST 332 A Natural History of Garbage (5) I&S/NW**

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.

**TEST 333 Environmental Policy Application and Compliance (5) I&S**

Covers practical environmental regulatory compliance. Develops an understanding of the systems, procedures, and forms required for routine environmental compliance. Explores how business, government, and the private citizen interact with environmental regulation.

**TEST 335 Environmental Impact Analysis (5) I&S/NW**

Introduces the applied science principles and legal frameworks of environmental impact analysis. Provides an overview of the origins of federal and state environmental policy act laws and regulations, and covers scientific and policy approaches to evaluating a project's impacts on environmental media and natural resources.

**TEST 490 Special Topics in Environmental Studies (1-7, max. 21) NW**

Advanced course offerings in environmental studies designed to respond to faculty and student interests and needs.

**Film Studies**

**T FILM 272 Film Studies (5) VLPA**

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.

**T FILM 348 Film and Human Values (5) VLPA/I&S**

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.

**T FILM 350 Screenwriting (5) VLPA**

Introduction to the fundamentals of theme, plot, character, and dialogue in writing for film and television. Students develop scripts, focusing on one central conflict, working in a workshop class format. Recommended: either TWRT 200, TWRT 370, or TWRT 380.

**T FILM 386 Silent Cinema (5) VLPA**

Surveys film history from 1895 to 1927. Studies masterpieces of international cinema in historical, aesthetic, technological, and social contexts.

**T FILM 420 Contemporary World Cinema (5) VLPA**

Study of trends in current international cinema: genres, geographical areas, technology, economics, and criticism.

**T FILM 440 Writing Film Criticism (5) VLPA**

Explores the practice of film criticism through intensive reading and discussion of films and through writing and peer reviewing. Builds and understanding of the differences between film reviewing and criticism, and the importance of audience, style and approach. Prerequisite: One 300 or 400 level film class.

**T FILM 474 Russian History and the Soviet Film (5) I&S**

Examines the major events of the Russian past by using Russian and Soviet films as primary resources. Provides an opportunity for a dialogue between the facts of Russian history and the esthetic and ideological views of Russian and Soviet cinema.

**T FILM 481 Film Theory and Aesthetics (5)**

Examines 20th century's major film theorists' conception of the raw materials, forms, and values and effects of the film medium. Considers how critical theory adds to the understanding and enjoyment of film. Explores how commercial and experimental films exemplify and challenge ideas presented in readings.

**T FILM 483 Film Directors (5) VLPA**

Examines 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?

**T FILM 484 French Cinema (5) VLPA**

Provides an overview of the art of film in France from 1895 to the present. Includes readings and screenings which place the study of French film culture in its historical, economic, social, political, philosophical, and aesthetic contexts.

**T FILM 485 Media Genres (5, max. 10) VLPA**

Study of genre, the thematic classification of films (e.g. westerns, musicals) and television programming. Topics vary, but can include comedy, news/documentary, musical, and social-problem melodramas.

**T FILM 486 Feminist Perspectives in Film and Literature (5) VLPA**

Examines distinctions between male and female readers/viewers. Explores a variety of literary works and films by women, as well as a selection of relevant essays in feminist criticism.

**T FILM 488 Gender and Sexuality in Film (5)**

Examines the intersection of gender, sexuality, and film to consider how cinematic representations shape and reflect ideas about masculinity, femininity, heterosexuality, and homosexuality, as well as social identities that fall outside these categories.

**T FILM 499 Special Topics in Film Studies (5, max. 10) VLPA**

Offered occasionally by permanent or visiting faculty members. Topics vary.

**Geography****T GEOG 100 Introduction to Geography (5) I&S**

Broad introduction to the field of geography within the context of globalization. Topics include the relationship between humans and their environment, the role of culture in landscape change, economic development, geopolitics, and urban systems.

**T GEOG 321 Urban Geography (5) I&S**

Examines the spatial organization of cities in relation to the economic, social, cultural, and political forces that shape them. Includes such topics as the evolution of cities, perceptions of urban space, gentrification, race and housing, homelessness, social exclusion, urban redevelopment, suburbanization, and planning. Emphasizes U.S. cities.

**T GEOG 349 Geography and International Trade (5) I&S**

Introduces theories, policies, geographic patterns, and practices of international trade and foreign direct investment. Topics include: trade theory and policy; economic integration; currency markets and foreign exchange; trade operations and logistics; the international regulatory environment; and marketing, location and entry, and finance, accounting, and taxation. Equivalent to GEOG 349.

**T GEOG 352 Cultural Geography (5) I&S**

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.

**T GEOG 403 Geography of the United States of America and Canada (5) NW**

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.

**T GEOG 420 Gender, Space and Culture (5) I&S**

Considers gender differences in experiences of space and place; the relationship between gender, geopolitics, and geographies of cities, regions, nation-states, and other social institutions; and gender differences in "making place" and interacting with environments. It considers multiple and competing theoretical perspectives, but especially feminist and queer ones.

**T GEOG 435 Contemporary Geopolitics (5) I&S**

Explores geopolitical concepts and relates them to contemporary global issues and debates. Examines both the influence of geography on politics and the geography of politics.

**T GEOG 440 Political Geography: Territory, State and Society (5) I&S**

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. Offered: Sp.

**Hispanic Studies****T HISP 238 Hispanics in the United States (5) I&S/VLPA**

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.

**T HISP 267 Introduction to Chicano/a Literature (5) VLPA**

Provides an introduction to chicano/a literature to understand the historical, social, and cultural contexts in which literary works were produced. Topics include issues of hybrid cultures(s), gendered and ethnic identities, social justice, and language in our analyses of novels, short stories, essays, poetry, and drama. No knowledge of Spanish required.

**T HISP 277 Latin American Literature (5) VLPA**

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.

**T HISP 323 The Making of Mexico (5) I&S**

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.

**T HISP 325 Mexico: Problems and Perspectives (5) I&S**

Examines Mexico's present-day predicament in the light of its past. Explores major current issues of overpopulation, unemployment, environmental pollution, education, and political pluralism by comparing them with Mexico's historic experiences. Incorporates sociological, economic, cultural, and political analysis in a historical context.

**T HISP 355 Migration and the Transnational Family in Latino Literature and Film (5) VLPA/I&S**

Focuses on contemporary Latin American migration to the U.S. and transnational families in U.S. Latino texts and films. Topics include factors that perpetuate transnational migration, the personal impact of migration, and the consequent re-negotiation of gender, national, and ethnic identities. No knowledge of Spanish required.

**T HISP 376 Latin American Film (5) VLPA**

Examines the ways in which Latin American film reflects history, society, class, and gender issues. Develops understanding of film as an art form within a specific formal cultural context. Films in Spanish or Portuguese with English subtitles. No knowledge of Spanish required.

**T HISP 377 Spanish Film (5) VLPA**

Examines the ways in which Peninsular Spanish film reflects history, society, class, and gender issues. Develops understanding of film as an art form within a specific cultural context. Films in Spanish with English subtitles. No knowledge of Spanish required.

**T HISP 378 The Magical Land: A Cultural Exploration of Latin America (5) VLPA**

Focuses on Latin American history and culture, and is designed to help students improve written and oral communication skills as well as oral comprehension. Taught in Spanish

**T HISP 390 Preparation for Study Abroad (1-5, max. 5) I&S/VLPA**

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.

**T HISP 400 Afro-Hispanic Culture (5) VLPA**

Uses literary texts in translation, film, music, and art as a basis for exploring the importance of Afro-Hispanic in the development of the cultural richness of Latin America. Focus on issues of race, gender, self-representation and nationalism from an interdisciplinary perspective.

**T HISP 410 Caribbean Basin: Selected Topics (5) I&S**

Covers selected themes concerning the region comprised of the Caribbean Islands, Central America, Venezuela, and Colombia. May be repeated for credit with instructor's approval.

**T HISP 441 Mexican Cinema and Society (5) I&S/VLPA**

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.

**T HISP 461 Contemporary Mexican Culture (5) VLPA**

Uses contemporary literary texts in translation, film, music, and art as a basis for exploring the 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.

**T HISP 462 Women in Latin America (5) I&S/VLPA**

Uses memoirs, letters, histories, biographies, literary texts in translation, film, and music as a means of exploring the lives of women in Latin America. Examines a variety of gender issues from an interdisciplinary perspective. No knowledge of Spanish required.

**T HISP 463 Contemporary Cuban Culture (5) VLPA**

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.

**T HISP 464 The Arts, Cultures, and History of Mexico (12) I&S/VLPA**

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.

**T HISP 465 Latin American Visual Arts (5) VLPA**

Uses visual art as a basis for exploring different cultural/historical issues in Latin America in the twentieth century. Focuses on issues of colonization, self-representation, nationalisms, globalizations, and cultural appropriation from an interdisciplinary perspective.

**T HISP 476 Latin American Women Writers (5) VLPA**

Examines novels, short stories, poetry, drama, and essays by contemporary Latin American women writers. Includes such themes 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.

**T HISP 490 Contemporary Spanish Culture (5) VLPA**

Uses contemporary literary texts in translation, film, music, and art as a basis for exploring the way Spanish people construct their identity and relate to the outside world. Focuses on issues of gender, immigration, racism, terrorism and nationalisms form an interdisciplinary perspective. Taught in English.

**T HISP 491 Society and Culture in Cuba (15) I&S/VLPA**

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.

## History

**T HIST 111 The Ancient World (5) I&S**  
Origins of Western civilization to the fall of Rome.

**T HIST 112 The Medieval World (5) I&S**  
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.

**T HIST 113 Europe and the Modern World (5) I&S**

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.

**T HIST 150 World History: Prehistory to 1500 (5) I&S**

Surveys the social, political, economic, and cultural history of the world from Prehistory to the 15th century. May not be taken if student has already taken TCXG 230.

**T HIST 151 World History II 1500 to Present (5) I&S**

Surveys the social, political, economic, and cultural history of the world from the end of the 15th century to the present.

**T HIST 200 American History I, 1607-1877 (5) I&S**

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.

**T HIST 201 American History II, 1877-present (5) I&S**

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.

**T HIST 212 The Military History of the United States From Colonial Times to the Present (5) I&S**

Development of American military policies, organizational patterns, tactics, and weaponry, from beginnings as a seventeenth-century frontier defense force to the global conflicts and military commitments of the twentieth century. Interaction and tension between need for an effective military force and concept of civilian control of that force.

**T HIST 220 African American History 1619-1865 (5) I&S**

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 Ante-bellum era.



**T HIST 221 African-American History 1865-1945 (5) I&S**

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 overruling it in 1954. Examines African-American history, culture, and resistance to segregation in this period.

**T HIST 222 African-American History 1945-Present (5) I&S**

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. Explores U.S. history through the lens of African Americans.

**T HIST 226 American Architecture (5) VLPA**

Examines the architecture of the United States from early Native American structures to late twentieth-century buildings. Focuses on issues concerning style, technology, regionalism, functions, and reform to address the diverse forces that have shaped and continue to shape American architecture.

**T HIST 260 Empires and Imperialism in World History (5) I&S**

Examines world history of the Roman, Chinese, Mongol, Ottoman, and Modern European empires and imperialism from ancient to modern times. Themes include empire as historical pattern related to political, economics, and cultural spheres of influence and exchange. Recommended: either T HIST 150 or T HIST 151.

**T HIST 270 Premodern East Asia (5) I&S Hanneman**

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

**T HIST 271 Modern East Asia (5) I&S Hanneman**

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.

**T HIST 280 German Cultural History (5) VLPA**

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.

**T HIST 315 Industrialization and Reform (5) I&S**

Examines the development of industrial capitalism and its effects on government, social institutions, workers and the environment, and on efforts to bring about reform. Provides a historical context for considering current debates about free markets versus planned or regulated economies.

**T HIST 320 Asian American History (5) I&S**

Examines the histories, cultures, and literatures of Chinese, Japanese, Filipinos, Koreans, East Indians, and Southeast Asians in America from 1850 to 2009. Focuses on struggles of individual groups confronting widespread hostility and poverty. Explores how they established viable communities that continue to flourish to the third, fourth, and fifth generations.

**T HIST 322 American Labor Since the Civil War (5) I&S**

Provides a history of workers and labor institutions from the era of industrialization to the post-industrial era, focusing on labor-management conflict, the rise and fall of unions, and on the role of government, the media, and other forces in determining events. Concludes with an assessment of labor today.

**T HIST 333 Early American Music, Art, Literature, and Theater (5) VLPA**

Examines the cultural life of Americans from Colonial times to the eve of the Civil War. Includes topics such as 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.

**T HIST 336 Black, Labor, and Protest Music in Historical Perspective (5) I&S/ VLPA**

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.

**T HIST 340 History of United States-American Indian Relations (5) I&S**

Examines the interrelations between Native Americans and European immigrants since 1500. Explores conflicts and problems in Indian-White relations in a historical context. Includes an analysis of Indian policy and major legislation, with a special focus given to the consequences generated for contemporary Indian education and religion.

**T HIST 341 African-American History (5) I&S**

Considers 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. Includes history texts, classics of African-American literature, films and music, and intensive classroom discussion.

**T HIST 343 Vietnam and the 1960's (5) I&S**

Examines the dissent and radicalism of the 1960s stemming from the Vietnam War, as well as civil rights and other causes. Explores various political questions pertinent to the 1960s through readings, films, music, and intensive discussion.

**T HIST 350 Modern Germany Since 1848 (5) I&S**

Explores the history and the modern German nation state from the nineteenth century to the present; the rise of nationalism and the 1848 Revolution; the Bismark era, Imperial Germany, World War I, the Weimar Republic, the Nazi Regime, World War II, divided Germany, the post-war era, reunification, and Germany today.

**T HIST 356 History of Christianity (5) I&S**

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

**T HIST 363 Making of Russia (5) I&S**

Considers historical, social, and cultural forces creating the Russian Empire. Examines Russia's Kievan past, Mongol era, rise of Moscow, the country's transformation under Peter the Great and his heirs, and social and political movements that resulted in the Tsarist system's collapse. Films, music, and slides supplement lectures and discussions.

**T HIST 364 Modern Russia (5) I&S**

Explores Russia from Nicholas II through the Soviet era to contemporary Russia.

**T HIST 365 Europe in the Twentieth Century (5) I&S**

Examines major political, social, and cultural developments in twentieth century Europe. Explores the two world wars, fascism and communism as alternatives to parliamentary democracy, the Cold War, and the post-war integration of Europe, with the support of primary sources including cultural artifacts.

**T HIST 372 Comparative Perspectives on East Asian and Latin American Development (5) I&S**

Focuses on two important regions of the world, broadly comparing historical, cultural, and social experiences and relating these differences in experiences in specific Pacific Rim and Latin American countries. Examines how internal dynamics of these regions has shaped their standing in the world economy despite external political and economic constraints.

**T HIST 375 British Empire (5) I&S**

Examines origins, expansion, and decline of British imperialism at home and abroad. Analyzes culture, society, economics, and politics of British imperialism using scholarly, popular, and primary sources from imperialists, anti-imperialists, colonists, and the colonized. Prerequisite: either T HIST 150, T HIST 151, T HIST 260 or T HIST 475.

**T HIST 377 Art of the Americas (5) VLPA**

The art of the United States, Mexico, and Canada is united by common historical events. Explores 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.



**T HIST 379 Modern Architecture (5) VLPA**

Examines twentieth-century architecture and its origins. Focuses on issues concerning style, technology, urbanism, regionalism, function, and reform to address the diverse forces that have shaped modern architecture.

**T HIST 385 Russian Civilization (5) I&S/ VLPA**

Examines aspects of Russian culture from the perspective of individual Russian cultural figures. Includes: Andrei Rublev and Russian Orthodoxy; the Age of Pushkin; Turgenev and the Populist Tradition; Chaikovsky and the Development of a Russian National Music; the Cinema of Eisenstein; and Socialist Realism from Gorky to Rybakov.

**T HIST 410 Early American Politics, Constitution, and Law (5, max. 10) I&S**

Explores American political history from a variety of perspectives. Topics vary, including the American Revolution, Constitution and Bill of Rights, political party systems, Jacksonian democracy, nationalism and sectionalism, the Civil War and American laws and lawyers.

**T HIST 411 History of Religion in America (5) I&S**

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.

**T HIST 413 Civil Rights, Civil Liberties (5, max. 10) I&S**

Examines the historic personal and community rights, or lack thereof, embodied in the Constitution and Bill of Rights. Focuses on the history of efforts to preserve, extend or undermine these rights and on the status of these rights today. May be repeated for credit with instructor's approval.

**T HIST 416 Life and Thought: Martin Luther King, Malcolm X, and Angela Davis (5) I&S**

Explores the experiences and thinking of three well-known leaders of African-American protest in the 1960s. Interprets black radicalism in that era and the relationship of these three analysts and activists to their times and to the present.

**T HIST 417 United States History 1945-Present (5) I&S**

Examines U. S. history from 1945 to 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.

**T HIST 419 African-American Culture and Consciousness (5) I&S**

Examines African-American culture and consciousness from slavery to 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.

**T HIST 420 African-American Religious History (5) I&S**

Examines African-American religious practices from slavery to 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.

**T HIST 430 Introduction to Public History (5)**

Introduces students to the major issues and questions addressed by historians who work in the public sphere. Includes 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. Prerequisite: either T HIST 200 or T HIST 201.

**T HIST 437 Doing Community History (5) I&S**

Involves the student in researching the history of the community, with particular focus on ethnic diversity. Includes primary research in libraries; interviewing residents; transcribing/editing oral memoirs; and writing history. Covers research skills, as well as sensitivity to community values and concerns. May be repeated with instructor's permission.

**T HIST 440 Black Labor in America (5) I&S**

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.

**T HIST 441 Black Freedom Movement in Perspective (5) I&S**

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. Includes films, music, and popular as well as academic literature.

**T HIST 442 History of African American Education (5) I&S**

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.

**T HIST 444 The Pacific Northwest (5) I&S**

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.

**T HIST 445 History of Tacoma (5) I&S**

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 Ft. 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.

**T HIST 451 Renaissance Europe (5) I&S**

Development of Renaissance humanism and its influence on culture, politics, and society in fourteenth-, fifteenth-, and sixteenth-century Europe and beyond.

**T HIST 452 Art, Culture, and History of the Eternal City (12) I&S**

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.

**T HIST 456 North American Regions I&S (5)**

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.

**T HIST 457 Anti-Semitism and the Holocaust (5) I&S**

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.

**T HIST 462 History of Vietnam (5) I&S**

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

**T HIST 463 Premodern Japan (5) I&S**

Explores how, from its prehistory to the 17th century, Japan has blended native traditions with continental Chinese influences to create its own civilization. Examines the political, economic, social, and intellectual factors that have shaped Japan in the premodern age. Provides a background to understanding the development of modern Japan.

**T HIST 464 Modern China (5) I&S**

Traces the 19th and 20th century Chinese experience through China's struggles to modernize, its revolutionary experience, and the establishment and continuation of communist rule. Examines China's transformation from imperial rule to "People's Republic" by exploring political and economic change, and social, cultural, and intellectual change in an historical framework.

**T HIST 465 Modern Japan (5) I&S**

Traces the transformation of Japan from a feudal country under Tokugawa military rule in the 19th century to an economic super-power in the 20th century. In addition to historical and political issues, addresses social and cultural topics, as will the clash of traditional Japan with the modern, industrialized West.

**T HIST 466 Modern Korea (5) I&S**

Traces Korea's transition from traditional Asian state to modern nation emerging on the world economic scene. Explores how, because of its geographic location, Korea has suffered chaotic change in the modern period. Examines Korean society, culture, and politics, looking at Korea's period as a Japanese colony, the division of Korea, the Korean war, and recent developments.

**T HIST 467 Siberia and the Russian Far East (5) I&S**

Examines the geography and natural resources, peoples, history, literature, culture, and economic development of Siberia and the Russian Far East from their beginnings to the present day. Recommended: previous study of Russian or Soviet history, politics, or culture.

**T HIST 470 The Material World: Art and Artifacts (5/7) VLPA**

Examines material culture created and used by humans to cope with the physical world. Employs interdisciplinary methods drawing from art history, historical archaeology, anthropology, and museum studies. Uses hands-on study of everyday objects as a means to understand the world around us. Prerequisite: either T HIST 200 or T HIST 201

**T HIST 474 Imperial China (5) I&S**

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.

**T HIST 475 Twentieth-Century Britain (5) I&S**

Examines twentieth century British history, interpreting Britain's global role in the nineteenth century, its decline in the twentieth, and its re-emergence as a Western leader in the twenty-first century. Covers history from the Boer Wars to the 7/7 London bombings. Focuses on Britain in two world wars, the decline of British imperialism, and the effects of both in a globalized world.

**T HIST 477 Reformation and Counter-Reformation Europe (5) VLPA/I&S**

Explores the Reformation and Counter-Reformation and their impact on institutions, governments, and individuals from the 16th through the 17th centuries. Examines politics, religion, culture, and intellectual thought in a socioeconomic context. Considers changing emphases, such as Papal Rome, the European courts, and the Dutch Republic.

**T HIST 478 Europe in the Nineteenth Century (5) VLPA**

Examine major political, social, and cultural developments in nineteenth century Europe, such as the Industrial Revolution, class struggle, nationalism, political freedom, and military conflicts. Emphasizes the analysis of social, economic, and political conditions as key influences on cultural production as its expression of the experience of modernity.

**T HIST 479 Modern European Culture (5) VLPA**

Surveys the history of modern European culture from 1870 through 1945. Explores the intersection between the arts, popular culture, intellectual thought, and politics with a focus on individual representatives of the avant-garde.

**T HIST 480 Eastern Europe in Transition, 1940-2000 (5) I&S**

Examines the peoples and nations of Eastern Europe in times of fundamental change. Includes the impact of the Second World War, the imposition of Stalinism, attempts at liberalization in Hungary and Czechoslovakia, transformation associated with the Gorbachev era, and the region's economic, social, and political future.

**T HIST 484 The Pacific War (5) I&S**

Traces the Pacific War, examining the emergence of modern Japan, the sources of conflict in Asia and between Japan and the U.S., 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.

**T HIST 486 Contemporary Chinese Culture and Society (5) I&S**

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.

**T HIST 487 Technology in the Modern World (5) I&S**

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.

**T HIST 488 History of Urbanization and the Environment (5) I&S**

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

**T HIST 490 Medieval Technology (5) I&S**

Examines the nuts and bolts of medieval technology and 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.

**T HIST 495 The Metropolis (5, max. 10) I&S**

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.

**T HIST 497 Senior Thesis (5)**

Includes 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. Prerequisite: TIAS 380 and approval of thesis proposal.

**T HIST 498 History Capstone (5) I&S**

Emphasizes analysis of methodological issues and developing students' research and writing skills in history. Includes a significant independent research project planned and carried out by the student to complete senior thesis and portfolio requirements, including the oral presentation. Prerequisite: TIAS 380.

**Interdisciplinary Courses****TIAS 109 Elementary Intensive German Study Abroad (6)**

Provides students with the basic skills necessary for speaking, listening, reading, and writing the German language at different levels of proficiency. Emphasizes contextual learning of the German language in relation to its culture, history, and philosophy in the context of a study abroad program in Frankfurt, Germany. Credit/no credit only.

**TIAS 209 Intermediate Intensive German Study Abroad (6) VLPA**

Provides students with the basic skills necessary for speaking, listening, reading, and writing the German language at different levels of proficiency. Emphasizes contextual learning of the German language in relation to its culture, history, and philosophy in the context of a study abroad program in Frankfurt, Germany. Credit/no credit only.

**TIAS 300 The Making of America (5) I&S**

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.

**TIAS 305 Seminar in Interdisciplinary Arts and Sciences (2, max, 10)**

Provides experience in extracurricular intellectual discourse and exposure to current research in the humanities, social sciences, and sciences that distinguish the IAS Program. Credit/no credit only.

**TIAS 309 Advanced Intensive German Study Abroad (6) VLPA**

Provides students with the basic skills necessary for speaking, listening, reading, and writing the German language at different levels of proficiency. Emphasizes contextual learning of the German language in relation to its culture, history, and philosophy in the context of a study abroad program in Frankfurt, Germany. Credit/no credit only.

**TIAS 328 The American Environment: Literature, Culture, and Social Policy (5) I&S**

Explores American environmental values as revealed in a wide variety of literary and historical texts. Considers how culture influences environmental policy and how environmental policy reveals fundamental qualities of American culture. Includes readings from poetry to environmental impact statements, and from nature essays to governmental land use plans.

**TIAS 330 German Culture, History, and Philosophy: Frankfurt am Main (6) VLPA/I&S**

Provides theoretical and practical introduction to German Studies by exploring issues of German culture, history, and philosophy in the context of a study abroad program in Frankfurt, Germany. Considers how this city is connected to European and global trends. Relates this international context to student's personal, academic, and professional experiences. Credit/no credit only. Prerequisite: one 300-level T HIST, T PHIL, or GERMAN course.

**TIAS 380 Humanities and Social Science Research and Writing Seminar (5) VLPA**

Covers developing a thesis, designing an outline, doing preliminary research, writing drafts, and presenting a paper. Includes required field trips.

**TIAS 443 Ethnicity and the Urban Landscape (5) I&S**

Focuses on the intersection of ethnicity, architecture, and urbanism in the United States. Explores the concept of ethnic identity and the creation of a sense of place in urban environments. Examines local neighborhoods as a starting point for students' own investigations of ethnicity and the urban landscape.

**TIAS 480 Society and Culture in China Study Abroad (10) I&S**

Examines the history, culture, language, and politics of China. Classes held at Beijing University, People's Republic of China. Corequisite: either TCHIN 101, TCHIN 102, TCHIN 103, TCHIN 201, TCHIN 202, or TCHIN 203.

**TIAS 485 Study Abroad in the Social Sciences (5-15, max. 24) I&S**

Uses an interdisciplinary approach integrating a social science perspective and another discipline such as art, literature, history, architecture, philosophy, urban studies, etc. in this field study course. Taught on site and includes interaction with foreign scholars, local exhibits and sites, and local community experiences where appropriate.

**TIAS 490 Special Topics (3-5, max. 15)**

**TIAS 494 Honors Thesis/Project (1-5, 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 IAS honors option.

**TIAS 496 Internship (1-5, max. 10)**

Internship in the public or private sector, supervised by a faculty member. Permission based on approval of proposal submitted in advance of the internship. Credit/no credit only

**TIAS 497 Senior Thesis (5)**

A significant independent research project planned and carried out by the student under the direction of a faculty member on a significant scholarly topic selected by the student in consultation with faculty.

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

Faculty-supervised individual readings in areas of special need for students. Topics will vary.

**TIAS 499 Undergraduate Research (1-5, max. 15)**

Individual advanced research projects carried out under supervision of individual faculty member.

**Literature**

**T LIT 200 Understanding Literature (5) VLPA**

Develops essential tools for close and informed reading of fiction, drama, and poetry. Considers how a text generates aesthetic pleasure, how it achieves moral or social impact. Develops skills in literary analysis through reading literary texts, through discussion, and through critical writing.

**T LIT 210 Studies in American Literature (5) VLPA**

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.

**T LIT 230 Multi-Ethnic American Literature (5) VLPA**

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.

**T LIT 240 Studies in English Literature (5) VLPA**

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.

**T LIT 251 Ancient Literature of Western Civilization (5) VLPA**

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*.

**T LIT 252 Medieval and Renaissance Literature of Western Civilization (5) VLPA**

Critically examines works of literature and literary theology from the medieval and Renaissance eras in Europe. Explores works as "archetypes," i.e., the foundation for subsequent European writing and thought of all kinds. Includes Dante's *Inferno*, Shakespeare's *Hamlet*, and Milton's *Paradise Lost*.

**T LIT 253 Modern Literature of Western Civilization (5) VLPA**

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*.

**T LIT 305 American Literary Movements, Genres, and Historical Periods (5, max. 10) VLPA**

Studies movements (Transcendentalism, Modernism, the Harlem Renaissance, etc.); genres (poetry, fiction, drama, essay); historical periods (American Renaissance, the '20s, etc.); and investigates the literature of ethnic, political, and/or regional groups. May be repeated for credit with instructor's approval.

**T LIT 306 Studies in Selected American Writers (5) VLPA**

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?

**T LIT 311 Themes in American Literature (5, max. 10) VLPA**

Studies major themes addressed by writers in America. Includes topics such as: individualism, identity and community; sex, love and marriage; justice and injustice; industrialization, technology and the city; authenticity and egalitarianism; and race relations. May be repeated for credit with instructor's approval.

**T LIT 313 American Poetry (5) VLPA**

An examination of different types of American poetry. Emphasizes writers from a variety of backgrounds. Poems approached from formal, thematic and historical perspectives.

**T LIT 320 African American Literature from Slavery to the Present (5) VLPA**

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.



**T LIT 324 African American Women's Literature (5) VLPA**

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.

**T LIT 331 Immigrant and Ethnic Literature (5) VLPA**

Explores dynamics of cultures in contact and conflict and examines how literatures of different ethnic groups reflect this contrast. Emphasizes historical and cultural perspectives on immigrant and ethnic experience in the U.S. Analyzes literature depicting different aspects of the immigrant and ethnic experience within the larger context of America.

**T LIT 332 Asian American Literature (5) VLPA**

Examines major works of Asian American literature and the "double burden" of Asian American writers in both creating art and representing a group. Compares this "burden" to those of writers of other ethnicities. Includes historic themes and represents voices of marginalized groups commenting on themselves and on mainstream society.

**T LIT 338 Writing in the Pacific Northwest (5) VLPA**

Examines the way place or region provides a context for writing. Compares several kinds of writing from the Pacific Northwest (e.g., history, journalism, fiction, nature writing) and analyzes how writing is made more effective by awareness of audience, setting and occasion for writing.

**T LIT 343 Shakespeare (5, max. 10) VLPA**

Examines selected works of English playwright William Shakespeare. Students read plays and engage in class discussion and textually supported interpretations in writing. Covers historical background of Shakespeare's England and play settings, as well as relevant theology, philosophy, and natural science.

**T LIT 371 The World Stage (5, max. 10) VLPA**

An investigation of western and non-western forms of staged performance from a historical, social, political, and cultural perspective. Subjects 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.

**T LIT 380 Myth and Literary Sagas in Creative Expression (5) VLPA**

Explores the creative depictions of mythological themes, legendary heroes, and literary sagas. Special attention given to myth, legend, and literature in traditional cultural expression and their dramatic transformation in cinema. Themes include 'the hero of many faces,' and 'love and tragedy.'

**T LIT 388 Cross Cultural Studies in Contemporary Women's Fiction (5) VLPA**

Examines novels and short stories concerned with race, politics, feminism, and the representation of women. Issues addressed include minority discourse, autobiographical modes, myth, storytelling, definitions of womanhood, and cultural identification. Writers studied include Allison, Erdrich, Silko, Kingston, Tan, Morrison, and Cisneros.

**T LIT 390 Varieties of Literary Criticism (5) VLPA**

Investigates different approaches to reading and analysis of literary texts. Draws readings from a range of theoretical and practical criticism. Considers how critical theory adds to the understanding and enjoyment of literature. Gives attention to the history of critical ideas.

**T LIT 406 Children's and Young Adult Literature (5) VLPA**

Explores the variety and richness of contemporary children's and young adult literature. Discusses current trends and issues, and explores multi-ethnic literature and literature from other countries.

**T LIT 425 Literature of the Harlem Renaissance (5) VLPA**

Examines the images, themes, and characterizations in literature written by African Americans during the Harlem Renaissance. Writers include Johnson, Hughes, Larsen, Harston, Cullen, Fauset, Thurmann, White and McKay.

**T LIT 431 Contemporary Native American Women's Literature (5) VLPA**

Examines novels, short stories, and poetry by contemporary Native American 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 studied include Erdrich, Silko, Hogan, Tapahonso, and Harjo.

**T LIT 432 American Indian Literature (5, max. 10) VLPA**

Studies American Indian literature reflected in thematic and topical expressions. Examines content revolving around leading Native American writers, and/or non-Indian depictions of Native Americans, and/or American Indian biographical studies. May be repeated for credit with instructor's approval.

**T LIT 437 Nature and Environment in American Literature (5) VLPA**

Examines the varying attitudes toward nature in American literary works - nature as antagonist, nurturer, resource, divinity, commodity. Consideration of how writers achieve authority for their visions of the natural world: to what extent is nature writing sentimental? To what extent is it our most clear-sighted literature? Writers studied may include John Muir, Annie Dillard, Barry Lopez, Robinson Jeffers, Loren Eiseley.

**T LIT 438 American Folklore (5) VLPA**

Examines types of American folklore and the techniques of the folklorist. Includes topics such as: American folk heroes, folklore vs. fakelore, Southern and New England archetypes, the rural mystique, sexism, violence and racism in folklore, printed folktales, and modern folk heroes.

**T LIT 439 Western American Literature (5) VLPA**

Studies Western American writers and their contribution to understanding the Western landscape. Focuses on selected topical areas and/or cultural themes characteristic to the West.

**T LIT 453 Ancient Greek Tragedy (5) VLPA**

Examines selected tragedies of Aeschylus, Sophocles, and Euripides.

**T LIT 455 Medieval Quests (5) VLPA**

Examines important works of literature and literary theology from the medieval era, broadly construed. Special attention to the theme of the "quest." Texts include Augustine's Confessions, Beowulf, The Quest of the Holy Grail, Sir Gawain and the Green Knight, and Don Quixote.

**T LIT 458 Modern Novel (5) VLPA**

Examines Cervantes' Don Quixote and twentieth-century works inspired by it. May include Don Quixote, Kafka's Castle, Borges' Labyrinths, and Nabokov's Pale Fire.

**T LIT 476 American Women's Literature: Nineteenth and Twentieth Century Texts (5) VLPA**

Examines primarily novels and short stories by American women authors from the nineteenth and twentieth 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.

**T LIT 481 Postcolonial Fiction (5) VLPA**

Examines selected works of fiction by postcolonial authors while building a foundation in postcolonial history.

**T LIT 485 Comparative Mythology (5) VLPA**

Explores selected mythologies; specific studies may be topical, or thematic. Includes the exploration of mythography, critical examination of the form, context, and function of mythology, particularly in its expression of world view and attended values.

**T LIT 487 African Folklore and Literature (5) I&S**

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.



## Mathematics

### **TMATH 098 Intermediate Algebra (0)**

Intermediate algebra equivalent to third semester of high school algebra. Extra fee required.

### **TMATH 107 Mathematics: A Practical Art (5) NW, QSR**

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. Prerequisite: TMATH 098, score of 147-155 on MPT-GS placement test, or a score of 144 on the MPT-AS placement test.

### **TMATH 110 Introductory Statistics with Applications (5) NW, QSR**

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. Prerequisite: TMATH 098 or score of 35-120 on the ACC-CL placement test; may not be taken if credit earned in TQS 110. Offered: AWWSpS.

### **TMATH 120 Precalculus (5) NW**

Examines polynomial, rational, exponential, and trigonometric functions. Prerequisite: minimum grade of 2.0 in TMATH 098 or score of 35-120 on the ACC-CL placement test; cannot be taken for credit if credit earned in TMATH 121.

### **TMATH 121 Precalculus (5) NW**

Examines polynomial, rational, exponential, and trigonometric functions. Distance learning format. Prerequisite: minimum grade of 2.0 in TMATH 098 or score of 35-120 on the ACC-CL placement test; cannot be taken for credit if credit earned in TMATH 120.

### **TMATH 122 Calculus and Its Practical Applications (5) QSR, NW**

The study of calculus, the mathematics of motion and change, and its applications in science and business. Topics include advanced functions and their limits, maximums and minimums, rates of change or derivatives, and areas of integrals. Functions analyzed graphically using computer techniques. Prerequisite: TMATH 111, MATH 111, TMATH 120, MATH 120, score of 68% on MPT-A placement test, score of 75% on MATHEC placement test, or score of 2 on AP test. Cannot be taken for credit if credit earned in TMATH 124 or MATH 124.

### **TMATH 124 Calculus with Analytic Geometry I (5) NW, QSR**

First quarter in calculus of functions of a single variable. Emphasizes differential calculus. Emphasizes applications and problem solving using the tools of calculus. Prerequisite: 2.0 in TMATH 120, score of 68% on MPT-A placement test, score of 75% on MATHEC placement test, or score of 2 on AP test. Cannot be taken for credit if credit earned in TMATH 122.

### **TMATH 125 Calculus with Analytic Geometry II (5) NW**

Second quarter in the calculus of functions of a single variable. Emphasizes integral calculus. Emphasizes applications and problem solving using the tools of calculus. Prerequisite: either 2.0 in TMATH 124, score 3 on AB advanced placement test, or score of 3 on BC advanced placement test.

### **TMATH 126 Calculus with Analytic Geometry III (5) NW**

Third quarter in calculus sequence. Sequences, series, Taylor expansions, and an introduction to multivariable differential calculus. Prerequisite: 2.0 in TMATH 125, score of 5 on AB advanced placement test, or score of 4 on BC advanced placement test.

### **TMATH 210 Intermediate Statistics with Applications (3/5, max. 5) QSR**

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. Recommended: either TMATH 110 or equivalent.

### **TMATH 214 Analytical Thinking (5) QSR**

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.

### **TMATH 307 Introduction to Differential Equations (3) NW**

Introductory course in ordinary differential equations. Includes first- and second-order equations and Laplace transform. Prerequisite: minimum grade of 2.0 in either TMATH 125 or MATH 125.

### **TMATH 308 Matrix Algebra with Applications (3) NW**

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 MATH 308 or MATH 318. Prerequisite: minimum grade of 2.0 in TMATH 126.

### **TMATH 310 Statistics for Environmental Applications (5) NW, QSR**

Investigates concepts of statistical inference specific to the environmental sciences. Includes sampling design, t-tests, ANOVA, multiple comparisons, regression, transformations, principle component analysis, chi-squared tests, and non-parametric tests, using statistical software for analysis. Prerequisite: TMATH 110.

### **TMATH 327 Introduction to Real Analysis (4) NW**

Introduces basic set theory, the construction of the real numbers, infima and suprema, formal treatment of limits, boundedness, monotonicity, Cauchy sequences, continuity, uniform convergence, the derivative, the mean value theorem, and topology of the real numbers. Prerequisite: TMATH 308; TCSS 321.

### **TMATH 390 Probability and Statistics in Engineering and Science (4) NW**

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 either MATH 390/STAT 390, STAT 481/ECON 481, or ECON 580. Prerequisite: TMATH 126.

### **TMATH 402 Introduction to Abstract Algebra (4) NW**

Focuses on group theory with a brief introduction to rings and fields. Emphasizes proofs. Topics include cosets, Lagrange's theorem, homomorphisms, normal subgroups, quotient groups, the isomorphism theorems, cyclic and symmetric groups, Cauchy's theorem, automorphisms, and elementary properties of rings and fields. Prerequisite: either TMATH 308 or TCSS 321.

### **TMATH 408 Numerical Methods (2) NW, QSR**

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.

### **TMATH 490 Special Topics in Quantitative Studies (1-7, max. 21) QSR, NW**

Advanced course offerings in quantitative studies designed to respond to faculty and student interests and needs.

## Nonprofit Public Affairs

### **TNPRFT 348 Leading the Nonprofit Organization in the 21st Century (5) I&S**

Examines all aspects of management of the nonprofit including board development and governance, strategic planning, lobbying, marketing, government contracting, volunteer resources, fundraising, outcome measures, fund-raising and grant writing, and accounting. Offered: jointly with T MGMT 348.

### **TNPRFT 431 Community Organizations and the Nonprofit Sector (5) I&S**

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. Offered: A.

**TNPRFT 432 Organizational Development (5) I&S**

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.

**TNPRFT 448 Cultural Administration and Policy (5) I&S**

Analyzes the social, cultural, economic and creative foundations of cultural management and policy. Emphasizes critical and creative thinking in evaluating the role and function of non-profit arts institutions within the complex fabric of contemporary society. Examines municipal, state, and federal spheres of influence on public policy.

**TNPRFT 449 Museum Studies (5) I&S**

Introduces the history, philosophy, organization, administration, and practice of museums. Covers the 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.

**TNPRFT 451 Essentials of Grant Writing and Fund Raising (5) I&S**

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

**TNPRFT 457 Nonprofit Capstone (5) I&S**

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.

**Philosophy****T PHIL 100 Introduction to Philosophy (5) I&S**

Major philosophical questions relating to such matters as the existence of God, the foundations of knowledge, the nature of reality, and the nature of morality. Approach may be either historical or topical.

**T PHIL 200 Introduction to the Philosophy of Human Rights (5) I&S**

Introduces and discusses different philosophical views on humanity, good, rights, universality, and other concepts that have influenced our understanding of human rights.

**T PHIL 240 Introduction to Ethics (5) I&S/VLPA**

Critical introduction to various philosophical views of the basis and presuppositions of morality and moral knowledge. Critical introduction to various types of normative ethical theory, including utilitarian, deontological, and virtue theories.

**T PHIL 314 Philosophy of Crime and Punishment (5) I&S**

Examination of philosophical theories regarding criminal habits and punishment and the philosophical problems connected with specific topics in criminal law. Examines proper subject matter of criminal law (drug use, pornography, euthanasia); limits of criminal sanctions; crime and privilege (corporate crime, white-collar crime, blackmail); justifications for punishment; mercy; and execution.

**T PHIL 350 Contemporary Search for Meaning (5) I&S**

Examines the search for human meaning and value as it has emerged in the writings of modern philosophy, psychology and literature. Explores how the quest for different forms of meaning has developed and how that quest has been answered.

**T PHIL 353 The End of the Modern World: 1600 - 2000 (5) I&S**

Investigates the origin, influence and definition of the modern period. Explores the fundamental images and assumptions of this period and discusses the forces that are undermining them. Concludes with a consideration of what may replace these images and assumptions in the next few decades.

**T PHIL 354 American Modes of Thought and Experience (5) I&S**

Explores the roots of the American experience in its European intellectual and cultural background. Focuses on the peculiarly American angle of vision and value in the development of its cultural heritage. Examines the contribution of tradition and change to that experience and to subsequent philosophical reflection upon it.

**T PHIL 355 The Mind of Modernity (5) I&S**

Looks at how since the sixteenth century, new and competing ways of understanding ourselves, the natural and human worlds, and our place in them, have defined European modernity. Examines a selection of original artistic, scientific, philosophical, and literary texts. Emphasizes reading, discussion, and writing.

**T PHIL 356 Themes in American Philosophy (5, max. 10) I&S**

Examines the origins, development, and present status of movements in American philosophical. Includes thinkers such as James, Dewey, Pierce, Royce, Whitehead, Santayana, Rorty, and others. May be repeated for credit with instructor's approval.

**T PHIL 357 The Greek Mind and Imagination (5) I&S**

Explores what makes the contribution of the Greeks so unique in the formation and heritage of Western Civilization. Examines some of their major human expressions and achievements in art, philosophy, literature, and history. Attends to the continuing influence of these ideas, values, and institutions on the world today.

**T PHIL 358 History of Philosophy: Medieval and Modern (5) I&S**

Explores continuity in the concerns of thinkers from different places and eras, including such medieval and early modern philosophers as Augustine, Aquinas, Descartes, Hume, and Kant. Examines how they address questions about reality, thought, and the beautiful and the good.

**T PHIL 359 Themes in Existentialism (5) I&S**

Examines the human predicament as treated in the writings of existentialist philosophers and writers such as Nietzsche, Kierkegaard, Dostoevsky, Marcel, Heidegger, and Sartre. Examines historical origins, development, and present forms of existentialism. Assesses existentialism's impact on psychology, religion, literature, and the arts. May be repeated for credit with instructor's approval.

**T PHIL 360 History of Philosophy: Modern and Contemporary (5) I&S**

Examines 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.

**T PHIL 361 Ethics in Society (5) I&S/VLPA**

Examines the meaning, nature, legitimacy, criteria, and foundations of moral judgment. 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.

**T PHIL 362 The Beautiful and the Good: Philosophy's Quest for Value (5) I&S**

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.

**T PHIL 364 Topics in the Philosophy of Science (5, max. 10) I&S**

Study of one or more current topics in philosophy of science such as scientific realism, explanation, confirmation, causation. Can not be taken if T PHIL 363 already taken. Prerequisite: one T PHIL course.

**T PHIL 367 Utopias (5)**

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.

**T PHIL 410 Social Philosophy (5) I&S**

An examination of topics pertaining to social structures and institutions such as liberty, distributive justice, and human rights.

**T PHIL 414 Philosophy of Law (5) I&S**

Nature and function of law. Relation of law to morality. Legal rights, judicial reasoning.

**T PHIL 451 The Enlightenment (5) I&S**

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.

**T PHIL 455 Medicine and Morality: Issues in Biomedical Ethics (5) I&S/ VLPA**

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.

**T PHIL 456 Environmental Ethics (5) I&S/VLPA**

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 v. Deep Ecology, and environmental aesthetic theory.

**T PHIL 458 Ways of Knowing (5) I&S**

Investigates key concepts and problems involved in the analysis and appraisal of human knowledge and critical thought. Emphasizes discerning the difference between truth and falsity, knowledge and opinion, correct and incorrect judgment and how these are critically grounded. Analyzes different theories of knowledge.

**T PHIL 460 The Meaning of the Person (5) I&S**

Explores philosophical and psychological concepts of the self and their implications. Discusses what it means to be a person and what constitutes a person. Asks how philosophy and psychology agree and disagree on what it means to be a person.

**T PHIL 466 Modernity and Its Critics (5, max. 10) I&S**

Considers various attempts to specify and critique the contours of Western modernity - in culture, philosophy, and political economy. Themes selected include the impact of Cartesian philosophy, science, and rationality on our concepts of the world, ourselves, our bodies, time, and human relations.

**Political Science****TPOL 5 123 Introduction to Globalization (5) I&S**

Provides an introduction to the debates over globalization. Focuses on the growth and intensification of global ties. Addresses the resulting inequalities and tensions, as well as the new opportunities for cultural and political exchange. Topics include the impacts on government, finance, labor, culture, the environment, health, and activism.

**TPOL 5 201 Introduction to Political Values and Ideas (5) I&S**

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.

**TPOL 5 202 Introduction to American Politics (5) I&S**

Institutions and politics in the American political system. Ways of thinking about how significant problems, crises, and conflicts of American society are resolved politically.

**TPOL 5 203 Introduction to International Relations (5) I&S**

The world community, its politics, and government.

**TPOL 5 204 Introduction to Comparative Politics (5) I&S**

Political systems in a comparative framework. Traditional and contemporary approaches to the study of governments and societies in different countries.

**TPOL 5 224 Modern Latin America (5) I&S**

Provides multi-disciplinary examination of Latin America with social science emphasis. Discusses history of the region, sociological analysis of various Latin American institutions (the Church, the military, the labor movement). Considers migration issues and development economics, including a brief section on culture. Examines of contemporary Latin American political and social issues.

**TPOL 5 229 Making of Modern Africa (5) I&S**

Examines how African societies came to be and as they are today. Examines aspects of the experience of five centuries of the African Diaspora as they affected Africa and its peoples.

**TPOL 5 251 Cultural Studies (5, max. 10)**

Selected themes in American and occasionally other modern and contemporary cultures. Themes and readings may include: advertising and consumer culture; class and culture, gender and sexuality, identity, and post-9/11 culture.

**TPOL 5 260 American Political Theory (5) I&S**

Considers major issues and traditions in American thinking about democracy, citizenship, membership, and justice. Focuses on works by important thinkers from the Founding to the twentieth century. Includes conflicting visions and tensions associated with the demands of newly rising social groups, and American identities.

**TPOL 5 270 Introduction to Political Economy (5) I&S**

Political economy as a tool for understanding and evaluating the political world. Combines theory, methods, and insights derived from economics and political science and applies them to a range of substantive issues.

**TPOL 5 300 Mass Media and U.S. Politics (5) I&S**

Examines role of mass audiences in politics from the standpoint of the communication strategies used to shape their political involvement. Topics include: social structure and political participation, political propaganda and persuasion, the political uses of public opinion, and the mass media and politics.

**TPOL 5 305 Campaigns and Elections (5) I&S**

Analyzes local, state, and federal elections to examine the role of election rules and organizations on political outcomes. Also evaluates the role of political parties, candidates, the media, financing, political strategies, and various interest groups on who gets elected and how.

**TPOL 5 310 Modern European Political Theory (5) I&S**

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.

**TPOL 5 311 International Human Rights (5) I&S**

Team-oriented research of 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.

**TPOL 5 312 19th Century Revolutions and Revolutionaries (5) I&S**

Examines the major revolutionary events and ideas of the 19th century: liberalism, socialism, nationalism, and anarchism. Emphasizes discussion of political theories, movements, and their relationships to underlying historical processes. Ends with consideration of how these revolutions and revolutionaries helped define the political agenda for 20th century.

**TPOL 5 314 Twentieth-Century Revolutions (5) I&S**

An interdisciplinary look at four major 20th-century revolutions: Russia, China, Cuba, and Nicaragua. Begins with political theories of revolution, then discusses the historical process which accomplished each of the four revolutions, and ends with a discussion of how these revolutions established political legitimacy and culture.



**TPOL S 320 American Constitutional Law (5) I&S**

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.

**TPOL S 321 American Foreign Policy (5) I&S**

Constitutional framework; major factors in formulation and execution of policy; policies as modified by recent developments; the principal policymakers-President, Congress, political parties, pressure groups, and public opinion.

**TPOL S 325 Issues in Local Government (5) I&S**

Examines a particular topic that confronts local governments. Topics include fiscal/budget issues, education policy, safety, or intergovernmental relations.

**TPOL S 326 Modern Brazil (5) I&S**

Traces the development of modern Brazil from independence to the present. Emphasizes populism, the evolution of the military, the economic miracle, and contemporary social issues.

**TPOL S 328 International Organizations (5) I&S**

Explores historical, theoretical, and empirical aspects of the United Nations, its specialized agencies, and other international organizations, both governmental and nongovernmental.

**TPOL S 330 International Political Economy of Latin America (5) I&S**

Exploration of politics underlying Latin America's economic development. Topics covered include import-substituting industrialization, mercantilism, the debt crisis, neoliberalism, market integration, and poverty. Review of major theoretical perspectives such as modernization theory, dependency, and the new political economy.

**TPOL S 340 Middle East Politics (5)**

Investigates crises that plague the Middle East. Critically examines a wide range of viewpoints on these issues.

**TPOL S 342 Third-World Cities (5) I&S**

Studies growth of selected Third World cities and the spatial, ethnic and class divisions within them. Introduces their historical legacy, previous ties to colonial rules, and pressures to remain centers of capitalist production. Examines urban "bias" and subsequent concentration of economic, political, and cultural power in terms of political and survival struggles.

**TPOL S 361 United States Courts and Civil Liberty (5) I&S**

Cases and literature bearing on protection of constitutionally guaranteed private rights, with particular reference to the period since 1937.

**TPOL S 363 Law in Society (5) I&S**

Inquiry into how law matters in social practice. Examines general theories of law, the workings of legal institutions, and the character of legally constituted practices and relationships in diverse terrains of social life.

**TPOL S 367 Comparative Law and Courts (5) I&S**

Introduces comparative judicial politics, focusing on the relationship between law and politics in cross-national perspective, as well as the function of supranational and international legal entities in the international system.

**TPOL S 368 The Politics and Law of International Human Rights (5) I&S**

Studies the international human rights movement in its legal and political context. Focus on institutions which influence, enable, and constrain the international promotion of human rights.

**TPOL S 382 State Government (5) I&S**

Focus on the structures, processes, and policy outputs of state governments in the United States.

**TPOL S 400 The American Presidency (5) I&S**

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. Offered: Sp.

**TPOL S 405 Advanced Campaigns and Elections (5) I&S**

Produces advanced analysis of local, state, and federal elections and political campaigns as applied to specific political campaigns, initiative, or election-related issues. Involves independent applied research. Prerequisite: T POLS 305. Offered: S.

**TPOL S 410 Labor Rights and Human Rights (5) I&S**

Examines labor in western society, exploring the historical emergence of various concepts of labor rights and developing an analysis of labor and human rights in contemporary world order. Topics include slavery, labor and liberalism, individualism and collective labor rights under capitalism, economic security, and labor rights in a global economy.

**TPOL S 411 Human Rights and Violence in the Third World (5) I&S**

Examines political violence and human rights concerns in under-developed regions. Establishes broad, inclusive definitions of violence and human rights.

**TPOL S 420 Theories of Political Violence (5) I&S**

Establishes broad, inclusive definitions of violence. Reviews 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.

**TPOL S 421 Human Rights in Emerging Democracies: Eastern Europe and Latin America (5) I&S**

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

**TPOL S 422 International Humanitarian Law (5) I&S**

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.

**TPOL S 423 International Law (5) I&S**

Origin and present status of efforts to make rules of conduct for sovereign states; simulation of a treaty-drafting conference, with students playing roles of legal advisers to foreign governments.

**TPOL S 425 Comparative Social Policy (5) I&S**

Explores current social policy issues in the United States, Canada, and Nordic countries from a comparative perspective. Examines history and political structures that influence implementation of social policies. Offered: jointly with TSOCWF 425.

**TPOL S 426 World Politics (5) I&S**

The nation-state system and its alternatives, world distributions of preferences and power, structure of international authority, historical world societies and their politics.

**TPOL S 427 Gorbachev and the Second Russian Revolution (5) I&S**

Examines Soviet Union during the Gorbachev era. Compares traditional Soviet lifestyle and changes produced by Gorbachev's policies of glasnost and perestroika. Include topics such as ethnic issues, political reforms, economic liberalization, and cultural developments. Examines collapse of USSR and speculates on the future of nations which make up the former Soviet Union.

**TPOL S 428 The Soviet Experience (5) I&S**

Explores Soviet society and politics since the Bolshevik Revolution. Examines the nature of the revolution, liberalization during the NEP period, Stalinism, World War II, and the changes taking place during the Khrushchev and Brezhnev eras. Focuses on how the lives of Soviet people changed during 70 years of their country's history.

**TPOL S 431 International Relations in the Middle East (5) I&S**

Study of domestic sources of foreign policy in the Middle East; politics of oil; the East-West rivalry in the arena; and conflict and collaboration among the local powers.



**TPOL S 435 Popular Movements in Latin America (5) I&S**

Examines popular movements in Latin America, including historical background of modern popular organizations, an analysis of the evolution of the discourse surrounding the terms “popular movement,” “social movement,” and “civil society.” Discusses contemporary trade unionism, grass-roots peoples’ initiatives, cooperative movements, guerrilla organizations, human rights groups, and feminist movements.

**TPOL S 438 Environmental Law (5) I&S**

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.

**TPOL S 439 Washington Environmental Law (5) I&S**

Examines Washington State environmental statutes through reading, writing and discussion of regulations and case studies. 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 Washington courts have interpreted such laws.

**TPOL S 440 American Foreign Policy in the Middle East (5) I&S**

Examines the Middle East through the lens of US foreign policy objectives, focusing on the developments of US policy towards the Middle East from 1945 to the present. Recommended: either TPOL S 203 or TPOL S 321.

**TPOL S 448 Human Rights in Latin America - Argentina Study Abroad (5) I&S**

Examines the history, theory, and practice of international human rights in Latin America. Explores human rights from human rights lawyers and activists, while living, studying, and working in Argentina. Taught in English at the Association of International Studies in Buenos Aires. Prerequisite: T SPAN 102.

**TPOL S 450 Contemporary Theories of Culture (5, max. 10) I&S**

Studies recent anthropological theory and contemporary cultural theory. Includes topics such as cultural theory, British cultural studies, critical theory, and post-modernism; or 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.

**TPOL S 451 Human Rights and the Use of Force (5) I&S**

Covers both the history and sources of international law, including the system of treaties and emerging principles of customary law. Examines the conditions under which military force is justified, looking specifically at the war against terrorism, and world events since September 11, 2001.

**TPOL S 452 Minorities and the Law (5) I&S**

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.

**TPOL S 453 Political Theory of Human Rights (5) I&S**

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

**TPOL S 456 Community and Labor Organizing: A Multicultural Perspective (5) I&S**

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.

**TPOL S 460 Political Economy of the European Union (5) I&S**

Historical foundation of the European Economic Community; major phases of its development; theoretical explanations for European integration.

**TPOL S 465 Law and Public Policy in the United States (5) I&S**

Relationship between law and public policy, with particular attention to problems of social, economic, and political change. Considers legal and constitutional processes as they relate to such problems of public policy as race relations, the environment, and the economy.

**TPOL S 480 Politics, Philosophy, and Economics Seminar (5) I&S**

Provides in-depth treatment of topics in politics and philosophy; political economy; law and policy; economics and policy and ethics and economics. Emphasizes analysis of methodological issues and developing students’ research and writing skills. May not be repeated.

**TPOL S 485 Study Abroad in Politics, Philosophy, and Economics (5-15, max. 24) I&S**

Uses an international setting to explore particular political-economic-philosophical problems or dilemmas. Taught on site and includes interaction with foreign scholars, local exhibits and sites, and local community experiences where appropriate.

**TPOL S 496 Politics, Philosophy, and Economics Internship (5-15, MAX. 15) I&S**

Internships in federal, state and local government; international organizations; non profit and lobbying organizations; and research and advocacy organizations.

**TPOL S 497 Political Internship in State Government (1-15, max. 20)**

Students serving in approved internship program with state government agencies.

**Psychology****TPSYCH 100 Introduction to Psychology (5) I&S West**

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. Offered: AWS.

**TPSYCH 202 Human Sexuality (5)**

Surveys biological, psychological, and social determinants of human sexuality and sexual behavior. Topics include cultural diversity, sexual development (physical and psychological), sexual health, reproduction (pregnancy, contraception, abortion), development of sex, gender orientation, adult sexual bonding, sexual abuse and assault. Prerequisite: either TPSYCH 100 or PSYCH 101.

**TPSYCH 209 Fundamentals of Psychological Research I (5) I&S**

Explores the basics of inquiry and research in the social sciences. Topics include the hypothesis testing, experimental design, research strategies/techniques, fundamentals of scientific writing, search and evaluation of literature in psychology, and ethical issues in psychological research. Prerequisite: TPSYCH 100; either TMATH 110, T HLTH 305, or T URB 225. Offered: AWSp.

**TPSYCH 210 Abnormal Psychology (5)**

Historical and current definitions, theory, and research concerning abnormal psychological behavior. Major categories of psychopathology, including related treatment approaches. Assignments include: illustrative case studies, written critical perspectives of course materials, and interpretative analysis of major topics in field. Prerequisite: TPSYCH 100

**TPSYCH 212 Child Abnormal Psychology (5) I&S**

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. Prerequisite: either TPSYCH 100 or PSYCH 101.

**TPSYCH 220 Lifespan Development (5) I&S**

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. Prerequisite: TPSYCH 100.

**TPSYCH 230 Educational Psychology (5) I&S**

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. Prerequisite: either TPSYCH 100 or PSYCH 101.

**TPSYCH 240 Social Psychology (5) I&S**

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. Prerequisite: TPSYCH 100

**TPSYCH 250 Human Cognition (5) I&S**

Surveys cognitive psychology related to the mental processes associated with acquiring, storing, transforming, and using knowledge. Topics include perception, attention, learning, memory, metacognition, imagery, language, problem solving, and decision-making. Emphasizes identifying these concepts in everyday situations and application to educational and criminal justice fields. May not be taken for credit if TPSYCH 355 already taken. Prerequisite: TPSYCH 100.

**TPSYCH 260 Biopsychology (5) I&S/NW**

Focuses on the biological events that influence psychological processes and behaviors. Topics include the structure and function of the nervous system, and the biological bases of sensation and perception, motivation, learning, cognition and communication, emotion, and mental disorders. Prerequisite: TPSYCH 100.

**TPSYCH 300 History and Systems of Psychology (5) I&S**

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. Prerequisite: either TPSYCH 100 or PSYCH 101.

**TPSYCH 301 Psychology of Adjustment (5)**

Covers research and theory about how people cope with change and adjustment. Focuses on change in theories of human development, the ways in which change is assumed to occur, strategies for managing change at the personal, organizational and societal level and the relationship between stress or social disorder and change. Prerequisite: either TPSYCH 100 or PSYCH 101.

**TPSYCH 309 Fundamentals of Psychological Research I (5) I&S**

Explores forms of inquiry from empirical laboratory research to fieldwork 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. Prerequisite: minimum grade of 2.0 in TPSYCH 209.

**TPSYCH 310 Controversies in Clinical Psychology (5) I&S**

Explores advanced abnormal psychology topics, including controversies and social issues in mental health assessment, treatment, and diagnosis. Prerequisite: either TPSYCH 210 or TPSYCH 212.

**TPSYCH 311 Personality Theory (5)**

Covers the major theories of personality within the field of psychology. Students compare and contrast theoretical models, gain understanding of their development within the context of the theorists' lives, and apply the theories to their own life experience. Prerequisite: either TPSYCH 100 or PSYCH 101.

**TPSYCH 312 Mental Illness Across Cultures (5) I&S**

Explores advanced abnormal psychology topics from a global perspective such as how mental illness is understood by different cultures and in different historical periods. Prerequisite: either TPSYCH 210 or TPSYCH 212. Offered: Sp.

**TPSYCH 320 Race, Class, and Gender Contexts of Child Development (5)**

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. Prerequisite: either TPSYCH 100 or PSYCH 101.

**TPSYCH 321 Adolescent Psychology (5)**

Explores the multiple contexts of adolescents' lives, including the interactions of biology, psychology, and sociocultural aspects of development. Prerequisite: either TPSYCH 100 or PSYCH 101

**TPSYCH 322 Adult Development (5)**

Examines adult development, beginning with the transition to adulthood through young, middle, and old adulthood. Focuses on diverse individual experiences and social/contextual factors in the U.S. and their effect on the changes, choices, opportunities, and paths through adulthood. Prerequisite: either TPSYCH 100 or PSYCH 101

**TPSYCH 323 Parenting Practices and Parent-Child Relationships (5)**

Examines current theory, research and training concerning parenting practices and parent-child relationships, as well as diverse parenting beliefs and practices. Considers how parenting and parent-child relationships are shaped by contextual factors such as culture, socioeconomic class, race, ethnicity, gender and sexual identity. Prerequisite: either TPSYCH 100 or PSYCH 101

**TPSYCH 330 Inquiry and Research in the Social Sciences (5) I&S**

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. Prerequisite: either TMATH 110, T HLTH 305, TSOCWF 351, STAT 220, STAT 311, or T URB 225.

**TPSYCH 349 Sexual Identities (5) I&S**

Explores the lives and current issues facing lesbian, gay, bisexual, and transgender (LGBT) persons, with particular attention to developmental, community, and political issues and their intersections. Emphasizes current areas of consensus and discord among members within, across, and outside these communities.

**TPSYCH 350 Human Memory (5) I&S**

Covers research and theory in key areas of memory. Issues include information processing theory, the link between memory processes and their biological underpinnings, autobiographical memory, implicit memory, and the effect of emotion on memory. Prerequisite: TPSYCH 250.

**TPSYCH 352 Judgment and Decision-Making (5) I&S**

Examines current models and empirical research on human information processing in judgment and decision making. Includes both normative and descriptive theories of decision making with a focus on decision making under risk and uncertainty. Prerequisite: TPSYCH 100; TMATH 110.

**TPSYCH 360 Health Psychology (5) I&S**

Introduces the field of health psychology, which is concerned with how biological characteristics, behavioral factors, and social conditions influence health and illness. Topics include the foundation of health psychology, health behavior and primary prevention, stress and coping, treatment setting, and chronic illness. Prerequisite: TPSYCH 100.

**TPSYCH 400 Psychology of Women (5) I&S**

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. Prerequisite: TPSYCH 100.

**TPSYCH 401 Family Violence (5)**

Comprehensive interdisciplinary investigation of the pervasive social problem of family violence. Explores 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. Prerequisite: either TPSYCH 100 or PSYCH 101

**TPSYCH 403 Psychology of Black Women (5)**

Applies a psychological and feminist framework to the examination of black women's lives and development. Emphasizes the coping techniques used by black women throughout history. Topics include mental health, violence, male-female relationships, and cross-racial friendships. Prerequisite: either TPSYCH 100 or PSYCH 101

**TPSYCH 404 Psychology of Food and Culture (5) I&S**

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. Prerequisite: either TPSYCH 100 or PSYCH 101

**TPSYCH 405 Body Image and the Psychology of Appearance (5) I&S**

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 is covered, and adaptation to social/psychological appearance demands in terms of both problems, such as eating disorders, and resistance. Prerequisite: either TPSYCH 100 or PSYCH 101

**TPSYCH 406 Chemical Dependency (5) I&S**

Examines the biological, psychological, social, and cultural factors involved in drug dependency. Examines prevention, intervention, treatment, and 12-step programs including those related to various ethnic and cultural groups. Prerequisite: either TPSYCH 100 or PSYCH 101.

**TPSYCH 407 The Cultural Context of Developmental Psychology (5) I&S**

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. Prerequisite: either TPSYCH 100 or PSYCH 101.

**TPSYCH 409 Group Counseling and Dynamics (5)**

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. Prerequisite: either TPSYCH 100 or PSYCH 101.

**TPSYCH 410 Existential Psychology (5) I&S**

Examines the philosophical and literary movement of existentialism and its impact on clinical psychology. Prerequisite: either TPSYCH 100 or PSYCH 101.

**TPSYCH 411 Psychology and the Arts (5) I&S**

Examines psychological theories and research related to creativity and the mind using literature, film, music, and empirical research. Prerequisite: either TPSYCH 100 or PSYCH 101.

**TPSYCH 414 Psychology of Contemporary African-American Culture (5) I&S**

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. Prerequisite: either TPSYCH 100 or PSYCH 101.

**TPSYCH 416 Freud and His Critics (5) I&S**

Examines the work of Sigmund Freud, its impact on clinical psychology, and historical and contemporary criticisms of this theoretical school. Prerequisite: either TPSYCH 100 or PSYCH 101. Offered: Sp.

**TPSYCH 420 Attachment and Interpersonal Relations (5) I&S**

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. Prerequisite: TPSYCH 311.

**TPSYCH 421 Social Psychology, Law, and Society (5) I&S**

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. Prerequisite: TPSYCH 240.

**TPSYCH 422 Psychology and the Legal System (5) I&S**

Focuses on the application of psychological research methods and knowledge to contemporary issues in the legal system. Topics include psychology of policing, criminal profiling, serial killers, criminal investigations, pretrial publicity, competency/insanity, scientific jury selection, juror decision making, sentencing/death penalty, and the social scientist as an expert witness. Prerequisite: either TPSYCH 100.

**TPSYCH 431 Sexual Deviance (5) I&S**

Examines various psychological, sociological, and biological theories that purport to explain the causes, consequences, and cure for atypical sexual behaviors, including fetishism, exhibitionism, sexual addiction, pedophilia, and erotophonophilia (lust murder). Prerequisite: either TPSYCH 202 or TPSYCH 210.

**TPSYCH 432 Sex Crimes and Sexual Violence (5) I&S**

Examines sexual criminality, its nature, characteristics, dimensions, and ramifications in American society and internationally. Topics include, sexual assault, sex offenders and survivors of childhood sexual abuse, and sexual predatory crimes, such as sex trafficking, prostitution, and child pornography. Prerequisite: either TPSYCH 100 or PSYCH 101.

**TPSYCH 471 Applied Issues in Cognition (4-5, max. 10) I&S**

Examines cognitive issues in applied settings, such as the workplace and education. Topics include such issues as attention, expertise, problem solving, decision-making, human error, automation, navigation, and individual differences. Prerequisite: 2.0 in TPSYCH 330.

**Religion****TRELIG 235 Religion in the Modern World (5) I&S**

Examines intellectual questions raised by thinkers such as Darwin, Marx, and Freud which were complemented by social and political movements to privatize religion. Considers both the intellectual and social transformation of religion in the modern Western milieu. Examines the contrasting situation in less secular non-Western societies.

**TRELIG 310 Religious Diversity in America (5) I&S**

Examines the pluralities of religions in modern American, introducing the history, sociology, and beliefs of Buddhists, Christians, and Muslims in the United States. Discusses problems of solutions to human dilemmas, the nature of ultimate reality, and the role of its founder from the perspective of each of these religions.

**TRELIG 320 Confucianism and East Asian Modernity (5) I&S**

Examines elements of the Confucian tradition which have left a distinctive imprint on the social, political, and economic life of modernized, but not "Westernized," East Asian societies.

**TRELIG 321 Comparative Religion (5) I&S**

Examines comparative approaches to religious experience and belief with emphasis on conceptual issues such as ritual, symbolism, identity, ecstatic experience, and revitalization movements in the context of globalization. Addresses criteria of both similarity and difference in the comparative work.

**TRELIG 350 Philosophy, Religion, and the Environment (5) I&S/NW**

Examines the value of nature and whether it is socially constructed or objectively existing. Considers how our philosophical and religious worldviews affect the way we value ourselves and our environment - including perspective from diverse traditions. Recommended: previous experience in philosophy or religious studies.



**TRELIG 365 Hinduism and Buddhism (5) I&S**

Examines 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. Presents the radically different (from conventional Western) perspectives they offer on the context and meaning of human existence.

**TRELIG 366 Islam (5) I&S**

Investigates the history and forms of Islam, the predominant religion of the Middle East. Particular attention devoted to understanding values, views, and assumptions that are often quite different from those familiar in the secular societies of the West.

**TRELIG 367 East Asian Religions: Zen and Taoism (5) I&S**

Investigates Taoism as a characteristic East Asian world view and of Zen as an East Asian reshaping of Indian Buddhism. Includes readings and discussion of Taoist and Zen materials.

**TRELIG 461 Religion and Church in Latin America (5) I&S**

Provides an interdisciplinary examination of the political, social, and cultural implications of religion in Latin America. Covers four major themes: the history of the Catholic Church and its influence on politics and socio-economic structures, religious syncretism, liberation theology, and changes occurring in contemporary Latin American Christianity.

**TRELIG 463 God: East and West (5) I&S**

Investigates both western and eastern approaches to understanding "God" (a personal Supreme Being who created the world) and examines ramifications for the way humans have thought.

**TRELIG 465 God and the New Physics (5) I&S**

Examines multiple theories and interpretations of physical reality. Explores how new ways of thinking about the world are paralleled by new ways of thinking about God. Examines some new theories and reflects on religious and theological questions.

**Sociology**

**T SOC 165 Introduction to Sociology: Developing the Sociological Imagination (5) I&S**

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.

**T SOC 265 Race and Ethnicity in the United States (5) I&S**

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 - present) and explores how ideas of racial justice and equality are articulated in relation to economic, political, and cultural contexts.

**T SOC 266 Introduction to Labor Studies (5) I&S**

Examines the role of labor in the contemporary United States and in the global economy. Explores the nature of work within market economies, forms of worker organizing, and the interaction between race, gender, and class within the workplace.

**T SOC 335 Social Class and Inequality (5) I&S**

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.

**T SOC 346 The History of Childhood and the Family in the United States (5) I&S**

Examines changing experiences and forms of childhood and family life over the course of U.S. history. Relates those experiences and forms to their political and economic contexts, considers explanations for historical alterations, and explores social and ideological implications of contemporary childhood and family life as mediated by class and ethnicity.

**T SOC 369 Diversity in Adulthood (5) I&S**

Assesses the diversity of personal styles within the class (emotional patterns, personality, learning, and behavior) using various psychological instruments that identify patterns or styles. Utilizes individual differences illustrate problems of communication and conflict resolution between persons of different styles, backgrounds, and worldviews.

**T SOC 432 Schooling in the United States (5) I&S**

Explores the history of formal education in the U.S. with special consideration of the forms and content of schooling for working people, women, and minority populations. Examines specific forms of schooling, educational reform, changes in pedagogy and structure, and the relationships between schooling and other features of the historical landscape.

**T SOC 433 Household and Family in Comparative Perspective (5) I&S**

Explores cross-cultural changes and continuities in family life and household organization in selected societies. Examines creation of various family and household forms and their relation to wide-scale economic, political, and social change. Studies the impact of power relations (gender, generation, class, ethnicity/race, etc.) within and beyond the family.

**T SOC 434 Women, Race, and Class: Identity and Intergroup Relations (5) I&S**

Explores interlocking effects of race, ethnicity, class, gender, and sexuality on the life experiences of women in the U.S. Includes: impact of race, ethnicity, and racism on social institutions; women's experiences of racism; struggles of anti-racist women; relationship between racial, class, and sexual identities and feminism, development of dialogue and coalitions between women.

**T SOC 435 Migration in the Modern World: Migrants, Immigrants, and Refugees (5) I&S**

Examination of the dynamics of international migration in the modern world, with a focus on selected sending and receiving societies (western and non-western). Investigates both macro-economic and political influences on migration, as well as the involvement of social networks and households. Explores the diversity of population movements in historical perspective and in the context of competing theories of migration, settlement, and adaptation.

**T SOC 436 History of Social Welfare Policy in the United States (5) I&S**

Explores welfare policy in the United States from the colonial era to the present. Covers history of individual and governmental relief efforts; changing definitions of the poor and poverty; and the origins of our current welfare system.

**T SOC 437 Immigration Today (5) I&S**

Examines changing causes and patterns of post-1965 immigration from global and interdisciplinary perspectives. Topics may include: role of immigrants in changing global economy; interactions between immigrants and residents in communities, schools, workplaces; challenges of adaptation for immigrant children; new forms of citizenship and national identity. Compares Europe and United States.

**T SOC 439 Fieldwork and Interviewing in Communities (5) I&S**

Assists students in developing skills as qualitative researchers in communities, particularly fieldwork and in-depth interviewing. Explores theoretical, ethical, and methodological dimensions. Includes reading and discussing examples of fieldwork and carrying out students' own projects in the field.

**T SOC 446 Family Relationships and Diverse Family Forms in the United States (5) I&S**

Explores cross-cultural changes and continuities in family life and household organization in selected societies. Explores development of family and household forms and their relation to wide-scale economic, political, and social change. Studies impact of power relations within and beyond the family.



**T SOC 447 AIDS and American Society (5) I&S**

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 Community College/Bremerton.

**T SOC 455 The Sociology of Gender (5) I&S**

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.

**T SOC 456 Rural Societies and Development (5) I&S**

Explores Third World development issues (economic, political, and social) which are particular to rural societies. Addresses topics such as: food production and distribution, rural labor markets, migration, rural development strategies, rural poverty, the "Green Revolution," export agriculture, the proletarianization of peasants, and rural politics.

**T SOC 534 Women, Race, and Class: Identity and Intergroup Relations (5)**

Explores interlocking effects of race, ethnicity, class, gender, and sexuality on public policy and the life experiences of women around the world. Includes: impact of race, ethnicity, and racism on social institutions; women's experiences of racism; struggles of anti-racist women; and development of dialogue and coalitions between women.

**Spanish**

**TSPAN 101 Elementary (5)**

Methods and objectives are primarily oral-aural. Language laboratory is required.

**TSPAN 102 Elementary (5)**

Methods and objectives are primarily oral-aural. Language laboratory is required. Prerequisite: either TSPAN 101, or score of 16-44 on SP100A placement test.

**TSPAN 103 Elementary (5)**

Methods and objectives are primarily oral-aural. Language laboratory is required. Prerequisite: either TSPAN 102, TSPAN 110 or score of 45-69 on SP100A placement test.

**TSPAN 110 Basic Spanish Review (5)**

Covers the equivalent of 101 and 102 to prepare for 103. May not be taken in addition to 101 or 102. Prerequisite: either score of 10-44 on SP100A placement test, or score of 0-31 on SP TL placement test. Offered: AWSp.

**TSPAN 121 Spanish Immersion (5)**

Covers the equivalent of elementary Spanish (SPAN 101, 102, 103) through an alternative "planned immersion" method with video as the central medium of presentation. Prerequisite: score of 0-15 on SP100A placement test if Spanish is language of admission.

**TSPAN 122 Spanish Immersion (5)**

Covers the equivalent of elementary Spanish (SPAN 101, 102, 103) through an alternative "planned immersion" method with video as the central medium of presentation. Prerequisite: TSPAN 121.

**TSPAN 123 Spanish Immersion (5)**

Covers the equivalent of elementary Spanish (SPAN 101, 102, 103) through an alternative "planned immersion" method with video as the central medium of presentation. Prerequisite: TSPAN 122.

**TSPAN 134 Intensive First-Year Spanish (15)**

Equivalent of 121, 122, 123. Employs "planned immersion" method with video as the central medium of presentation. Not open for credit to students who have taken 121, 122, 123 or 102, 103. Offered: S.

**TSPAN 199 Foreign Study - Elementary (2-16, max. 16)**

Elementary instruction in approved foreign study program. Students who wish to satisfy foreign language proficiency requirement must see the departmental adviser and may be required to take additional courses through 103.

**TSPAN 201 Intermediate (5) VLPA**

Intensive practice in speaking, reading, and writing. Review of Spanish grammar. Oral practice based on literary and cultural readings. Prerequisite: either TSPAN 103, TSPAN 123, TSPAN 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.

**TSPAN 202 Intermediate (5) VLPA**

Intensive practice in speaking, reading, and writing. Review of Spanish grammar. Oral practice based on literary and cultural readings. Prerequisite: either TSPAN 201 or score of 76-145 on SP200A placement test.

**TSPAN 203 Intermediate (5) VLPA**

Intensive practice in speaking, reading, and writing. Review of Spanish grammar. Oral practice based on literary and cultural readings. Prerequisite: either TSPAN 202, TSPAN 210, or score of 146-165 on SP200A placement test.

**TSPAN 210 Accelerated Intermediate Spanish (5) VLPA**

Merges SPAN 201 and SPAN 202. Designed to build listening, speaking, reading, and writing skills and to expand knowledge of culture and literature of the Spanish-speaking world. Combines classroom experience with accelerated Web-enhanced activities provided through Spain's Instituto Cervantes. Prerequisite: either SPAN T103, SPAN T123, or TSPAN 134

**TSPAN 299 Foreign Study - Intermediate (2-16, max. 16) VLPA**

Intermediate instruction in approved foreign study program. Further study at 200 level subject to placement test score.

**TSPAN 301 Spanish Grammar and Lexicon (5, max. 10) VLPA**

Reviews Spanish grammar structures and vocabulary to develop students' capacity to understand and express themselves in Spanish with more accuracy. Helps students master concepts required for advance reading, writing, and oral proficiency. Prerequisite: either TSPAN 203, TSPAN 210, TSPAN 299, or score of 166-175 on SP200A placement test.

**TSPAN 302 Spanish Conversation (5, max. 10) VLPA**

Emphasizes oral proficiency and listening comprehension using film, television, music, journalistic, and literary texts as a way to understand linguistic and cultural diversity within the Spanish-speaking world. Prerequisite: either TSPAN 203, TSPAN 210, TSPAN 299, or score of 166-174 on SP200A placement test.

**TSPAN 303 Spanish Stylistics and Composition (5, max 10) VLPA**

Develops writing skills for a wide variety of purposes, with activities to build vocabulary and strengthen knowledge of grammar. Includes pre-writing exercises, peer-editing and revision of texts, plus introduction to translation. Prerequisite: either TSPAN 203, TSPAN 210, TSPAN 299, or score of 166-174 on SP200A placement test.

**TSPAN 315 Business Communication in Spanish (5) VLPA**

Develops Spanish language skills (reading, writing, speaking, and listening) within the context of the Spanish-speaking business world. Emphasizes business-specific culture and concepts. Prerequisite: minimum of 5 credits of Spanish language at the 300-level or higher.

**TSPAN 351 Introduction to Hispanic Literary Studies (5) VLPA**

Introduces techniques of literary analysis, as applied to examples of narrative, poetry, and theater from Spain, Spanish American, and U.S. Latino culture. Taught in Spanish. Prerequisite: one TSPAN 300-level course.

**TSPAN 352 Introduction to Hispanic Cultural Studies (5) VLPA**

Acquaints students with different approaches to cultural studies, using key notions of elite, mass and folk culture of Spanish-speaking societies and examples. Topics include globalization/modernization vs. tradition; transculturation vs. assimilation; community; family and tradition; gender and race; class. Taught in Spanish. Prerequisite: one 300-level Spanish language class.

**TSPAN 374 Hispanic Culture Through Film (5) VLPA**

Introduces students to the cinema of the Spanish-speaking world and explores films within various national contexts. Explores issues related to politics, social change, gender, class, and ethnicity. Taught in Spanish. Prerequisite: either TSPAN 351 or TSPAN 352.

**TSPAN 393 Foreign Study (2-10, max. 20) VLPA**

Study in Spanish speaking country outside the standard Spanish curriculum of the University of Washington. Prerequisite: TSPAN 301 or TSPAN 314, either of which may be taken concurrently.

**TSPAN 420 Advanced Spanish Grammar (5) VLPA**

Acquaints students with more complex grammatical structures, with attention to idiomatic language uses and structures. Taught in Spanish. Prerequisite: minimum of 10 credits of upper-division Spanish language.

**TSPAN 425 Advanced Communication Skills (5) VLPA**

Promotes higher level proficiency in spoken and written Spanish. Examines regional differences, formal and informal styles of communication, cultural notions related to specific speech patterns, and social interactions. Develops idiomatic knowledge of the language. Taught in Spanish. Prerequisite: minimum of 10 credits of Spanish language at the 300-level or higher.

**TSPAN 430 Translation Techniques and Practices (5) VLPA**

Focuses on theory, practice, and mechanics of translation of a wide variety of texts, literary, and non-literary. Prerequisite: minimum of 10 credits of upper-division Spanish language.

**TSPAN 451 Hispanic Women Writers (5) VLPA**

Analyzes novels, short stories, poetry, testimony, drama, and essays by contemporary Hispanic women writers. Includes themes such as dictatorship, political and sexual repression, gender constructions, colonialism, racism, class issues, etc. Taught in Spanish. Prerequisite: TSPAN 351; TSPAN 352; minimum of 10 additional credits of Spanish language at the 300-level or higher.

**TSPAN 461 Mexican Film (5) VLPA**

Familiarizes students with important trends in cinema and culture in Mexico through the analysis and study of representative films, directors, and cultural movements. Taught in Spanish. Prerequisite: TSPAN 351; TSPAN 352; 10 additional credits of TSPAN courses at the 300-level.

**TSPAN 464 Mexican Literature and Culture (5) VLPA/I&S**

Analyzes significant trends in Mexican culture through literature and other forms of cultural production, including art, music, folklore, and film/television/print media. Taught in Spanish. Prerequisite: TSPAN 351; TSPAN 352; 10 additional credits of TSPAN courses at the 300-level.

**TSPAN 471 The Hispanic Caribbean (5) I&S**

Analyzes significant trends in the Hispanic Caribbean through literature and other forms of cultural production, including art, music, folklore, and film. Taught in Spanish. Prerequisite: TSPAN 351; TSPAN 352; 10 additional credits of upper-division TSPAN courses.

**TSPAN 480 Contemporary Spanish Culture (5) VLPA**

Analyzes significant historical, social, and political events in contemporary Spain through literature and other forms of cultural production, including art, music, dance, and film. Taught in Spanish. Prerequisite: TSPAN 351; TSPAN 352; minimum of 10 additional credits of Spanish language at the 300-level or higher; cannot be taken for credit if credit earned in T HISP 490.

**Women's Studies****T WOMN 100 Introduction to Women's Studies (5) I&S**

Surveys the roles and status of women in the US; the process of gender socialization; the intersection of gender with identities such as race, class, and sexual orientation; the history and experience of women; and feminist theory and practice.

**T WOMN 205 Introduction to Masculinities (5) I&S**

Examines the key concepts of masculinities studies, analyzes the roles that men adopt, and explores how these roles are implicated in the development of male identity. Also explores the diversity of masculinities within American society.

**T WOMN 250 Seminar in Service Learning: A Feminist Approach (5) I&S**

Introduces students to a variety of different Tacoma agencies and requires them to participate in service projects that connect feminist theory to work being done in the community by local organizations. Uses blogs, wikis, and other new media to facilitate online reflection and class discussion.

**T WOMN 251 Popular Culture and Gender (5) I&S**

Introduces the ways in which masculinity and femininity are produced through popular culture. Analyzes cultural product such as movies, advertisements, images, books, toys, etc. to understand how gender is constructed, how these constructions become cultural norms, and how these popular assumptions about gender impact our own lives.

**T WOMN 302 Research Methods in Women Studies (5) I&S**

Explores appropriate research methodologies for interdisciplinary work in women studies. Examines current debates and issues in feminist methodologies and critiques of methodology. Use of historical documents and theoretical texts. Computer applications in research in women studies.

**T WOMN 345 Women and Work in the United States (5) I&S**

Studies the fundamental changes and continuities in women's work lives in the context of U.S. economic development. Examines multiplicity and diversity of women's work contributions, both paid and unpaid. Highlights both the commonalities among women's work experiences and the differences with regard to life-cycle stage, occupation, and race/ethnicity.

**T WOMN 347 History of Women in the United States (5) I&S**

Surveys the history of women in the United States from the 1600s to the present. Explores social, political, and economic forces that have shaped women's lives, and the diversity of women's experiences rooted in class, race, and ethnicity. Considers the contributions of women's history to the larger discipline of history.

**T WOMN 420 Women in the Global Economy (5) I&S**

Explores impact of "modernization" and "development" on 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, development planning. Examines cultural practices, economic arrangements, government policies to understand opportunities and obstacles confronting women in developing countries today.

**T WOMN 434 Women's Voices: Third-World Testimonials (5) I&S**

Explores the "testimonials" of women from selected regions in Africa, the Middle East, and Latin America. Examines women's voices in testimonial, autobiographical, biographical, ethnographic, and fictional literature. Discusses historical and sociological significance of women's "testimonials". Explores issues of race/ethnicity, class, and gender.

**Writing Instruction****TWRT 111 Discourse Foundations (2)**

Helps improve academic writing skills. Students must enroll concurrently in another writing course. Teaches reading skills to comprehend and analyze complex texts, review and analyze grammar structures as they appear in academic writing, and build advanced vocabulary skills.

**TWRT 112 Introduction to Academic Writing (5) C**

Continues introduction to the principles of argument, including critical thinking, analytical reading skills, and research and writing skills needed for academic writing. Also covers skills for managing the writing process and how to transfer learning to other disciplinary contexts of writing.

**TWRT 200 Introduction to Creative Writing (5) VLPA**

Introduces several genres and explores the creative writing process and terminology of imaginative expression.

**TWRT 211 Argument and Research in Writing (5) C**

Focuses on writing critical analyses of texts in the arts and sciences. Emphasizes close reading, critical thinking, and developing well-supported arguments as well as advanced library research skills. Stresses managing the writing process so that good work can be produced within given time constraints. Prepares students for upper-division writing tasks. Prerequisite: minimum 2.0 grade in either TWRT 112, T CORE 101, or ENGL 131; may not be taken if credit earned for TCXG 272.

**TWRT 291 Technical Communication in the Workplace (5) C**

Teaches objective-oriented and audience-centered communication for the workplace, while focusing on key genres of technical communication - reports, proposals, manual, and document design - essential for success in the professional world. Prerequisite: a minimum grade of 2.0 in either T CORE 101, TWRT 112, TWRT 211.

**TWRT 311 Writing Center Theory and Practice (2, max. 6) VLPA**

Investigates current theories and practices of writing pedagogy, emphasizing the pedagogical assumptions of individual instruction. Students learn to respond constructively to writers and to texts. They also gain expertise as writers and teachers. Required for students who wish to work in the Writing Center. Prerequisite: minimum grade of 2.0 in TWRT 112 or T CORE 101.

**TWRT 330 Written and Visual Rhetoric (5) VLPA**

Explores the principles and practices of written and visual rhetoric to learn to employ both effectively in print-based and electronic texts. Prerequisite: minimum grade of 2.0 in TWRT 211.

**TWRT 331 Writing in the Natural Sciences (5) VLPA, C**

Studies communications and rhetorical principles for sharing scientific knowledge in professional meetings with other scientists and with general audiences. Focuses on three most common genres: scientific paper (including literature review and abstract writing), research proposal, and scientific poster. Prerequisite: a minimum grade 2.0 in either TWRT 211 or TWRT 291.

**TWRT 365 Literary Editing and Publishing (5) VLPA**

Explores practices of literary editing, magazine design, and literary small press publishing. Readings examine history, aesthetics, funding, promotion, layout, and other issues faced by literary journals in print and in emerging online media. Student assignments reflect practices of literary editors. Credit/no credit only. Recommended: one course each of upper division writing and literature.

**TWRT 370 Poetry Writing (5) VLPA**

Introduces students to the craft and process of poetry writing from initial draft to advanced revision. Explores current writing styles, poetic forms, and various aesthetic issues. Students discuss craft, assigned writings, and share work with other class members. Recommended: courses in upper-division writing and literature.

**TWRT 380 Introduction to Fiction Writing (5) VLPA**

Introduces the process and techniques of fiction writing. Readings familiarize students with various writing styles and strategies of other writers. Students discuss craft, the assigned readings, and share work with other class members. Recommended: TWRT 200.

**TWRT 387 Creative Nonfiction Writing (5) VLPA**

Builds narrative and descriptive skills in several genres of creative nonfiction, including the personal essay, feature articles for general trade magazines, or the literary essay. Includes reading of models and writers' workshops to provide feedback on drafts. Recommended: TWRT 200.

**TWRT 431 Writing for Social Change (5) VLPA, C**

Analysis and development of texts designed to influence public opinion and advocate for social causes. Includes volunteer work in a nonprofit agency and writing for that agency. Prerequisite: a minimum 2.0 grade in either TWRT 211 or TWRT 291.

**TWRT 440 Cross-Cultural Communication Design (5) I&S**

Examines issues that affect communication from global and local perspectives including the role culture and technology play in human interactions. Discusses the research and practices that writers and designers need to consider when internationalizing and localizing information products. Explores techniques and skills to develop effective communication products.

**TWRT 464 Teaching Writing (5) VLPA**

Studies theories and practices of writing education and the history and challenges of writing assessment. Explores learning communities. Emphasizes pedagogical questions of social class, ethnicity, multilingualism, gender, sexual orientation, disability, and nationality. Prerequisite: minimum grade of 2.0 in either TCXG 272 or TWRT 272.

**TWRT 470 Advanced Poetry Writing (5, max. 10) VLPA**

Builds upon foundational skills in writing both traditional and contemporary poetry. Includes reading of models and writers' workshops to provide feedback on drafts. Students develop a portfolio of polished writing by the end of the course. Prerequisite: minimum grade of 2.0 in TWRT 370.

**TWRT 480 Advanced Fiction Writing (5, max. 10) VLPA**

Builds upon foundational skills in fiction writing such as dialog, narration, theme, language, and character. Includes reading of models and writers' workshops to provide feedback on drafts. Students develop a portfolio of polished writing by the end of the course. Prerequisite: minimum grade of 2.0 in TWRT 380.

**TWRT 487 Advanced Creative Nonfiction (5, max. 10) VLPA**

Builds on beginning creative nonfiction skills in several genres: personal or lyric essay, literary journalism, the nonfiction "short", or prose poetry. Includes reading of models and writers' workshops to provide feedback on drafts. Students develop a portfolio of polished writing by the end of the course. Prerequisite: TWRT 387.

**TWRT 499 Advanced Topics in Creative Writing (1-5, max. 15) VLPA**

Builds on beginning creative writing skills. Includes reading of models and writers' workshops to provide feedback on drafts. Students work on developing a portfolio of published writing.

**Faculty****William Kunz****Director**

Associate Professor, Interdisciplinary Arts and Sciences; Broadcast Communication; Ph.D., University of Oregon, 1998

**Luther Adams**

Associate Professor, Interdisciplinary Arts and Sciences; History, Ph.D., University of Pennsylvania, 2002

**Ji-Hyun Ahn**

Assistant Professor, Interdisciplinary Arts and Sciences; Media Studies; Ph.D., University of Texas-Austin, 2013

**Dolores Alcaide Ramirez**

Associate 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

**Joel Baker**

Professor and Port of Tacoma Endowed Chair, Interdisciplinary Arts and Sciences; Environmental Engineering Sciences; Ph.D., University of Minnesota, 1988

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

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Professor, Interdisciplinary Arts and Sciences; Composition and Writing, Ph.D., Stanford University, 1995

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Lecturer, Interdisciplinary Arts and Sciences; Economics; Ph.D., University of Washington Seattle, 2009

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**Caitlin Carle**

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**Edward Chamberlain**

Lecturer, Interdisciplinary Arts and Sciences; Comparative Literature and American Studies; Ph.D., Indiana University, 2012

**Leighann Chaffee**

Lecturer, Interdisciplinary Arts and Sciences; Psychology, M.A., Northern Arizona University, 2008

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**Jane Compson**

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Senior Lecturer, Interdisciplinary Arts and Sciences; Aeronautical and Astronautical Engineering; M.S., George Washington University, 1973

**Chris Demaske**

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**Steve DeTray**

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Senior Lecturer, Interdisciplinary Arts and Sciences; Cognitive Psychology; J.D., Seattle University School of Law, 1988; Ph.D., University of Washington, 1998

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

**Mary Hanneman**

Associate Professor, Interdisciplinary Arts and Sciences; Asian History, Pacific Rim Studies; Ph.D., University of Washington, 1991

**James William Harrington, Jr.**

Vice Chancellor for Academic Affairs and Professor, Interdisciplinary Arts and Sciences Geography; Ph.D., University of Washington, 1983

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University of California, Davis, 1998

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## BACHELOR OF SCIENCE

# Nursing (RN to BSN)

Students admitted to the BSN program are registered nurses who have completed the initial phase of their education through an associate degree or diploma nursing program.

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.

### Philosophy of Undergraduate Education

The Nursing faculty believes 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. An interdisciplinary emphasis engages students in a broad range of ideas and knowledge. Ultimately, professional nursing requires a commitment to scholarly inquiry, social equity, advocacy and life-long learning.

### Program Overview

The BSN curriculum focuses on critical thinking, responses to health and human functioning, nursing intervention and person-environment interaction within a context of cultural diversity. 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.

Most students in the UW Tacoma Nursing program are employed in a variety of health-care settings, so courses are scheduled to enable students to continue employment while enrolled in the program of study. A BSN 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.

### Accreditation

As part of the top-ranked University of Washington School of Nursing at the Seattle campus, UW Tacoma's Nursing program shares accreditation 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:

- Integrate concepts from the Arts and Sciences in promoting health and managing complex nursing care situations.
- Apply leadership concepts, skills, and decision making in the provision, and oversight of nursing practice in a variety of settings.
- Translate principles of patient safety and quality improvement into the delivery of high quality of care.
- Appraise, critically summarize and translate current evidence into nursing practice.
- Integrate knowledge, processes, and skills from nursing science; information and patient care technologies; and communication tools to facilitate clinical decision-making, and the delivery of safe and effective nursing care.
- Describe the effects of health policy, economic, legal, political, and socio-cultural factors on the delivery of and advocacy for equitable health care.
- Demonstrate effective professional communication and collaboration to optimize health outcomes.
- Deliver and advocate for health promotion and disease prevention strategies at the individual, family, community and population levels.

### CONTACT INFORMATION

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Website: **tacoma.uw.edu/nursing**

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Director:

**Sharon Gavin Fought**

Administrator:

**Nan West**

Advisor:

**Dannah Madden**

- Demonstrate value-based, professional behaviors that integrate altruism, autonomy, integrity, social justice and respect for diversity and human dignity.
- Demonstrate critical thinking, clinical decision making, and psychomotor skills necessary for the delivery of competent, evidence-based, holistic and compassionate care to patients across the life span.

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.

### Admission Requirements

Applicants to the UW Tacoma BSN 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 to include associate degree nursing school clinicals)
- A cumulative GPA of at least 2.0 on a 4.0 scale in all college course work
- A minimum of 90 credits with a grade of 2.0 or better on a 4.0 scale in prerequisite course work to include:\*\*
  - 5 credits of English composition and 10 additional credits of writing-intensive required Nursing course work
  - 15 credits of Individuals and Society course work (may be completed at UW Tacoma)
  - 15 credits of Visual, Literary and Performing Arts course work (may be completed at UW Tacoma)
  - 5 credits of chemistry (CHEM 100 or 101)
  - 10 credits of anatomy and physiology (may be met via examination)
  - 3 credits of microbiology (may be met via examination)
  - 5 credits of advanced math (may be petitioned)
  - 5 credits of UW School of Nursing-approved statistics (may be taken at UW Tacoma); see approved courses at [nursing.uw.edu/admissions/stats](http://nursing.uw.edu/admissions/stats)

- Forty-five (45) advanced placement credits are earned through successful completion of **RN licensure examination**.
- Agreement to adhere to the Essential Behaviors for Admission, Continuation and Graduation (see website: [tacoma.uw.edu/nursing/essential-behaviors](http://tacoma.uw.edu/nursing/essential-behaviors)).

### Application Process

The UW Tacoma BSN program has an annual admission process and admits students for summer and autumn quarters only. For pre-major admission for a quarter other than summer or autumn, contact the BSN advisor before applying.

Applications that meet the priority application deadline are assured a review for admission in the upcoming academic year. Subsequent reviews are completed on a space-available basis.

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

- UW Tacoma Application for Transfer Admission and application fee
- Official transcripts from all previous institutions attended
- Nursing Program Application and Supplemental Materials Kit (see Nursing website)

Any applicant receiving an offer of admission is required to complete an online criminal background check through Verified Credentials, Inc. with acceptable results before beginning BSN course work. Please note there is a separate fee for this service. A repeated criminal background check may be required prior to enrolling in practicum courses.

After admission to the program, students are required to complete a health history and have required immunizations, a current CPR certification and an unrestricted RN license. Students will be required to complete the UW HIPAA Compliance course. Based on information from major healthcare organization in our region, we anticipate students will be required to have a negative drug screen test as part of clinical clearances. Students are responsible for their own transportation to and from practicum course work.

### Full-Time vs. Part-Time

The BSN program can be completed in four quarters on a full-time plan (10 to 14 credits per quarter) or seven or more quarters on a part-time plan (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 course work.

### Scholarships

The Nursing program offers scholarships for new and continuing Nursing students. The scholarships are awarded to students who demonstrate both financial need and outstanding academic achievement. Check the Nursing program website for more information.

### Satisfactory Progress

Students are required to maintain satisfactory progress meeting the university and program standards in their pursuit of the BSN 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 RN licensure in the state of Washington before enrolling in any clinical course.

Students must meet all of the Essential Behaviors for Admission, Continuation and Graduation.

### Graduation Requirements

To qualify for graduation with a Bachelor of Science in Nursing from the University of Washington Tacoma a student must:

- Satisfy all BSN 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 RN licensure examination

\*Provisional admission may be offered to students in the final year of an associate degree in a nursing program.

\*\*Students with 50–90 transferable credits may be considered. Please contact an advisor for more information.

– 45 graded credits in residence at UW Tacoma:

- 35 credits in required Nursing course work (minimum 2.0 grade in each course):

T NURS 340	Clinical Nursing Phenomena (3)
T NURS 345	Genetics and Nursing Practice (1)
T NURS 350	Critical Analysis and Writing (3)
T NURS 402	Families and Chronic Conditions Across the Life Span (3)
T NURS 403	Introduction to Research in Nursing and Healthcare (3)
T NURS 407	Diversity, Health and Inequities (3)
T NURS 410	Ethical Issues in Healthcare (3)
T NURS 412	Health Care Systems (3)
T NURS 414	Health, Communities and Populations (5)
T NURS 430	Interpersonal Communication (3)
TNURS 435	Nursing Leadership (3)
T NURS 450	Transition to Baccalaureate Education (1)
T NURS 451	Portfolio Completion (1)

- 10 credits in required upper-division electives (minimum 2.0 grade in each course)

- Additional electives to meet a minimum of 180 credits (Nursing course work at UW Tacoma used to satisfy this requirement must also be completed with a minimum grade of 2.0).
- Satisfy all of the general university graduation requirements, including five credits of English composition with a minimum grade of 2.0 (see page 26) and 10 additional credits of writing-intensive required Nursing course work.
- Apply for graduation with an advisor by the application deadline posted by the Office of the Registrar for the expected date of graduation.

## 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 MN courses for two undergraduate nursing 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 3.7 for all transfer college courses.
- Be in the top 25% of the class in T NURS 350 Critical Analysis and Writing.

## Consideration for the ADN-BSN-MN Study Option

Students must first be accepted into the UW Tacoma BSN program before applying for the ADN-BSN-MN study option. Potentially qualified ADN-BSN-MN students will be notified of eligibility after completion of T NURS 350 Critical Analysis and Writing.

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 [tacoma.uw.edu/nursing/mn/admissions-req](http://tacoma.uw.edu/nursing/mn/admissions-req).

## Course Descriptions

See the Nursing website for the most current course information at [tacoma.uw.edu/nursing/courses](http://tacoma.uw.edu/nursing/courses).

## Required Courses

### T NURS 340 Clinical Nursing Phenomena (3)

Examines selected clinical phenomena from the perspective of a range of human responses to life events and alterations in health status and illness. Identifies relationships of selected nursing therapies in treating human responses and the influence of life span and socio-cultural factors.

### T NURS 345 Genetics, Genomics, and Nursing Practice (1)

Focuses on the role of genetics and genomics in health, patient care, and nursing practice.

### T NURS 350 Critical Analysis and Writing (3)

Focuses on critical thinking and writing relevant to learning and practice in nursing and healthcare. Applies critical analysis to health-related issues.

### T NURS 402 Families and Chronic Conditions across the Life Span (3) I&S

Examines families with chronic conditions across the life span. Reviews risk and protective factors that facilitate or impede chronic care management by families. Focuses on family function, structure, process, and environmental context including support networks, community resources, and healthcare settings as they influence care outcomes.

### T NURS 403 Introduction to Research in Nursing and Healthcare (3) QSR

Describes the systematic steps of the research process. Introduces approaches, frameworks, and concepts used in investigating healthcare and nursing problems. Emphasizes integration of research findings related to evidence-based healthcare and nursing practice. Prerequisite: a minimum grade of 2.0 in T NURS 350; either T HLTH 305, TMATH 110, or one 100-300 level STAT course. Offered: jointly with THLEAD 403.

### T NURS 407 Diversity, Health, and Inequities (3) I&S/VLPA

Examines how difference, discrimination, marginalization, power, and privilege relates to health, illness, and health care. Attends to historical and structural manifestations of oppression and inequity. Addresses health inequities. Offered: jointly with THLEAD 407.

### T NURS 410 Ethical Issues in Healthcare (3) I&S

Identifies ethical issues relevant to healthcare and the profession of nursing. Identifies, describes, and analyzes multiple ethical perspectives, selected ethical dilemmas relevant to professional practice, the delivery of health care, and the health of individuals and populations. Offered: jointly with THLEAD 410.

### T NURS 412 Health Care Systems (3)

Analyzes health care systems. Emphasizes U.S. health care system evolution, financing, quality, access, and technology.

### T NURS 414 Health, Communities, and Populations (5) I&S

Applies community and public health nursing principles to prevent disease and promote health. Addresses the importance of working collaboratively to facilitate community and population health. Prerequisite: T NURS 350; T NURS 403.



**T NURS 430 Interpersonal Communication (1-3, max. 3) I&S**

Addresses communication skills, patterns, and practices. Examines nonverbal and verbal modes of communication. Explores communicating in a variety of contexts' pertinent to healthcare; for example, cultural, personal, professional, group, conflict, and leadership. Applies conceptual models in interpersonal processes. Prerequisite: a minimum grade of 2.0 in T NURS 350.

**T NURS 435 Nursing Leadership (3)**

Emphasizes leadership styles and theories and the role of nurses as organizational change agents and health policy advocates. Addresses team collaboration and conflict resolution.

**T NURS 450 Transition to Baccalaureate Education (1, max. 9)**

Assists students with transition to baccalaureate education and with portfolio development. Provides opportunity for students to participate in a learning community.

**T NURS 451 Portfolio Completion (1)**

Addresses progress towards meeting BSN program goals. Summarizes how completion of the BSN program has influenced current and future practice.

**T NURS 497 Selected Topics in Nursing (1-12, max. 12)**

Survey and discussion of current literature and topics in nursing. Seminar with analysis and discussion of selected topics and readings. May have clinical component. Emphasizes implications for nursing and health care.

**T NURS 498 Special Project in Nursing (1-12, max. 12)**

Further development, critical examination, and synthesis of nursing care in a specialized setting. Increasing depth of clinical practice, including care to groups and communities as clients, applying leadership skills, assessing problems affecting quality health care delivery.

**T NURS 499 Undergraduate Research (1-5, max. 12)**

Supervised individual research on a specific nursing problem.

**Health-Related Courses**

**T HLTH 290 Special Topics in the Foundations of Health (3-5, max. 10)**

Explores current topics in health and describes factors contributing to selected health problems and steps to maintain health.

**T HLTH 305 Statistics: Learning from Data (5) NW, QSR**

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. Prerequisite: TMATH 098.

**T HLTH 310 Health, Illness, and Society (5) I&S**

Introduction to societal factors influencing health both locally and globally, utilizing perspectives from diverse disciplines. Examines 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.

**T HLTH 320 Promoting Health Through Social Marketing (5) I&S**

Examines strategies to promote health both locally and globally. Covers social marketing principles. Applies a range of social marketing techniques to develop a campaign to promote health at a population level.

**T HLTH 325 Medical and Ethical Issues in Literature and Culture (5) VLPA**

Examines various medical and bioethical issues through the lens of literature. Explores the role of technology, illness and culture, and end-of-life issues. Offered: jointly with T LIT 325.

**T HLTH 330 Representations of Adolescents in Film (5) VLPA**

Interprets and critiques images of adolescent issues in film; compares images, sounds, settings, and plot of film; promotes willingness to investigate commonplace assumptions versus evidence of health risks portrayed cinematically.

**T HLTH 372 Environmental Health: Local to Global (5) I&S**

Examines environmental factors that influence human health including physical, social, cultural, economic, and political factors. Address environmental factors at home (lead, radon) in work settings (occupational health and safety), the community (pesticides, air pollution), and in the global context (population dynamics, global warming).

**T HLTH 410 Environmental Equity (5) I&S**

Explores 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 equity. Offered: jointly with T URB 410.

**T HLTH 415 Representations of Health Policy and Ethics in Film (5) VLPA**

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.

**T HLTH 420 Holistic Health (5)**

Examines the economic, social and cultural conditions that support the growth of holistic nursing. Discusses relevant research and practice issues of selected methods of complementary/alternative healing.

**T HLTH 425 Violence in Intimate Partner Relationships (5) I&S**

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 430 Adolescent Health in Context (5) I&S**

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.

**T HLTH 435 Women's Health, Women's Lives (5) I&S**

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.

**T HLTH 440 Business of Health Care (5)**

Explores the forces driving the changes in the evolving U.S. healthcare system to include resource allocation and cost-containment strategies. Emphasizes the examination of key economic concepts, e.g., outputs, supply, demand, and markets as they relate to the healthcare industry.

**Fulfilling Areas of Knowledge Requirements**

Students may fulfill 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: **[VLPA]** Visual, Literary and Performing Arts (Fine Arts and Humanities); **[I&S]** Individuals and Societies (Social Sciences); **[NW]** The Natural World (Natural Sciences); **[QSR]** Quantitative/Symbolic Reasoning; and **[W]** Writing.

**T HLTH 450 Perspectives in Medical Anthropology (5) I&S/VLPA**

Examines the relationship between society, illness, and healing by applying theoretical perspectives used by medical anthropologists. While using examples from other cultures, focuses on an understanding of Western society through a comparative approach to the symbolic, social, and political construction of the body in illness and health.

**T HLTH 455 Knowing Health and Illness Through The Arts (5) VLPA**

Analyzes how life, health, and wellness, as well as illness, suffering, and death are depicted in literature, poetry, music, photography, and sculpture. Examines how the power of the aesthetic experience of the arts facilitates the cultural understandings of health and illness.

**T HLTH 460 Strategies for Community Change (5) I&S**

Provides a framework for exploring the nature of social and community responsibility. Draws on strategies used in community organizing and development, the health profession's literature, and field experiences to focus on how people change the communities in which they live and what supports community action or inertia. Considers the intersection between traditions of activism, community experience, and professional standing vis a vis change. Explores issues of social justice and change common to liberation movements in other countries.

**T HLTH 470 Challenges and Controversies in US Health Care (2-5, max. 5) I&S**

Explores public and private forums in which health policy is formulated and within which the politics of health care operate. Examines a range of contemporary issues in U.S. health care and the legislative and political mechanisms that shape those issues.

**T HLTH 480 Death and American Society (5) I&S/VLPA**

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.

**T HLTH 485 Critical Issues in Global Health (5) I&S**

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.

**T HLTH 490 Special Topics (2-5, max. 15)**

Advanced course offerings to respond to faculty and student interests and needs.

**T HLTH 498 Special Project in Health (1-12, max. 12)**

Further development, critical examination, and synthesis of nursing care in a specialized setting.

**T HLTH 499 Undergraduate Research (1-5, max. 12)**

Supervised individual research on a specific health issue.

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**Faculty**

**Sharon Gavin Fought**

*Director and Associate Professor*

Nursing and Healthcare Leadership; RN; Ph.D., The University of Texas, 1983

**Jane Cornman**

Senior Lecturer, Nursing and Healthcare Leadership; Ph.D., University of Washington, 1988

**Marjorie Dobratz**

Professor, Nursing and Healthcare Leadership; RN; D.N.Sc., University of San Diego, 1990

**Kathleen Shannon Dorcy**

Senior Lecturer, Nursing and Healthcare Leadership; RN; Ph.D., University of Utah, 2011

**Denise Drevdahl**

Associate Professor, Nursing and Healthcare Leadership; RN; Ph.D., University of Washington, 1996

**Robin Evans-Agnew**

Assistant Professor, Nursing and Healthcare Leadership; RN; Ph.D., University of Washington, 2011

**Katie Haerling**

Assistant Professor, Nursing and Healthcare Leadership; Ph.D., Washington State University, 2011

**Susan Johnson**

Assistant Professor, Nursing and Healthcare Leadership; RN; Ph.D., University of Washington, 2013

**Kären Landenburger**

Professor, Nursing and Healthcare Leadership; RN; Ph.D., University of Washington, 1987

**June S. Lowenberg**

Professor Emeritus, Nursing and Healthcare Leadership; RN; Ph.D., University of California San Diego, 1985

**Sondra Perdue**

Senior Lecturer, Nursing and Healthcare Leadership; Dr.P.H., University of California, Los Angeles, 1985

**Janet Primomo**

Associate Professor, Nursing and Healthcare Leadership; RN; Ph.D., University of Washington, 1989

**Ruth Rea**

Associate Professor, Nursing and Healthcare Leadership; RNC.; Ph.D., The University of Texas at Austin, 1987

**Christine Stevens**

Associate Professor, Nursing and Healthcare Leadership; RN; Ph.D., University of Washington, 2004

**Cathy Tashiro**

Professor Emeritus, Nursing and Healthcare Leadership; RN; Ph.D., University of California San Francisco, 1998

**Alexis Wilson**

Senior Lecturer, Nursing and Healthcare Leadership; RN; Ph.D., Union Institute Graduate College, 1977

# BACHELOR OF ARTS

# Social Welfare

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.

## About the Program

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 major 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 major (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:

- Meet admissions requirements for the University of Washington Tacoma.
- A cumulative GPA of at least 2.0 in all college course work.
- A GPA of at least a 2.0 or C grade or higher in each Social Welfare prerequisite course:
  - English composition
  - 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. Human biology must have been successfully completed within the last 10 years.

Review approved prerequisite course equivalents at [tacoma.uw.edu/social-work/basw-admission-prerequisites](http://tacoma.uw.edu/social-work/basw-admission-prerequisites).

- A minimum of 75 college-level credits

## How to Apply

The UW Tacoma Social Welfare program has an annual admission process. Applications submitted by the application deadline are

## CONTACT INFORMATION

Phone: **253-692-5820**

Fax: **253-692-5825**

Office: **WCG 203**

Campus box: **358425**

Website: [tacoma.uw.edu/social-work](http://tacoma.uw.edu/social-work)

Email: [tsocial@uw.edu](mailto:tsocial@uw.edu)

Director

**Diane S. Young**

Administrator

**Terri Simonsen**

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 corresponding application fee.

All applicants must complete the Social Welfare program supplemental materials.

Applicants who are transferring credits from another CSWE-accredited BASW or BSW program are encouraged to contact the Social Work Program office at 253-692-5820 for assistance prior to application. All syllabi must be reviewed and pre-approved by Social Work faculty. After the syllabi are reviewed and approved applicants will be advised by the Social Work Program on which quarter is best to apply.

## Transcripts

Current UW Tacoma students must print an unofficial UW transcript from MyUW and submit it with their materials. Transfer students must submit official transcripts reflecting all previous academic course work. High school transcripts should be submitted if intermediate algebra or world 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)

## Special Requirements

All applicants are asked to disclose any conviction/criminal history during the admissions screening process. Therefore, the following forms are required:

- Conviction/criminal history information form
- Authorization and dissemination of results form

## Background Check

A background check is a **required** part of the Social Welfare admissions process. If offered admission, students are required to submit to a background check using a fee-based online service, Verified Credentials.

*Note:* When considering individuals for admission to the program, conviction/criminal history records are reviewed as they relate to the content and nature of the curriculum and the safety and security of clients and the public. A conviction/criminal history record does not necessarily disqualify an individual for admission.

## UW Health Sciences Immunization Program (HSIP) Requirement

The University of Washington Health Sciences Center requires that its students show documentation of protection against a number of vaccine-preventable diseases. The University of Washington Seattle School of Social Work falls under the umbrella of UW Health Sciences and therefore all UW Tacoma BASW students must comply.

New students admitted to the BASW Program must submit appropriate documentation within a specific timeframe. New students will be advised of specific submission deadlines upon admission. No student will

be permitted to begin practicum placements unless in compliance with HSIP vaccinations.

## 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

Students will be required to complete 10 credits of social welfare upper-division electives.

### Model Program of Study

To help prospective students understand the sequencing of the Social Welfare curriculum, the model program of study (*see table at right*) shows the typical progression to complete the degree. UW Tacoma requires a total of 180 credits for graduation that includes the credits required for the BASW degree. Information provided in this table gives an overview of the two-year curriculum.

In the freshman and sophomore years, students should fulfill as many of the general education requirements as possible. Those requirements consist of language skills (English composition and world language), reasoning and writing skills, and areas of knowledge. Completion of all general education requirements is not required for admission to the BASW program; however, students with deficiencies must meet with the program advisor to discuss completion of these requirements prior to graduation.

Social Welfare majors who are pursuing the minor in Criminal Justice may not double count TSOCWF 300-400 level courses as approved Social Welfare electives and as electives for the minor in Criminal Justice. The TSOCWF 300-400 level course(s) may satisfy one distribution area or another, but not both.

### 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

## MODEL PROGRAM OF STUDY

Year 1		
Autumn		
TSOCWF 300	Social Welfare: Historical Approaches (5)	
TSOCWF 310	Social Welfare Practice I (3)	
TSOCWF 402	Human Behavior and Social Environment I (5)	
Winter		
TSOCWF 311	Social Welfare Practice II (3)	
TSOCWF 320	Social Welfare: Contemporary Approaches (5)	
	SW elective* (5)	
Spring		
TSOCWF 312	Social Welfare Practice III (5)	
TSOCWF 404	Cultural Diversity and Social Justice (5)	
	SW elective* (5)	
Summer		
	General electives* (13)	
	(Attendance during summer quarter is optional)	
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)	
	General elective* (5)	
Spring		
TSOCWF 405	Practicum Seminar (3)	
TSOCWF 415	Practicum (4)	
	General electives* (5)	
Sample based on 90 credits.		

\*Social welfare electives and 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.

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
- **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

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

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

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, 404, 405 and 415.

- **Satisfactorily complete the first year required courses before proceeding into the practicum and practicum seminar.** To begin the practicum (TSOCWF 415), the student must be cleared for placement as outlined in the Social Work Program Policy for Assessing Students' Readiness for Field Education.
- **Complete the program within four years after admission.** A student who does not complete the program within four years of admission may be removed from the program and placed in pre-major status.

A student who begins the program and then withdraws from UW Tacoma for more than one year will have to re-apply to the program to be admitted. If re-admitted, the student must meet with the program advisor to prepare a revised program of study. The advisor (in consultation with 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 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 course work.
- Earn a minimum grade of 2.0 in each required Social Welfare course.

- Have a minimum 2.0 GPA for all UW Tacoma course work at graduation.
- Social Welfare majors must satisfy all University and general education requirements to include 20 credits of VLPA, 20 credits of I & S and 20 credits of NW.
- Complete 57 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 404 Cultural Diversity and Social Justice  
TSOCWF 405 Practicum Seminar  
TSOCWF 415 Practicum
- Complete 10 credits of Social Welfare upper-division electives (TSOCWF 300-400 level courses).
- Apply for graduation with a program advisor in the Academic Advising Center by the deadline posted by the university for the expected quarter of graduation.

## Course Descriptions

For the most current course information, please consult the Social Work website: [tacoma.uw.edu/social-work](http://tacoma.uw.edu/social-work).

### TSOCWF 100 Introduction to Social Work (5) I&S

Introduces social work as a profession including exploration of its history, values, ethics, and career options within the field. Emphasizes social work's historic commitment to economic and social justice, diversity, empowerment, and improving conditions faced by society's most vulnerable members.

### TSOCWF 150 Suicide: Individual and Community Responses (2) I&S

Increases student understanding of historical and contemporary responses to suicide; explores ethical and moral issues; and develops introductory skills used in suicide prevention. Explores psychological and sociological theories of suicide as well as other responses people engage in suicidal behaviors.

### TSOCWF 202 Perspectives on Doing Service (5) I&S

Explores the philosophical, spiritual, cultural, and value concepts that undergird helping and altruistic behaviors by individuals and groups in a global society. Service learning is included in explorations of what helping and service mean in daily life and the professional work world. Offered: Sp.

### TSOCWF 300 Historical Approaches to Social Welfare (5) I&S

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

### TSOCWF 310 Social Welfare Practice I (3) I&S

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. Offered: A.

### TSOCWF 311 Social Welfare Practice II (3)

Examines the roles, tasks and functions of the social welfare practitioner and the 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. Prerequisite: T SOCW 310. Offered: W.

### TSOCWF 312 Social Welfare Practice III (5)

Focuses on macro systems in a diverse society using the generalist perspective. Considers the implications of system resources and configurations for meeting human needs. Emphasizes the role and function of generalist social workers to understand and advocate for system development and change. Prerequisite: TSOCWF 311.

### TSOCWF 320 Social Welfare: Contemporary Approaches (5) I&S

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

## Fulfilling Areas of Knowledge Requirements

Students may fulfill 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: **[VLPA]** Visual, Literary and Performing Arts (Fine Arts and Humanities); **[I&S]** Individuals and Societies (Social Sciences); **[NW]** The Natural World (Natural Sciences); **[QSR]** Quantitative/Symbolic Reasoning; and **[W]** Writing.

**TSOCWF 350 Biopsychosocial Human Services (5) I&S, NW**

Examination of human life contextualized through the social environment from a biopsychosocial perspective. Emphasizes body systems, individual development, and functioning. Coverage of relevant theoretical frameworks commonly used in human services linking biological, psychological, and sociological principles with client issues in social and community contexts.

**TSOCWF 351 Applied Statistics for Social and Human Services (5) NW, QSR**

Application of statistical methods for use in social and human services. Examines purpose and use of social statistics in 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.

**TSOCWF 353 Mental Illness and Recovery (5) I&S**

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. Recommended: introductory psychology. Offered: AWSpS.

**TSOCWF 354 Sexual Orientation and Gender Identity (5) I&S**

Focuses on legal and sociopolitical topics related to sexual orientation and gender identity using social justice and empowerment perspectives. Emphasizes the framing of these topics at the local, national, and global level, and the intersectionality of sexual and gender identity with other aspects of human diversity. Offered: Sp.

**TSOCWF 355 HIV/AIDS: Global and National Issues (5) I&S**

Examines historical and contemporary issues related to HIV/AIDS from local, national, and global perspectives. Focuses on HIV/AIDS among vulnerable populations worldwide, prevention efforts, the history of the pandemic, treatment protocols and advances, and psychological impacts on both infected and affected individuals.

**TSOCWF 361 Addictions and Mental Illness in Criminal Justice (5) I&S**

Examines mental illness and addictions as they manifest in criminal justice systems. Focuses on the prevalence of mental illness and addictions in prisons, as well as best practices for treatment. Examines prison culture as it relates to substance abuse and mental illness. Offered: jointly with T CRIM 361.

**TSOCWF 374 Human Trafficking (5) I&S**

Examines domestic and international human trafficking, recruitment, and control methodologies. Considers labor and sexual exploitation and examines existing laws and services to combat trafficking. Analyzes the role of demand in perpetuating trafficking and the victims' trauma. Applies best practice solutions. Offered: jointly with T CRIM 374.

**TSOCWF 390 Introduction to Social Welfare Research (5)**

Introduces the logic of the scientific method as applied to social work and social welfare practice, to the design and conduct of a research study, and to data collection and summarization. Skill development in critical consumption of social welfare research. Prerequisite: minimum grade of 2.0 in either QMETH 201, SOC 221, STAT 311, TSOCWF 351, TMATH 110, T HLTH 305, or T URB 225.

**TSOCWF 402 Human Behavior and the Social Environment I (5) I&S**

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

**TSOCWF 403 Human Behavior and the Social Environment II (3) I&S**

Focuses on person-in-the-environment for small groups, organizations, community and society as systems. Utilizes developmental and social systems perspectives in seeking to understand and influence human behavior across diverse backgrounds. Prerequisite: T SOCW 402. Offered: W.

**TSOCWF 404 Cultural Diversity and Social Justice (5) I&S**

History and culture of disadvantaged and oppressed groups served by social welfare generalist practitioners. Offered: Sp.

**TSOCWF 405 Practicum Seminar (3, max. 9)**

Integrates social work practicum experience with prior and concurrent course work in social sciences, social work, and research. Includes discussion of class presentations and simulations or practice situations that combine knowledge and skill utilization. Student logs provide a basis for individual goal identification and achievement. Prerequisite: TSOCWF 312. Offered: AWSp.

**TSOCWF 409 Readings in Social Welfare (1-5, max. 15)**

Students work individually with a faculty member on a program of study in some designated, substantive area of relevance to social work. May include areas not addressed in the regular curriculum, or more in-depth work in areas of interest. Offered: AWSPS.

**TSOCWF 415 Practicum (4, max. 12)**

Students are placed in selected social service agencies and accept beginning social service assignments under the supervision of competent agency personnel. Credit/no credit only. Prerequisite: TSOCWF 312. Offered: AWSp.

**TSOCWF 420 Interpersonal Violence and Society (5) I&S**

Explores interpersonal violence from both sociological and psychological frameworks. Enhances one's understanding of the nature, dynamics and effects of interpersonal violence, and the threads that connect personal and community violence. Evaluates how best to prevent and decrease the amount of violence in society. Open to non-majors.

**TSOCWF 421 Cross-Cultural Grieving (5) I&S**

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, refugee/immigration changes as it related to grief, loss, and mourning.

**TSOCWF 422 Aging in American Society (5) I&S**

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 twenty-first century.

**TSOCWF 423 Risk and Ethics in Human Enterprises (5)**

Explores values, ethics, risk management, and the law 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.

**TSOCWF 424 Information Technology and Human Services (5) I&S**

Examines the impact of information technology on human service agencies and their consumers. Topics include: changing human service practice, human service websites, online therapy and self-help, and technology-based social problems. Experimental learning component. AWSpS.

**TSOCWF 425 Comparative Social Policy (5) I&S**

Explores current social policy issues in the United States, Canada, and Nordic countries from a comparative perspective. Examines history and political structures that influences implementation of social policies. Offered: jointly with TPOL S 425.

**TSOCWF 426 Assessment Tools and Methods (5)**

Focuses on skill-building of key social work tasks: multiple assessment models and how to choose the appropriate model; the method and process of specific models; assessment within the context of the client's lived experience; and how to collaborate with clients to identify their needs.



### **TSOCWF 427 Disproportionality Across Systems (5) I&S**

Examines disproportionate representation of people of color in the child welfare, criminal justice, economic, education, health, juvenile justice, and mental health systems. Focuses on how each of these systems interacts with the criminal justice system where disproportionality is a particularly serious problem. Offered: jointly with T CRIM 427.

### **TSOCWF 428 Policy and Practice with Sexual Offenders (5) I&S**

Develops understanding of sex crimes and the people who commit them. Addresses the theoretical explanations of, and policies regarding treatment for offenders. Analyzes laws related to sex offenders, their constitutional legitimacy, and the difficulty in balancing offender and community rights. Offered: jointly with T CRIM 428.

### **TSOCWF 430 Children of Incarcerated Parents (5) I&S**

Examines the impact of parental incarceration on the psychological, social, physical, and biological development of children. Focuses on issues of loss, trauma, attachment, and ways to address such issues. Offered: jointly with T CRIM 430.

### **TSOCWF 433 Crisis and Trauma Interventions with Crime Victims (5) I&S**

Provides an overview of victimology and teaches practice skills for working with victims of crime and their families. Examines the efficacy and application of interventions that try to alleviate the impact of crime on victims, facilitate victims' mental health recovery, and assist in system navigation. Offered: jointly with T CRIM 433.

### **TSOCWF 450 International Comparisons of Current Issues in Social Welfare (12) I&S**

Provides an international comparison of social policy and social service delivery systems. Includes a three-week intensive field component, relevant readings, and an independent research project on a relevant topic negotiated with the instructor. Open to non-majors. Offered: S.

### **TSOCWF 490 Research in Social Welfare (1-3, max. 10)**

Individual work with faculty member to assist with current research project(s). 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**

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### **Diane S. Young**

#### **Director**

Associate Professor; Social Work and Criminal Justice, Social Work Research, Mental Health; Ph.D., University of Washington, 1997

### **Alissa R. Ackerman**

Assistant Professor; Sex Crimes, Sex Offenders; Ph.D., The City University of New York, 2009

### **Erin A. Casey**

Associate Professor; Domestic Violence; Ph.D., University of Washington, 2006

### **Jeffrey Cohen**

Assistant Professor; Criminology and Restorative Justice; Ph.D., Indiana University of Pennsylvania, 2009

### **Tarna Derby-McCurtain**

Lecturer; M.I.M., International Management, American Graduate School of International Management, 1983

### **Thomas M. Diehm**

Senior Lecturer; Field Education, Community Mental Health, HIV/AIDS, Gay Men's Issues; Ph.D., Portland State University, 2004

### **Charles A. Emlet**

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

### **Jerry Finn**

Professor Emeritus; Information Technology and Social Work, Domestic Violence, Mental Health, Program Evaluation; Ph.D., University of Wisconsin-Madison, 1980

### **Rich Furman**

Professor; Men at Risk, Trans-national Social Work Practice, Qualitative Research, The Arts and Humanities in Social Work Practice, Research and Education; Ph.D., Yeshiva University, 2001

### **Michelle D. Garner**

Associate Professor, Social Work; Spirituality and Social Work; Ph.D., University of Washington, 2007

### **Marian S. Harris**

Associate Professor; Kinship Care, Child Welfare and Mental Health; Ph.D., Smith College, 1997

### **Teresa Holt**

Lecturer; Children, Youth and Families, Diversity, Field Education; M.S.W., University of Washington Tacoma, 2001

### **Janice H. Laakso**

Associate Professor; 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; Feminist Social Work Practice, Education and Administration, Human Diversities, Qualitative Research; Ph.D., University of Denver, 1990

### **Eric Madfis**

Assistant Professor; Sociology and Criminal Justice; Ph.D., Northeastern University, 2012



# Sustainable Urban Development

The Sustainable Urban Development major 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.

## Overview

Accomplishing sustainable urban development is a crucial challenge for the twenty-first century. The University of Washington Tacoma is at the forefront of engaging and educating undergraduate students on this topic. The Sustainable Urban Development degree provides students with a critical and rigorous training in ecological, political, economic, and social aspects of urban development processes.

Sustainability is often treated as a synonym for environmentalism...but that's not the whole story. Sustainability is not just about the environment; it is also about social equity and economic prosperity. The Urban Studies faculty invites you to learn how cities and urban regions are the key to true sustainability — for the planet and for the people who populate it.

Students will learn how to understand, assess, and manage urban development processes through a carefully designed curriculum that includes urban policy, planning, and environmental science coursework. The degree provides students with a broad but concrete understanding of linkages between urban ecosystems, urban systems (planning, transit, energy, etc.), and the multi-dimensional problems of urbanization, especially as they relate to public policy and urban advocacy.

As one of the first such degrees in the nation, students with a degree in Sustainable Urban Development will be prepared to address recent initiatives that have called for a significant “greening” of urban development, both locally and internationally. Graduates will be prepared for careers in planning agencies, corporations adhering to sustainability practices, consulting firms,

nonprofit organizations, and environmental/resource related agencies at the local, state, and federal levels of government. The degree is also excellent training for further graduate study in fields such as urban planning, public administration and law.

## 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

## CONTACT INFORMATION

Phone: **253-692-5880**

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Office: **Pinkerton 300**

Campus box: **358437**

Website:

**[tacoma.uw.edu/sud](http://tacoma.uw.edu/sud)**

Director:

**Ali Modarres**

Administrator:

**Julia Smith**

- 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

## 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.

- A cumulative grade point average (GPA) of 2.0 in all college course work. 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 20).
- Completion of a minimum of 40 transferable college-level credits.

## How to Apply

A completed application consists of the following materials:

### Application

Transfer students must submit a UW Tacoma application for transfer admission and application fee. Current UW Tacoma students must complete the “Declare/Change Major” form.

### Transcripts

An official transcript 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 world language or intermediate algebra in high school and are using that to fulfill the world language or mathematics requirement, you must submit an official high school transcript as well.

### Personal Goal Statement

A one- to two-page personal goal statement is required with the application. The personal statement should address the student’s motivation for pursuing a Sustainable Urban Development 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 to the degree. This is also where the student should address any weaknesses in their transcripts or explain adversity experienced that affected previous academic performance.

The statement must include the student’s name, address, telephone number and email 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 within the major.

## Selection Criteria

Sustainable Urban Development candidates are evaluated on the following criteria:

- Completion of all admission requirements
- Personal goal statement
- Previous academic performance

## Course of Study

The Sustainable Urban Development major admits students every quarter except summer. The curriculum consists of 74 credits of required course work:

- Core courses (59 credits)
- Core electives (15 credits)

In addition to the core areas, students will 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 Courses

- Foundation courses (*all required*)
  - T SUD 222 Introduction to Sustainability
  - T SUD 240 The City and Nature
  - T SUD 323 Sustainable Urban Development Policies
  - T SUD 333 Assessment and Evaluation of Urban Sustainability
  - T SUD 425 Social Justice and Urban Sustainability (3 credits)
  - T SUD 444 Green Internationalism and the City
  - T SUD 445 Urban Ecology
  - T SUD 475 Community and Economy
- Methods requirements (*all required*)
  - T GIS 311 Maps and GIS (6 credits)
  - T URB 225 Statistics for Urban Analysis (5) or TMATH 110 Introductory Statistics with Applications (or equivalent)
  - T URB 350 Introduction to Urban Research (5)
- Capstone requirement (choose one)
  - T SUD 493 Sustainable Urban Development Capstone Seminar
  - T GIS 415 Critical Theory and GIS Practicum

## Core Electives

Students must complete 15 credits from the approved core elective list (at least 5 credits must be from a TESC course):

Any Sustainable Urban Development course (T SUD prefix) not already counted as core.	
TESC 239	Energy and the Environment
TESC 321	Soils and Environmental Applications
TESC 343	The Atmosphere and Air Pollution
TESC 345	Pollution and Public Policy
TESC 362	Introduction to Restoration Ecology (7 credits)
TESC 378	Environmental Microbiology (6 credits)
TESC 431	Water Resources and Pollution (7 credits)
TEST 332	A Natural History of Garbage
TEST 333	Environmental Policy Application and Compliance
T GEOG 321	Urban Geography (5)
T HLTH 372	Environmental Health: Local to Global
T HLTH 410	Environmental Equity
TPOL S 438	Environmental Law
T SUD 494	Sustainable Urban Development Research
T SUD 498	Sustainable Urban Development Internship
T URB 220	Introduction to Urban Planning
T URB 321	History of Planning Theory and Practice
T URB 326	Climate Change within the Urban Context
T URB 335	Community Development
T URB 345	Urban Government and Organizations
T URB 479	Planning and Development in the Puget Sound Region (3 credits)

## General Electives

The balance of credits taken are upper-division general electives. Students may focus on an in-depth area of study (i.e., a minor or certificate) or explore the liberal arts, business, social work or health-related fields.

Transfer credits from other institutions may apply toward general electives. The Urban Studies program will accept a maximum of 105 lower-division (100- or 200-level) transfer credits.

## Academic Standards

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

- Students must satisfactorily complete all Sustainable Urban Development core and core elective course work 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.
- Upper-division courses completed at other accredited four-year institutions may be applied toward the general elective requirement. Advisor transcript evaluation is available upon request.

## Graduation Requirements

To qualify for graduation with a bachelor of arts degree in Sustainable Urban Development from the University of Washington Tacoma, each student must complete the following requirements:

- Be a matriculated Sustainable Urban Development student in good academic standing with the University of Washington Tacoma.
- Satisfy all general university requirements and Sustainable Urban Development admission requirements for graduation.
- Complete all Sustainable Urban Development core and core elective course work with a minimum 2.0 grade point average in each class.
- Complete 5 credits of English composition with a minimum grade of 2.0.
- Maintain a minimum *cumulative* grade point average of a 2.0.
- Complete 180 credits, at least 50 of which must be upper-division (300-400 level) course work.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.
- Apply for graduation with an advisor by the application deadline posted by the department.

## Course Descriptions

For the most current course information, please consult the Sustainable Urban Development website: [tacoma.uw.edu/sud](http://tacoma.uw.edu/sud).

### T SUD 222 Introduction to Sustainability (5) I&S

Provides an introduction to the global goal of sustainability and surveys policies and techniques associated with current sustainability initiatives in diverse metropolitan environments. Includes a discussion of scientific debates; conflicts within and between societies at different levels of economic development; key policy arenas for action; and common methods used to further sustainability values.

### T SUD 240 The City and Nature (5) I&S

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.

### T SUD 323 Sustainable Urban Development Policies (5) I&S

Examines how public policy mechanisms are used to support and accomplish sustainability through the interweaving of social equity, economic prosperity, and environmental protection. Encourages the development of both critical and constructive perspectives on policies of sustainability.

### T SUD 333 Assessment and Evaluation of Urban Sustainability (5) I&S

Examines concepts and methods for evaluating urban sustainability. Includes footprint analysis, climate planning, alternative indicators, and case studies. Students conduct assessments and develop capacity to create evaluation metrics.

### T SUD 425 Social Justice and Urban Sustainability (3) I&S

Examines sustainable urban development from a social justice perspective. Draws from key theories and practices to explore how and why to incorporate social justice into sustainable urban development politics and policies and the challenges facing such efforts.

### T SUD 444 Green Internationalism and the City (5) I&S

Explores the influence of global ecological politics on urban policy and development as well as the impacts that new forms of urbanization have on global ecological politics. Interrogates key interdisciplinary debates within global political economy, political ecology, and urban studies.

### T SUD 445 Urban Ecology (5) I&S

Multidisciplinary approach to the study of dynamic interactions among human and ecological systems in urban settings. Covers processes of urbanization and urbanization's impacts on the earth's ecology. Specific themes include how socioeconomic factors and human preferences drive urban patterns and how these patterns affect ecological processes and cause ecological change.

### T SUD 475 Community and Economy (5) I&S

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.

### T SUD 493 Sustainable Urban Development Capstone Seminar (5)

Students work with a faculty member to develop research topics for independent research and capstone writing relating to sustainable urban development, with regular faculty interaction. Prerequisite: T GIS 311 or TMATH 110; one 400-level T SUD course.

### T SUD 494 Sustainable Urban Development Research (1-5, max. 15)

Individual research projects in urban sustainability carried out under the supervision of an Urban Studies faculty.

### T SUD 498 Sustainable Urban Development Internship (3-15, max. 15)

Provides opportunities to gain experience and apply concepts taught through the Sustainable Urban Development curriculum. Involves learning skills and applying knowledge by working directly with public, non-profit, and private sector organizations concerned with urban sustainability issues. Credit/no credit only

## Fulfilling Areas of Knowledge Requirements

Students may fulfill 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: **[VLPA]** Visual, Literary and Performing Arts (Fine Arts and Humanities); **[I&S]** Individuals and Societies (Social Sciences); **[NWX]** The Natural World (Natural Sciences); **[QSR]** Quantitative/Symbolic Reasoning; and **[W]** Writing.

## Faculty

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**Ali Modarres**

*Director*

Professor; Ph.D., University of Arizona, 1990

**Brian Coffey**

Professor; Geography; Ph.D., University of Oregon, 1982

**Yonn Dierwechter**

Associate Professor; Ph.D., London School of Economics, 2001

**Anthony Falit-Baiamonte**

Lecturer; M.A., Hunter College, CUNY, 1996

**Debra Friedman**

Chancellor and Professor; Ph.D., University of Washington, 1983

**James W. Harrington**

Vice Chancellor and Professor; Ph.D., University of Washington, 1983

**Lisa Hoffman**

Associate Professor; Ph.D., University of California, Berkeley, 2000

**Linda Hurley Ishem**

Assistant Professor; Ph.D., University of Washington, 2008

**Matthew Kelley**

Assistant Professor; Ph.D., Pennsylvania State University, 2007

**Pierpaolo Mudu**

Affiliate Professor, Urban Studies; Ph.D., University of Rome, 2000

**J. Mark Pendas**

Associate Professor; Ph.D., Rutgers University, 2005

**Fern Tiger**

Professor Without Tenure; M.F.A., Pennsylvania State University, 1969

**Anne Taufen Wessells**

Assistant Professor; Ph.D., University of California, Irvine, 2007



## BACHELOR OF ARTS

# Urban Studies

The Urban Studies major 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.

### 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 course work.

### 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 interrelation-ships 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

### CONTACT INFORMATION

Phone: **253-692-5880**

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Office: **Pinkerton 300**

Campus box: **358437**

Website:

**[tacoma.uw.edu/urban-studies](http://tacoma.uw.edu/urban-studies)**

Director:

**Ali Modarres**

Administrator:

**Julia Smith**

## 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 142.

## 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.

- A cumulative grade point average (GPA) of 2.0 in all college course work. 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 20).
- Completion of a minimum of 40 transferable college-level credits.

## How to Apply

A completed application consists of the following materials:

### Application

Transfer students must submit a UW Tacoma application for transfer admission and application fee. Current UW Tacoma students must complete the "Declare/Change Major" form.

### Transcripts

An official transcript 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 world language or intermediate algebra in high school and are using that to fulfill the world language or mathematics requirement, you must submit an official high school transcript as well.

### Personal Goal Statement

A one- to two-page personal goal statement is required with the 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 to 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 email 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 within the major.

## 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 course work:

- Core courses (33-36 credits)
- Core electives (25 credits)

In addition to the core areas, students will 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 methods and field courses.

- Foundation courses (*must complete all of the following*):

T URB 220	Introduction to Urban Planning (5)
T URB 301	The Urban Condition (5)
T URB 316	Cities and Citizenship (5)
T URB 430	Pacific Rim Cities (5) or T URB 460 Urban Issues in the Developing World (5)
T URB 492	Urban Studies Capstone Seminar (5)

- Methods requirement (*choose one*):

T GIS 311	Maps and GIS (6)
T URB 350	Introduction to Urban Research (5)

- Field course requirement (*choose one*):

T URB 315	Homes, Housing and Homelessness (3)
T URB 345	Urban Government and Organizations (5)
T URB 379	Urban Field Experience (5-15 credits, max. 15)

T URB 479	Planning and Development in the Puget Sound Region (3)
GEOG 490	Field Research: The Seattle Region

## Core Electives

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

Any Urban Studies course (T URB prefix) or Sustainable Urban Development course (T SUD prefix) not already counted as core.	
TECON 418	Urban Problems and Policies (5)
T GEOG 321	Urban Geography (5)
T GIS 311	Maps and GIS (6)
T HIST 445	History of Tacoma (5)
T HIST 488	History of Urbanization and the Environment (5)
T HIST 495	The Metropolis (5)
T HLTH 410	Environmental Equity (5)
T MGMT 348	Leading the Nonprofit Organization in the 21st Century (5)
T MGMT 465	Board Governance I (2)
T MGMT 466	Board Governance II (5)
TNPRFT 348	Leading the Nonprofit Organization in the 21st Century (5)
TNPRFT 431	Community Organizations and the Nonprofit Sector (5)
T URB 494	Urban Studies Research (1-15, max. 15)
T URB 496	Urban Studies Community Service Project (3-15, max. 15)
T URB 498	Urban Studies Internship (3-15, max. 15)

## General Electives

Transfer credits from other institutions may apply toward general electives. The Urban Studies program will accept a maximum of 105 lower-division (100- or 200-level) transfer credits.

## Academic 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 course work 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.
- Upper-division courses completed at other accredited four-year institutions may be applied toward the general elective requirement. Advisor transcript evaluation is available upon request.

## Graduation Requirements

To qualify for graduation with a bachelor of arts degree in urban studies from the University of Washington Tacoma, each student must complete the following requirements:

- Be a matriculated Urban Studies student in good academic standing with the University of Washington Tacoma.
- Satisfy all general university requirements and Urban Studies admission requirements for graduation.
- Complete all Urban Studies core and core elective course work with a minimum 2.0 grade point average in each class.
- Complete 5 credits of English composition with a minimum grade of 2.0.
- Maintain a minimum *cumulative* grade point average of a 2.0.
- Complete 180 credits, at least 50 of which must be upper-division (300-400 level) course work.
- Complete at least 45 of last 60 credits *in residence* at the University of Washington Tacoma.
- Apply for graduation with an advisor by the application deadline posted by the department.

## Course Descriptions

For the most current course information, please consult the Urban Studies program website: [tacoma.uw.edu/urban-studies](http://tacoma.uw.edu/urban-studies).

### T URB 101 Exploring Cities: An Introduction to Urban Studies (5) I&S

Introduction to the multi-disciplinary 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.

### T URB 110 Introduction to Digital Urban Data Analysis (5)

Provides a methodological foundation to digital research and data analysis technologies to build a unique set of urban analytical tools.

### T URB 201 Urban Change and Development (5) I&S

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.

### T URB 205 Images of the City (3) I&S

Examines how the city is portrayed through various media 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.

### T URB 210 Urban Society and Culture (5) I&S

An examination of the social structures of cities. Discusses issues related to class, race, ethnicity, and gender. Considers the impact of societal differences on urban form, residential patterns, and labor markets.

### T URB 211 Digital Cities (5) I&S

Examines the impact that information technology has had on the spatial form and socio-economic processes of contemporary metropolitan areas. Covers the information economy; the digital divide; and placemaking applications of mobile technology.

### T URB 220 Introduction to Urban Planning (5) I&S

Introduction to the planning process. Presents and discusses the major planning sub-fields. Topics include housing, transportation, recreation, environmental planning, and preservation planning. Examines techniques associated with growth controls and land use management. Introductory course for students with planning emphasis.

### T URB 225 Statistics for Urban Analysis (5) QSR

Introduces basic methods of statistical analysis, and applies them to topics common to the field of urban planning and community development. Develops a critical perspective on how such methods relate to public discourse and urban policy-making.

### T URB 230 Cities and the Constitution (5) I&S

Examines Constitutional rights to freedom of expression in public institutions and public places of cities. Considers rights to freedom of expression as they exist in a variety of forums - streets and parks, to schools, shopping malls, university sporting events, and property surrounding prisons. Analyzes interactions among rights and community interests.

### T URB 301 The Urban Condition (5) I&S

An overview of the city as a place of residence, commerce, and industry. Consideration is given to urban form and function. Social, economic, and political factors affecting urban life and development are discussed. Issues related to social justice and equity are emphasized.

### T URB 312 Race and Poverty in Urban America (5) I&S

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.

### T URB 314 Gender and the Urban Landscape (5) I&S

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. Emphasizes integration of theoretical positions and ideas into students' work.

## Fulfilling Areas of Knowledge Requirements

Students may fulfill 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: **[VLPA]** Visual, Literary and Performing Arts (Fine Arts and Humanities); **[I&S]** Individuals and Societies (Social Sciences); **[NWX]** The Natural World (Natural Sciences); **[QSR]** Quantitative/Symbolic Reasoning; and **[W]** Writing.

**T URB 315 Homes, Housing and Homelessness (3) I&S**

Provides a hands-on introduction (field trips and research projects) to issues of housing and homelessness, focusing on the South Puget Sound region. Includes the political economy of public housing, the rise and expansion of suburbia, the cultural significance of gated communities, and the persistence of homelessness.

**T URB 316 Cities and Citizenship (5) I&S**

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.

**T URB 318 Organizing Communities (3) I&S**

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 given to communities facing issue-oriented organizing.

**T URB 321 The History of Planning Theory and Practice (5) I&S**

An examination of planning theory and practice with an emphasis on twentieth-century theorists and advocates. Examines the impacts of planning theories and movements on planning practice and urban form in Europe and America. Prerequisite: a minimum grade of 2.0 in T URB 220.

**T URB 322 Land-Use Planning (5) I&S**

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.

**T URB 325 Urban Transportation: Problems and Prospects (3) I&S**

Provides an overview of urban transportation, its challenges and prospects. Examines historical and contemporary issues such as the relationship of mobility to the urban form, environmental concerns, climate change impacts, and the challenges of sustainable urban transportation.

**T URB 326 Climate Change within the Urban Context (3) I&S**

Provides an understanding of the nexus of urbanization and climate change. Covers international standards, the urban carbon footprint, and mitigation strategies such as urban forests, urban agriculture, green buildings, and sustainable transportation. Also considers climate justice and climate change adaptation.

**T URB 330 City Worlds (5) I&S**

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 world.

**T URB 335 Community Development (3-5)**

Examines theories, policies, and practice of community change and development in American cities. Explores ways to assess community conditions, the contributions of various community institutions, impacts of regional, national, and global political economies, community-oriented development strategies, and methods to evaluate community development initiatives

**T URB 340 Urban Social Change (5)**

Examines issues that directly affect the strength and vulnerabilities of urban communities and organizations and institution within those communities. Uses case studies to consider how creative participatory approaches can and do influence change.

**T URB 345 Urban Government and Organizations (5) I&S**

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

**T URB 350 Introduction to Urban Research (5) I&S**

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. Prerequisite: a minimum grade of 2.0 in T URB 301.

**T URB 360 The African American Urban Experience (5) I&S**

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.

**T URB 370 Creating the Urban Narrative (5) I&S**

Dissects the axiom "History is written by the winners," by examining how narratives are created and reinvented. Reviews diverse tools and methods: storytelling, journalism, blogs, photography, film, literature, performance, graffiti, etc. Documents a city/urban region through on-the-ground research.

**T URB 379 Urban Field Experience (5-15, max. 15)**

Urban field course based in a metropolitan area. Examines urban problems, issues, and developments through site visits, presentations by local experts, and student research and reports. Includes visits to U.S. and foreign cities. Topics vary, depending on city visited.

**T URB 399 International Urban Studies (3-15, max. 15)**

Urban Studies courses taken through UW Tacoma foreign study program for which there are no direct UW Tacoma course equivalents.

**T URB 410 Environmental Equity (5) I&S**

Explores 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 equity. Offered jointly with T HLTH 410.

**T URB 430 Pacific Rim Cities (5) I&S**

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.

**T URB 450 Planning for Sustainability (5) I&S**

Examines the growing impact of global sustainability on local spatial planning systems, especially in the US, UK, Europe and South Africa. Specific topics include the philosophies, theories, goals, techniques, and institutional politics of sustainability planning.

**T URB 460 Urban Issues in the Developing World (5) I&S**

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.

**T URB 479 Planning and Development in the Puget Sound Region (3-12, max. 12) I&S**

Examines the problems and prospects associated with rapid growth in the Seattle-Tacoma urban region. Includes 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.

**T URB 492 Urban Studies Seminar (5, max. 15)**

Interdisciplinary approach to the study of urban issues and problems. Designed for an in-depth analysis of selected issues. Focuses on one aspect of the city (e.g., gentrification, housing, segregation, sprawl). Serves as capstone course in the Urban Studies Program. Prerequisite: T URB 301; either T URB 350 or T GIS 311; one 400-level T URB course.



**T URB 494 Urban Research (1-15, max. 15)**

Individual research project carried out under the supervision/direction of an Urban Studies faculty member.

**T URB 496 Community Service Project (3-15, max. 15)**

In conjunction with faculty adviser, students develop and implement a community service-learning project. Involves activities such as assistance to disadvantaged populations, community outreach programs, policy analysis, or related work intended to improve the quality of life in the community. Includes academic study designed to integrate practical applications with learning and theory. Credit/no credit only.

**T URB 498 Urban Studies Internship (3-15, max. 15)**

Provides opportunities to gain experience and apply concepts taught in the Urban Studies classroom. Involves learning skills and applying knowledge by working directly with public, non-profit, and private sector organizations concerned with urban issues. Credit/no credit only.

**Geographic Information Systems (GIS)****T GIS 311 Maps and GIS (6) QSR**

Introduction to map interpretation and basic spatial analysis through the use of geographic information systems (GIS). Emphasizes developing, through hands-on experience, a fundamental understanding of GIS and the technical expertise necessary for applying GIS in a variety of scenarios such as environmental science, urban planning, nursing, social work, and business.

**T GIS 312 Intermediate GIS (6) NW**

Examines GIS techniques that range from spatial analysis using vector and raster data models, to the analysis of three dimensional surfaces in urban space. Prerequisite: T GIS 311.

**T GIS 313 Applied GIS and Project Design (3) NW**

Exposes real-world applications of geographic information systems. Discussion centers on the implantation of a GIS and strategies students might take as they begin planning for their own GIS project. Prerequisite: T GIS 311.

**T GIS 414 Advanced Applications of GIS (5) NW**

Applies GIS techniques through case studies of social, economic, and environmental issues in the Puget Sound region. Introduces new techniques in basic programming for GIS, using ArcGIS ModelBuilder, and the advanced use of GPS devices. Prerequisite: T GIS 312; T GIS 313.

**T GIS 415 Critical Theory and GIS Practicum (5) NW**

Explores the foundational debates that have impacted the evolution of geospatial software, technique, and methodology. Concurrent with these readings and discussions, projects designed in T GIS 313 are fully implemented and results are prepared for digital and print presentation. Prerequisite: T GIS 312; T GIS 313.

**Geography****T GEOG 100 Introduction to Geography (5) I&S**

Broad introduction to the field of geography within the context of globalization. Topics include the relationship between humans and their environment, the role of culture in landscape change, economic development, geopolitics, and urban systems.

**T GEOG 321 Urban Geography (5) I&S**

Examines the spatial organization of cities in relation to the economic, social, cultural, and political forces that shape them. Includes such topics as the evolution of cities, perceptions of urban space, gentrification, race and housing, homelessness, social exclusion, urban redevelopment, suburbanization, and planning. Emphasizes U.S. cities.

**T GEOG 349 Geography and International Trade (5) I&S**

Introduces theories, policies, geographic patterns, and practices of international trade and foreign direct investment. Topics include: trade theory and policy; economic integration; currency markets and foreign exchange; trade operations and logistics; the international regulatory environment; and marketing, location and entry, and finance, accounting, and taxation. Equivalent to GEOG 349.

**T GEOG 352 Cultural Geography (5) I&S**

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.

**T GEOG 403 Geography of the United States of America and Canada (5) NW**

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.

**T GEOG 420 Gender, Space and Culture (5) I&S**

Considers gender differences in experiences of space and place; the relationship between gender, geopolitics, and geographies of cities, regions, nation-states, and other social institutions; and gender differences in "making place" and interacting with environments. It considers multiple and competing theoretical perspectives, but especially feminist and queer ones.

**T GEOG 435 Contemporary Geopolitics (5) I&S**

Explores geopolitical concepts and relates them to contemporary global issues and debates. Examines both the influence of geography on politics and the geography of politics.

**T GEOG 440 Political Geography: Territory, State and Society (5) I&S**

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. Offered: Sp.

**Faculty****Ali Modarres****Director**

Professor; Ph.D., University of Arizona, 1990

**Brian Coffey**

Professor; Geography; Ph.D., University of Oregon, 1982

**Yonn Dierwechter**

Associate Professor; Ph.D., London School of Economics, 2001

**Anthony Falit-Baiamonte**

Lecturer; M.A., Hunter College, CUNY, 1996

**Debra Friedman**

Chancellor and Professor; Ph.D., University of Washington, 1983

**James W. Harrington**

Vice Chancellor and Professor; Ph.D., University of Washington, 1983

**Lisa Hoffman**

Associate Professor; Ph.D., University of California, Berkeley, 2000

**Linda Hurley Ishem**

Assistant Professor; Ph.D., University of Washington, 2008

**Matthew Kelley**

Assistant Professor; Ph.D., Pennsylvania State University, 2007

**Pierpaolo Mudu**

Affiliate Professor, Urban Studies; Ph.D., University of Rome, 2000

**J. Mark Pendas**

Associate Professor; Ph.D., Rutgers University, 2005

**Fern Tiger**

Professor Without Tenure; M.F.A., Pennsylvania State University, 1969

**Anne Taufen Wessells**

Assistant Professor; Ph.D., University of California, Irvine, 2007

# Minors and Certificates

## Requirements for completing a minor

Students must officially declare a minor using the Declare a Major or Minor form available from the Office of the Registrar or on the UW Tacoma website and submitting it to their academic advisor.

Minors do not have prerequisites and do not require any additional application materials.

To successfully complete a minor, students must achieve a **minimum 2.0 cumulative grade point average (GPA) for all courses involved in the minor**. The student's DARS report (available through MyUW) for the minor keeps track of this GPA.

## Declaring a minor

Students must have completed at least 45 credits **and** have declared a major before declaring a minor.

Complete instructions for declaring a minor can be found on page 25. For more information about any of these minors or certificates, talk to an advisor in the Academic Advising Center.

## Applied Computing 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)

- T INST 310 Computational Problem Solving
- T INST 311 Database Management and Data Analysis
- T INST 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):
  - T INST 401 Technology in the Service of Global Society
  - T INST 475 Entrepreneurship in Computer Science and Systems
  - T INST 490 Special Topics in Applied Computing
  - T INST 498 Directed Readings in Applied Computing
  - T INST 499 Research in Applied Computing
- TCSS 452 Human-Computer Interface
- TCSS 481 Computer Security

### ■ List B (5 credits):

- A second T INST elective from List A
- TACCT 330 Introduction to Accounting Information Systems
- TBUS 301 Quantitative Analysis for Business
- TESC 100 Introduction to Environmental Science
- TESC 107 Geohazards and Natural Disasters
- TESC 120 Introductory Biology I
- TESC 122 Physics: Electromagnetism and Oscillatory Motion
- TESC 123 Physics: Waves
- TESC 130 Introductory Biology II
- TESC 140 Introductory Biology III
- TESC 215 Meteorology
- TESC 236 Plants and People: the Science of Agriculture
- TESC 239 Energy and the Environment
- TESC 243 Geography of the Physical Environment
- TESC 315 Applied Physics with Environmental Applications
- TESC 333 Environmental Chemistry
- TESC 340 Ecology and Its Applications
- TESC 345 Pollution and Public Policy
- TESC 362 Introduction to Restoration Ecology
- TESC 404 Costa Rica Field Studies: Ecology and Community
- TESC 433 Pollutant Fate and Transport in the Environment
- TESC 435 Limnology
- TESC 445 Estuarine Field Studies
- TGIS 311 Maps and GIS
- T HIST 487 Technology in the Modern World
- TPSYCH 330 Inquiry and Research in the Social Sciences
- 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\*

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
  - TCOM 461 Media and Identity in Asia
  - TECON 332 Rise of East Asia
  - TECON 460 China's Rise and its Global Economic Implications
  - T HIST 271 Modern East Asia
  - T HIST 372 Comparative Perspectives on East Asian and Latin American Development
  - T HIST 474 Imperial China
  - T HIST 486 Contemporary Chinese Culture and Society
  - TPOL S 203 Introduction to International Relations
  - T URB 430 Pacific Rim Cities
- 20 credits from the following list of content courses:
  - T ARTS 281 Art and Culture in India
  - T ARTS 282 Art and Culture in China
  - T ARTS 283 Art and Culture in Japan
  - T ARTS 284 Art and Culture in the Pacific
  - TCHIN 101 First Year Chinese
  - TCHIN 102 First Year Chinese
  - TCHIN 103 First Year Chinese
  - TECON 340 International Economics
  - TECON 417 Political Economy of India
  - TECON 460 China's Rise and its Global Economic Implications
  - T HIST 270 Premodern East Asia
  - T HIST 462 History of Vietnam
  - T HIST 463 Premodern Japan
  - T HIST 464 Modern China
  - T HIST 465 Modern Japan
  - T HIST 466 Modern Korea
  - T HIST 484 The Pacific War
  - TRELIG 366 Islam
  - TRELIG 367 East Asian Religions: Zen and Taoism
  - TRELIG 463 God: East and West

Credit for study in Asia may count toward credit for course work. See an advisor for details.

## Business Administration Minor

The minor in Business Administration is designed for undergraduate students in any non-business major or program to increase their understanding of business theory, practices, and applications within a wider economic and social context. The curriculum is designed to emphasize critical competencies, including strategic thinking, integrated business knowledge, communication and teamwork needed by students with a broad range of interests to succeed in the 21st century.

The minor requires 30 credits (minimum of 20 credits in residence). There are four specific courses required for a total of 20 credits. An additional 10 credits of 300-400 level electives, which should generally be taken after completion of all required courses, are selected from an approved list of classes. Students may request to transfer up to 10 credits to be applied toward the required courses.

In order to earn the minor, students must receive a 2.0 or higher in each required course. At least three courses for the Business minor must be taken at the upper-division (i.e. 300-400) level.

### Learning Outcomes

1. To recognize the social, political, ethical, and environmental consequences of management decisions.
2. To understand group and individual dynamics in organizations.
3. Diagnose complex organizational problems and design effective solutions.
4. Understand basic financial statement analysis and reporting.
5. To evaluate an organization's market, competitive position, and customers, in order to make effective decisions regarding organizational focus and resource deployment.

Courses are 5 credits unless otherwise noted.

### Required Courses (20 credits)

- T ACCT 210: Introduction to Financial Accounting
- TBECON 220 or TECON 220: Introduction to Microeconomics
- T BUS 300: Managing Organizations
- T BUS 320: Introduction to Marketing Management

### Elective Courses (10 credits)

- T BGEN 412: Ethical Issues in Business
- T BUS 330: Introduction to Information Technology
- T MGMT 420: Managing Corporate Responsibility
- T MGMT 430: Managing the Workforce
- T MGMT 433: Managing Organizational Diversity
- T MGMT 452: The Dynamics of Leadership
- T MGMT 455: Managing and Motivating Work Teams
- T MGMT 457: Negotiation and Conflict Management
- T MGMT 465: Board Governance I
- T MGMT 466: Board Governance II
- T MGMT 475: Creating, Leading, and Implementing Change
- T MGMT 478: International Business
- T MGMT 480: Intl. Management
- T MKTG 348: Social Marketing
- T MKTG 355: Professional Sales
- T MKTG 425: Advertising
- T MKTG 445: Services Marketing
- T MKTG 450: Consumer Marketing
- T MKTG 460: Research Methods

*Other electives as approved by an academic advisor in consultation with Business faculty.*

## Computer Science and Systems Minor

The minor in Computer Science and 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. Course work 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 (TMATH 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

\*This minor is offered by Interdisciplinary Arts and Sciences. Students wishing to receive this minor must complete a minimum of 10 credits in the minor on the Tacoma campus. Note: Some minors require more than 10 credits be completed on the Tacoma campus. See an advisor for details.



- TCSS 360: Software Development and Quality Assurance Techniques
- TCSS 371: Machine Organization
- One additional 300- or 400-level TCSS course

### **Criminal Justice Minor**

The minor in Criminal Justice is designed to prepare students to work in a variety of criminal justice settings and cultivate an appreciation for the complexities of justice, crime and corrections. The curriculum is designed to provide a foundation for students who are interested in a career in criminal justice settings as a specialty of their major field, students interested in issues of justice and crime, or non-matriculated students who are already employed in criminal justice settings and seek additional course work as a means of advancing their careers.

#### **Learning Outcomes**

- Students will gain an understanding of the origins of criminal behavior, society's responses to crime and delinquency and the consequences of crime for our society.
- Students will become sensitized to the human impacts of criminal justice policies including differential impacts of race/ethnicity, social class, age, and gender.
- Students will be grounded in theoretical and empirical knowledge, values and skills related to criminal justice as they develop into competent professionals.
- Students will recognize the multiple needs of the victims of criminal behavior, including crisis and trauma interventions.
- Students will become knowledgeable about special populations in the criminal justice system including sex offenders, the chemically dependent, and individuals with mental illness.

#### **Requirements**

The minor requires **30 credits** (minimum of 20 credits in residence). Pending approval, effective spring quarter 2014 the minor will require three core courses for a total of 15 credits and an additional 15 credits of electives chosen from an approved list. At least 15 credits (core and elective combined) must be taken at the upper-division (300-400) level.

Students may request to transfer in up to 10 credits to be applied toward the required courses. The student must maintain an overall cumulative GPA of 2.0 in all criminal justice minor course work and a minimum 2.0 GPA in each course required to earn the minor.

#### **Core Courses (15 credits)**

- T CRIM 200 Introduction to Criminal Justice (5)

- T CRIM 271 Introduction to the Sociology of Deviance and Social Control (5) **or** T CRIM 362 Criminological Theory (5)
- T CRIM 361 Addictions and Mental Illness in Criminal Justice (5)

#### **Approved Electives (15 credits)**

For a complete list of elective courses visit [tacoma.uw.edu/social-work/criminal-justice-minor](http://tacoma.uw.edu/social-work/criminal-justice-minor). Electives may be approved by an academic advisor in consultation with faculty by submitting a program petition for course substitution.

### **Economics Minor\***

An economics minor allows UW Tacoma students to strengthen their facility with economic reasoning and conceptual understanding in a way that complements their studies in their chosen major/concentration. In this way, students can develop their economic reasoning and understanding and apply this knowledge to other areas such as communications, history, business, psychology, social work, sociology and literature.

Note: This minor is not open to students in the Politics, Philosophy and Economics major in IAS.

#### **Requirements**

The Economics minor requires 25 credits to include the following:

10 credits of core courses:

- TECON 200 or TBECN 220 Introduction to Microeconomics
- TECON 201 or TBECN 221 Introduction to Macroeconomics
- 15 credits of upper-division courses (300 - 400 level) within the Economics track of Politics, Philosophy and Economics (PPE).

### **Education Minor\***

The education minor is designed to assist students to focus on courses that may help them fulfill requirements for entry into UW Tacoma's Education Program Teacher Certification Program UWT Education Program is trying to assist undergraduate students in making a seamless admission to the UWT Education graduate Teacher Certification Program. The courses required for the minor fulfill requirements for admission into the Teacher Certification Program. Any course taken for the purpose of fulfilling a Teacher Certification program curriculum requirement or prerequisite must be passed with a 2.7 minimum grade. Students should consult with a program advisor prior to enrolling in classes.

### **Education Core (15 credits):**

All three courses below:

- TEDUC 471 Diversity and Equity in Schools and Curriculum (5)\*
- TEDUC 482 Foundations of Education: Policy, Ethics, and Philosophy (5)\*
- TEDUC 490 Service Learning Practicum in Education (5)†

### **One developmental psychology course (5 credits):**

- TPSYCH 220 Lifespan Development (or equivalent transfer course)
- TPSYCH 230 Educational Psychology
- TPSYCH 320 Theories of Child Development (or equivalent)
- TPSYCH 321 Adolescent Psychology (or equivalent transfer course)

### **Two writing-intensive courses (10 credits)†**

\*These courses will fulfill requirements for core courses in the graduate Education Program Teacher Certification Program.

†The above courses fulfill Elementary Education Teacher Certification Program prerequisites.

### **Environmental Studies 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 **or** TESC 211 Science of Sustainability
- Five credits of a biological science (B) course and five credits of a physical science (P) courses from the list below:
  - TESC 107 Geohazards and Natural Disasters (P)
  - TESC 110 General Biology (B)
  - TESC 111 Introduction to Astronomy (P)
  - TESC 117 Physical Geology (P)
  - TESC 120 Introductory Biology I (B)
  - TESC 141 General Chemistry I (P)
  - TESC 213 Physical Forces in the Natural World (P)
  - TESC 215 Meteorology (P)
  - TESC 227 Earth History (P)



TESC 232	Issues in Biological Conservation (B)
TESC 236	Plants and People: The Science of Agriculture (B)
TESC 238	Human Interactions with Marine Invertebrates (B)
TESC 239	Energy and the Environment (P)
TESC 240	Human Biology and Environmental Interactions (B)
TESC 241	Oceanography (P)
TESC 243	Geography of the Physical World (B)
TESC 247	Maritime History and Science of the PNW (P)
TESC 302	Ecology of Mt. St. Helens (B)
TESC 303	Sustainable Development in Africa - Study Abroad (B,P)
TESC 304	Tropical Ecology and Sustainability (B)
TESC 315	Applied Physics with Environmental Applications (P)
TESC 316	Pacific NW Geology (P)
TESC 317	Geology, Landscape and Culture (P)
TESC 318	Biogeography (P or B)
TESC 319	Water Quality Concepts and Watershed Studies (P)
TESC 321	Soils and Environmental Applications (P)
TESC 329	Geomorphology and Soils (P)
TESC 332	Biological Conservation (B)
TESC 337	Environmental Geology (P)
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 370	Genetics and Society (B)
TESC 378	Environmental Microbiology (B)
TESC 402	History and Ecology of Biological Invasions (B)
TESC 404	Costa Rica Field Studies: Ecology and Community (B)
TESC 408	Marine Plankton (B)
TESC 415	Sedimentology (P)
TESC 417	Field Geology (P)
TESC 422	Evolution (B)
TESC 426	Ecological History Field Studies (B)
TESC 430	Environmental Modeling (B,P)
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 437	Stream Ecology (B,P)
TESC 438	Environmental Biology: Marine Invertebrates (B)
TESC 440	Environmental Entomology (B)
TESC 442	Marine Ecology (B)
TESC 445	Estuarine Field Studies (B/P)
TESC 452	Plants, Insects and their Interactions (B)
T GIS 311	Maps and GIS (P)

- Five credits of an environmental ethics or philosophy course from the following list:
  - T PHIL 363 Philosophical Perspectives on the Environment
  - T PHIL 456 Environmental Ethics
- Five credits of a law/policy course from the following list:
  - TPOL S 438 Environmental Law
  - TPOL S 439 Washington State Environmental Law
  - TEST 333 Environmental Policy Application and Compliance
  - TECON 421 Environmental Policy

### Health and Society Minor

The Health and Society minor is open to all UW Tacoma students, except Nursing and Healthcare Leadership majors. The Health and Society minor offers students the opportunity to increase their understanding of, and advocacy for, health within a broad social context. The courses enable students to make use of valid sources of information, to understand health policy, and to examine individual, community, environmental, and global health issues. 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

All courses must be completed with a minimum grade of 2.0. The minor in Health and Society requires **28 credits** to include:

- T HLTH 310: Health, Illness and Society (5 credits)
- THLEAD 407: Diversity, Health and Inequities (3 credits)
- 20 credits from among the following courses:
  - THLEAD 410 Ethical Issues in Healthcare
  - T HLTH 320 Promoting Health Through Social Marketing
  - T HLTH 325 Medical and Ethical Issues in Literature and Culture
  - T HLTH 330 Adolescents in Film
  - 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 455 Knowing Health and Illness through the Arts
  - 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

### Hispanic Studies 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:
  - TSPAN 301 Intensive Spanish: Reading
  - TSPAN 302 Intensive Spanish: Conversation
  - TSPAN 351 Introduction to Hispanic Literary Studies
  - TSPAN 393 Foreign Study
- 15 credits of Hispanic Studies courses:
  - T HISP 238 Hispanics in the United States
  - T HISP 277 Latin American Literature
  - T HISP 323 The Making of Mexico
  - T HISP 376 Hispanic Film
  - T HISP 377 Mexican Literature and the Search for National Identity
  - T HISP 400 Afro-Hispanic Culture
  - T HISP 410 Caribbean Basin: Selected Topics
  - T HISP 441 Mexican Cinema and Society
  - T HISP 461 Contemporary Mexican Culture
  - T HISP 462 Women in Latin America
  - T HISP 463 Contemporary Cuban Culture
  - T HISP 464 The Arts, Cultures and History of Mexico (study abroad; 12 cr.)
  - T HISP 465 Latin American Visual Arts
  - T HISP 476 Latin American Women Writers
  - T HISP 490 Contemporary Spanish Culture
  - T HISP 491 Society and Culture in Cuba (study abroad; 15 cr.)
  - TPOL S 224 Modern Latin America
  - TPOL S 326 Modern Brazil
  - TPOL S 435 Popular Movements in Latin America
  - TRELIG 461 Religion and Church in Latin America

## Human Rights 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.

Students are highly encouraged to take courses from the other two campuses as well as UW Tacoma to complete this minor. The expertise available on all three campuses has the potential to make the experience a richer one, providing more choices for internships and specialization of study within the minor. This information is provided to students who want a summary of the UW Tacoma offerings.

### 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.
  - T HIST 457 Antisemitism and the Holocaust
  - T PHIL 200 Introduction to the Philosophy of Human Rights
  - TPOL S 251 Cultural Studies: Torture and Human Rights
  - TPOL S 311 International Human Rights
  - TPOLS 368 The Politics and Law of International Human Rights
  - TPOLS 410 Labor Rights & Human Rights
  - TPOL S 420 Theories of Political Violence
  - TPOL S 421 Human Rights in Emerging Democracies: Eastern Europe and Latin America
  - TPOL S 422 International Humanitarian Law
  - TPOL S 453 Political Theory of Human Rights
- 5 credits of courses concerned with human rights in a broad context, e.g. poverty, race/ethnicity, gender.
  - TECON 313 Theories of Economic Development and Social Change
  - TECON 425 Contemporary Issues in International Political Economy
  - T GEOG 352 Cultural Geography
  - T HIST 220 African American History 1619-1865
  - T HIST 221 African American History: 1865-1945
  - T HIST 222 African-American History 1945-Present
  - T HIST 340 History of U.S.-American Indian Relations
  - T HIST 413 Civil Rights, Civil Liberties
  - T HIST 419 African-American Culture and Consciousness
  - T HIST 441 Black Freedom Movement
  - T LIT 324 African American Women's Literature

- T LIT 320 African American Literature from Slavery to the Present
- T LIT 425 Literature of the Harlem Renaissance
- TPOL S 312 19th Century Revolutions and Revolutionaries
- TPOL S 320 American Constitutional Law
- TPOL S 435 Popular Movements in Latin America
- TPOL S 450 Contemporary Theories of Culture: Post-9/11 (*Please Note: Only this variation of TPOL S 450 counts*)
- TPOL S 452 Minorities and the Law
- TPOL S 456 Community and Labor Organizing: A Multicultural Perspective
- T SOC 335 Social Class and Inequality
- T SOC 434 Women, Race, and Class: Identity and Intergroup Relations
- T SOC 456 Rural Societies and Development
- T URB 314 Gender and the Urban Landscape
- T URB 316 Cities and Citizenship: Researching Inequalities in Urban Settings

- 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.
  - TIAS 496 Internship

*Important note for students who choose the internship option:* Human rights internships have as their primary objective learning about human rights work and facilitating a synthesis between classroom learning and practical engagement. Appropriate human rights internships may be supervised by any University of Washington faculty member. Students who choose this route to fulfill the minor's requirements must find an appropriate internship and register for TIAS 496. The new Human Rights Minor form MUST be stapled to the TIAS 496 Internship form when you submit it to the IAS program if you want the internship to count for the minor. Be sure to have supervising faculty sign it or your minor may be incomplete.

### Law and Policy Minor\*

The Law and Policy minor provides students with a foundation in logical reasoning and develops their ability to analyze and communicate complex ideas. Through a minor in law and policy, students will develop a broad appreciation of the role of law and policy in their field of study, whether it is in environmental science, business, communications, social work, psychology or another field.

*Note: This minor is not open to students in the Politics, Philosophy and Economics major.*

## Requirements

The Law and Policy minor requires **25 credits** to include the following:

- 10 credits of core courses:
  - TPOL S 363 Law and Society
  - TECON 100 Understanding Economics or TECON 200 / TBECON 220 Introduction to Microeconomics
- 15 credits of upper-division courses (300 - 400 level) within the Law and Policy track of the Politics, Philosophy and Economics concentration (see page 85).

### Mathematics Minor\*

The Mathematics minor provides an opportunity for students to strengthen their facility with quantitative analysis in their chosen discipline and to provide the necessary content for future math teachers. Mathematics contributes technical tools for precise reasoning and communication. The study of mathematics provides a paradigm of critical thinking: identifying and questioning premises, inferring patterns from evidence, deducing conclusions from hypotheses, and expressing ideas clearly- all benefiting the diverse needs of student pursuing undergraduate study in science, social science, technology, business, education and the liberal arts.

### Requirements

The Mathematics minor requires 33 credits to include:

- Required Courses (21 credits)
  - TMATH 124 Calculus with Analytic Geometry I (5)
  - TMATH 125 Calculus with Analytic Geometry II (5)
  - TMATH 126 Calculus with Analytic Geometry III (5)
  - TMATH 307 Introduction to Differential Equations (3)
  - TMATH 308 Matrix Algebra with Applications (3)
- Math electives (12 credits of courses numbered 300 or higher)

*Courses currently offered across campus:*

- T BUS 301 Quantitative Analysis for Business (5)
- TCSS 321 Discrete Structures I (5)
- TCSS 343 Design and Analysis of Algorithms (5)
- TESC 430 Environmental Modeling (6)
- TESC 490 Special Topics in Quantitative Studies (1-7, max 21)
- TMATH 310 Environmental Statistics
- TMATH 390 Probability and Statistics in Engineering and Science (4)

*Other courses under development. Check UW Tacoma minor website for updates*

- Advanced Placement (AP) credit may only count for up to 11 credits of the minor.
- At least 9 credits of courses numbered 300 or higher to be taken in residence at the UW Tacoma.
- Minimum grade of 2.0 required for each course used as part of the minor.

### **Museum Studies Minor\***

The minor in Museum Studies familiarizes students with museum theory, philosophy, and practice. It aims to prepare the student for graduate studies in museology, museum management, and entry-level positions in the field. The minor encompasses shared practices that involve registration, curatorial approaches, conservation, fundraising and general management.

The unique location of UW Tacoma within a central campus of museums, and its proximity to major metropolitan areas (less than one hour to Seattle, and two hour proximity to Portland) provides students with numerous internships, and job placement opportunities.

#### **Requirements**

The minor in Museum Studies requires **25-30 credits** to include:

- Foundation (5 credits):  
TNPRFT 449 Museum Studies
- Core (5 credits):  
TNPRFT 448 Cultural Administration and Policy
- Nonprofit Electives (10 credits):  
TNPRFT 431 Community Organization & Nonprofit Sector  
TNPRFT 432 Organizational Development  
TNPRFT 451 Fund Raising and Grant Writing
- Internship (5-10 credits) with a focus in museum studies and approved by supervising faculty member.

### **Nonprofit Management Minor/Certificate\***

The certificate program is designed to meet the needs of post-baccalaureate 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 the following:

- TNPRFT 431 Community Organizations and the Nonprofit Sector
- TNPRFT 432 Organizational Development
- TNPRFT 451 Essentials of Grant Writing and Fundraising
- TNPRFT 457 Nonprofit Management Capstone
- TIAS 496 Internship

### **Politics Minor\***

The politics minor allows students to strengthen their facility with political reasoning and theory in ways that complement their studies in their chosen majors/concentrations. Specific areas of study that would benefit from a politics minor include environmental studies, history, communications, business, social work and urban studies. More substantially, the politics minor will help students become more informed about and engaged with local, national and international issues, and support those students interested in being able to teach political science or social studies as high school teachers.

*Note:* This minor is not open to students in the Politics, Philosophy and Economics concentration in IAS.

#### **Requirements**

The Politics minor requires **25 credits** to include the following:

- 10 credits of core courses:  
TPOL S 201 Introduction to Political Values and Ideas  
TPOL S 202 Introduction to American Politics  
TPOL S 203 Introduction to International Relations
- 15 credits of upper-division courses (300 - 400 level) within the Law and Policy track of the Politics, Philosophy and Economics concentration (see page 85).

### **Public History Minor\***

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.

#### **Requirements**

The Public History minor requires **35 credits** to include the following:

- U.S. History Core: 10 credits  
T HIST 200 American History I: 1607-1877  
T HIST 201 American History II: 1877-present
- History Elective: 5 credits (List A)  
T ANTH 464 Native American Cultural Areas  
T ARTS 311 History of Rock and Roll  
T ARTS 411 History of Jazz  
TESC 247 Maritime History and Science in the Pacific Northwest  
TEST 221 Environmental History: Water  
TEST 332 A Natural History of Garbage  
T GH 301\*\* Global Interactions  
T HISP 238 Hispanics in the United States  
T HIST 212 The Military History of the United States from Colonial Times to the Present  
T HIST 220 African-American History 1619 - 1865  
T HIST 221 African-American History 1865 - 1945  
T HIST 222 African-American History 1945 - present  
T HIST 226 American Architecture  
T HIST 320 Asian American History  
T HIST 322 American Labor Since the Civil War  
T HIST 333 Early American Music, Art, Literature, and Theater  
T HIST 336 Black Labor and Protest Music in Historical Perspective  
T HIST 340 History of the United States: American Indian Relations  
T HIST 341 African-American History  
T HIST 410 Early American Politics; Constitution and Law  
T HIST 411 History of Religion in America  
T HIST 413 Civil Rights, Civil Liberties  
T HIST 416 Life and Thought of Martin Luther King, Malcolm X and Angela Davis  
T HIST 417 United States History 1945 - present  
T HIST 419 African-American Culture and Consciousness  
T HIST 420 African-American Religious History  
T HIST 437 Doing Community History  
T HIST 440 Black Labor in America  
T HIST 441 Black Freedom Movement in Perspective  
T HIST 445 History of Tacoma  
T HIST 456 North American Regions  
T HIST 487 Technology in the Modern World  
T HIST 488 History of Urbanization and the Environment  
T LIT 438 American Folklore



- Public History and Research Core: 15 credits (List B)
  - T HIST 430 Introduction to Public History
  - T HIST 470 The Material World: Art and Artifacts
  - TIAS 496 Internship (5 credits max.) contact faculty advisor for details
- Architectural, Art or Local History Elective: 5 credits (List C)
  - T HIST 226 American Architecture
  - T HIST 437 Doing Community History
  - T HIST 445 History of Tacoma
  - TNPRFT 448 Cultural Administration and Policy
  - TNPRFT 449 Museum Studies

*\*\*Must be enrolled in Global Honors to take this course.*

## Religious Studies Minor\*

*Note: This minor is pending approval and expected to be offered in the 2013-14 academic year.*

UW Tacoma students are both members of their local communities and global citizens, exposed to a variety of world views and cultures. To become respectful and informed global citizens, it is vital to have an understanding of diverse religious beliefs and practices and how they interact with larger political and social systems. In terms of the UWT campus, course offerings in this minor will help to promote programmatic emphasis on interdisciplinarity, sustainability, and cross-cultural understanding. The proposed minor responds to student demand and utilizes the expertise of existing faculty. It will formalize existing offerings in the PPE program and more broadly in IAS without requiring additional resources, whilst at the same time leaving scope for future expansion.

Students must complete **25 credits**, with 10 required and 15 optional credits of which at least 10 should be upper-division.

### Required Courses (10 credits):

- TRELIG 235 Religion in the Modern World (5)
- TRELIG 321 Comparative Religion (5)

### Remaining Credits (15 credits)

(At least 10 must be upper-division credits.)

- TARTS 281 Art and Culture in India
- TARTS 282 Art and Culture in China
- TARTS 283 Art and Culture in Japan
- TARTS 283 Art and Culture in the Pacific
- T HIST 356 History of Christianity (5)
- T HIST 477 Reformation and Counter-Reformation Europe (5)
- T HIST 420 African-American Religious History (5)
- TPHIL 467 Philosophy of Religion (5)
- T PHIL 358 History of Philosophy: Medieval and Modern (5)
- TRELIG 310 Religious Diversity in America (5)

- TRELIG 320 Confucianism and East Asian Modernity (5)
- TRELIG 365 Hinduism and Buddhism (5)
- TRELIG 366 Islam (5)
- TRELIG 367 East Asian Religions: Zen and Taoism (5)
- TRELIG 463 God: East and West (5)

Proposed new courses that would also be an option:

- TRELIG XX Religion, Philosophy and the Environment
- TRELIG XX Buddhism in America
- TPOL S 307 Religion and World Politics (*tentatively numbered*)
- TPOL S XX Religion and American Politics

In the IAS curriculum, but not taught regularly:

- T ANTH 365 North American Indian Traditions (5)
- T HIST 411 History of Religion in America (5)
- TRELIG 461 Religion and Church in Latin America (5)
- TRELIG 465 God and the New Physics (5)

## Restoration Ecology Minor/Certificate (REC)\*

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 website 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.

## Sustainability minor\*

*Note: This minor is pending approval and expected to be offered in the 2013-14 academic year.*

The Sustainability minor will be the first trans-disciplinary minor on UW Tacoma campus, as sustainability requires an understanding of issues from social, environmental, and economic perspectives. Leaders of industry and today's students believe sustainability will be an important part of our future and this minor will provide students the skills and knowledge to be sustainability practitioners and leaders.

This Sustainability minor will allow students to strengthen their competency in sustainability practice and theory. It will provide a foundation in sustainability that could be applied to a range of majors; such as business, engineering, science, nursing and non-profit management. The minor can also serve to enhance sustainability literacy at UW Tacoma.

### Student learning outcomes

At the end of this minor, students should be able to:

1. Demonstrate a deep understanding of the local and global challenges to sustainability from economic, environmental and social perspectives.
2. Apply the skills and knowledge to communicate and critically evaluate sustainability issues across disciplines.
3. Link knowledge with action in order to promote sustainability and serve as leaders in their communities.



4. Recognize how social, economic, and environmental equity issues are embedded within sustainability.

### Requirements

The Sustainability minor requires **32-35 credits** to include the following:

Sustainability Foundation Courses (15 credits)

TSUD 222	Introduction to Sustainability (5)
TESC 201	The Science of Environmental Sustainability (5)
TEST 295	Valuing Ecosystem Services and Natural Capital (5)

Select 15 credits from the following areas- Programs will advise students where to focus within the 3 areas, to compliment major. Capstone projects are required.

#### (1) Policy, Society, and Economics

TSUD 240	The City and Nature (5)
TSUD 323	Sustainable Urban Development Policies (5)
TSUD 333	Assessment and Evaluation of Urban Sustainability (5)
TSUD 445	Urban Ecology (5)
TSUD 475	Community and Economy (5)
TCOM 310	Contemporary Environmental Issues & The Media (5)
T MGMT 420	Managing Corporate Responsibility (5)
THIST 315	Industrialization and Reform (5)
TPOLS 438	Environmental Law (5)
TPOLS 439	Washington Environmental Law (5)
TPOLS 465	Law and Public Policy (5)
TSOC 265	Race and Ethnicity in the United States (5)
TEST 332	A Natural History of Garbage (5)
TEST 335	Environmental Impact Analysis (5)
TECON 394	Comparative Economic Development (5)
TECON 421	Environmental Policy (5)
THLTH 372	Environmental Health: Local to Global (5)

#### (2) Science, Environmental Issues, and Environmental Thought

TESC 232	Issues in Biological Conservation (5)
TESC 236	Sustainable Agriculture (5)
TESC 239	Energy and the Environment (5)
TESC 345	Pollution and Public Policy (5)
TESC 341	Climate Change (5)
TESC 402	History and Ecology of Biological Invasions (5)
TESC 319	Water Quality Concepts and Watershed Studies (6)
TESC 431	Water Resources and Pollutions (7)
TPHIL 456	Environmental Ethics (5)
T INST 401	Technology in the Service of Society: A Seminar in the Integration of Technology and Social Interests (5)

#### (3) Social Justice and Global Perspectives in Sustainability

THLTH 410	Environmental Equity (5)
THLTH 485	Critical Issues in Global Health (5)
TECON 320	Gender and Development (5)
TECON 328	Third World Problems and Prospects (5)
TECON 360	Poverty in Developing Countries (5)
TSOC 335	Social Class and Inequity (5)
T SOC 435	Migration in the Modern World: Migrants, Immigrants, and Refugees (5)
T SOC 456	Rural Societies and Development (5)
TESC 303	Sustainable Development in Africa (12)
TESC 304	Tropical Ecology and Sustainability (5)
TESC 404	Neotropical Field Studies: Ecology and Community (12)
TSUD 425	Social Justice and Urban Sustainability (3)
T URB 340	Urban Social Change (5)
T URB 379	Urban Field Experiences (5-15 credits)
T URB 410	Environmental Equity Offered: jointly with T HLTH 410. (5)
TGH 399/TURB 399	Global Honors- International Urban Studies- (3-15, max. 15)

#### Capstone Course Options

TMGMT 465	Board Governance I (2)
TMGMT 466	Board Governance II (5)
TSUD 475	Community and Economy (5)
TESC 301	Sustainability in Action (3)
TNPRFT 457	Nonprofit Capstone (5)

\*Capstone project during Study Abroad course

### Urban Studies 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):
  - T URB 301 The Urban Condition **and**
  - T URB 430 Pacific Rim Cities **or** T URB 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)

T URB 492 Urban Studies Seminar

### Geographic Information Systems (GIS) Certificate

The Certificate in Geographic Information Systems (GIS) provides students with a robust curriculum in the theories and techniques that form the foundation of digital geospatial visualization and analysis. Working both independently and in small groups, students become skilled in the methods that are commonly used to 1) collect and analyze spatial data, and 2) create maps and other graphical representations of these data. Skills gained during the nine-month course of study are theoretical, analytical and practical, and can be applied in a wide range of academic, municipal, environmental and commercial contexts. Demand for individuals with training in GIS is typically high in industries such as urban and regional planning, research and advocacy, resource management, marketing, and various branches of government. This program is designed primarily for students with moderate to no experience working with GIS.

#### Requirements

The GIS Certificate requires **25 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 Intermediate GIS (6)
- TGIS 313 Applied GIS and Project Design (3)
- TGIS 414 Advanced Applications of GIS (5)
- TGIS 415 Critical Theory and GIS Practicum (5)

#### Admission

Admission to the GIS certificate program is competitive. Students must complete a separate application in the form of an online survey. Because it is a year-long program, students are only admitted to the program once per year and must begin in autumn quarter. Please refer to the website ([tacoma.uw.edu/gis](http://tacoma.uw.edu/gis)) to learn more about the GIS certificate, the curriculum, and requirements for admission.

# Graduate Policies and Graduation

## Graduate Credits Taken as an Undergraduate

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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

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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.

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

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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 advisor 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 online at [www.grad.washington.edu](http://www.grad.washington.edu).

## Transfer Credit

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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 course work 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 course work. 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 advisor 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 website at [www.grad.washington.edu](http://www.grad.washington.edu).

## Time to Completion

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.

## 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 are required to maintain graduate status during their program of study. Failure to maintain this status requires reinstatement to the University of Washington. Students who desire to take a quarter or quarters off without going through the reinstatement process must apply for on-leave status for each quarter they do not register. For complete details regarding the on-leave policy, refer to [www.grad.uw.edu/policies/memoranda/memo09.shtml](http://www.grad.uw.edu/policies/memoranda/memo09.shtml)

## On-leave Eligibility

- Must be a graduate student in good standing.
- Must have been registered or on-leave the previous quarter.
- Must satisfy any graduate program policies pertaining to going/remaining on-leave.
- U.S. citizen and permanent residents must have registered for at least one quarter of graduate study at UW and have approval from their graduate program.
- International students must have registered full time (10 or more credits) for three consecutive quarters and have approval from both their graduate program and the International Student Services office.
- Pre-registered students must officially withdraw via MyUW or the Registration office prior to the first day of the quarter. Registered students are not eligible for on-leave status.

Students on-leave **are entitled to:**

- Return as a graduate student to the graduate program
- Use University libraries
- Maintain access to the UW email account

Students on-leave **are not entitled to:**

- Faculty and staff counsel/resources (very limited counsel/resources are permitted)
- Examinations of any type (except for language competency)
- Thesis/dissertation filing
- University housing
- Student insurance
- Financial assistance

## Procedure for Requesting Leave

Students requesting on-leave status must submit an online Request for On-Leave Status via MyGrad Program. For a given quarter, students can submit the request as early as two weeks prior to the first day of instruction and must submit payment of the non-refundable fee no later than 5 p.m. on the last day of instruction.

Leave is granted on a quarterly basis, though the following students may request up to four consecutive quarters of leave at one time: PCMI students, military personnel with deployment orders, and some UW Fulbright grantees (with the exception of military personnel with deployment orders, these students will be required to pay the fee for each quarter of leave requested).

## Domestic Students

1. Complete and submit the online at [www.grad.uw.edu/policies/general/leave\\_notice.pdf](http://www.grad.uw.edu/policies/general/leave_notice.pdf) via MyGrad Program. Student will receive a confirmation email that the request has been submitted.
2. Request will be reviewed and approved by the departmental Graduate Program Coordinator (faculty advisor). Upon approval, students will receive a confirmation email that the department has approved the request.
3. Return to MyGrad Program to pay the non-refundable On-Leave fee via credit card. Students will receive a confirmation email that their quarterly leave has been processed and their registration status for that quarter is "On-Leave."
4. Print confirmation of on-leave verification to be presented for access to the UW libraries.

## International Students

1. Contact the International Student Services (ISS) office to obtain pre-approval to request on-leave status.
2. Complete and submit the online at [www.grad.uw.edu/policies/general/leave\\_notice.pdf](http://www.grad.uw.edu/policies/general/leave_notice.pdf) via MyGrad Program.
3. Request will be reviewed and approved by the departmental Graduate Program Coordinator (faculty advisor). Upon approval, students will receive a confirmation email that the department has approved the request.
4. Request will then be reviewed and approved by the ISS office. Upon approval, students will receive a confirmation email that the ISS office has approved the request.



5. Return to MyGrad Program to pay the non-refundable On-Leave fee via credit card. Students will receive a confirmation email that their quarterly leave has been processed and their registration status for that quarter is "On-Leave."
6. Print confirmation of on-leave verification to be presented for access to the UW libraries and IMA.
3. Numerical grades must be received in at least 18 quarter credits of course work 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.
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.

### Reinstatement to the Graduate School if On-Leave Status was not Secured and Registration not Maintained

Students previously registered in the Graduate School who have failed to maintain graduate student status but wish to resume studies within the same degree program must file a request for reinstatement to the Graduate School. Requests will first be reviewed and approved by the department. Once the department has approved the request and the Graduate School has confirmed students' eligibility for reinstatement, students will be notified to pay a non-refundable reinstatement fee before registering for the requested quarter of reinstatement.

If a student reinstatement request is denied, the individual may submit a new online application and fee for admission to the Graduate School and competitively apply for admission to the same or a different degree-granting unit. An application for re-admission carries no preference and is treated in the same manner as an application for initial admission.

For questions regarding on-leave status, please contact your graduate program advisor or Graduate Enrollment Management Services at [uwgrad@uw.edu](mailto:uwgrad@uw.edu) or 206-685-2630.

### 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 course work 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. The minimum residency requirement for matriculated graduate students is 30 credits. Full-time students achieve this by taking 10 credits per quarter and part-time students achieve this by adding credits from multiple quarters. 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. Excess credits beyond 10 credits per quarter may not be added together to satisfy the residency requirement.
4. 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).
5. 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.
6. Any additional requirements imposed by the graduate program advisor 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.
7. 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.
8. 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.

### Graduate Degree Application Process

Students must submit master's degree requests on the web. Students may submit a request from the first day of the quarter they expect to graduate until the Sunday (midnight Pacific Time) of the ninth week of the quarter they expect to graduate. If degree requirements are not met in the requested quarter, they must submit another degree request for the quarter in which they expect to complete requirements.

#### Master's degree request schedule

Your department may require an earlier request submission date, please consult your department.

Autumn/winter/spring quarters:

- Weeks 1-9 are considered as filing the Request on time
- Weeks 10-11 the request system is closed and no requests are accepted. The next option is to graduate during the following quarter.

Summer quarter:

- Weeks 1-7 are considered as filing the Request on time
- Weeks 8-9 the request system is closed and no requests are accepted. The next option is to graduate during the following quarter.

#### Completing the master's degree request

- When completing the master's degree request, the program will automatically run a degree audit to inform the students of any unsatisfied Graduate School requirements.
- Students will receive an email confirming receipt of their master's degree request and the students' departments are notified through MyGradProgram that a request has been submitted.
- Authorized departmental users enter department contingencies into MyGradProgram and can elect to send an email to the students to notify them of the departmental contingencies. Authorized departmental users will print the master's degree warrants and the warrants will be routed to the students' master's committees in a manner determined by the department.



- By signing the master's degree warrants, the students' committees certify that the students have met all departmental requirements for the degree (except the thesis if one is required) and the warrants must be placed in the students' department file.
- Once the warrants have been signed, the authorized departmental users will recommend whether or not the students are to graduate that quarter and these recommendations are conveyed to the Graduate School through MyGradProgram following the end of the quarter. Emails are sent to the students notifying them that their departments have 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 Graduate School staff.
- The Graduate School enters the final graduation decision into MyGradProgram, email notifications are sent to the students informing them of their graduation status, and authorized department users can view their quarter graduation list in MyGradProgram.

### 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 website at [tacoma.uw.edu/commencement](http://tacoma.uw.edu/commencement).

### 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.

## 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 UW 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 & Enrollment Services or online at [www.washington.edu/students/handbook/conduct.html](http://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 are responsible for using university 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 email, 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 the UW Information Technology website at [www.washington.edu/itconnect](http://www.washington.edu/itconnect).

## 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 Lorre Allen, director of the University of Washington's Office of Equal Opportunity and Affirmative Action, 442A Gerberding Hall, Seattle, Washington 98195, 206-543-1830, [eoaa@u.washington.edu](mailto:eoaa@u.washington.edu).

### 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.

### 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, email 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](http://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 or a lawfully-issued subpoena, no information will be released on students who have restricted release of directory information, including degrees awarded and dates of attendance.

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.

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

# MASTER OF Accounting

The Milgard School of Business Master of Accounting (MAcc) program is a one year, 45-quarter credit full-time professional program. The program will consist of 10 four-credit courses and one five-credit internship. The internship requirement enables students the opportunity to apply their academic skill and knowledge to a specific area of accounting.

The MAcc courses cover key areas of accounting and business knowledge such as advanced topics in accounting, international accounting, planning, control and performance evaluation, financial statement analysis, financial accounting theory, taxation of businesses, and business law and ethics. These courses emphasize the skills and tools for accountants to provide information and assist decision makers. The program's innovative features include international accounting, social reporting, and forensic accounting. The program provides the fifth-year of higher education required for the State of Washington CPA exam.

## Accreditation

The Milgard School of Business at the University of Washington Tacoma has earned accreditation by the Association to Advance Collegiate Schools of Business (AACSB), as determined by the Board of Directors of AACSB International. AACSB was founded in 1916, AACSB International is the longest serving global accrediting body for business schools that offer bachelor's, master's, and doctoral degrees in business and accounting.

## Admission Requirements

A basic qualification for this program is an undergraduate degree with a cumulative GPA of 3.0. Applicants with an undergraduate degree in a discipline outside of accounting will need to complete a set of accounting and business courses which include the intermediate accounting series, cost accounting, audit, individual income tax, business finance and a management class. These classes must be taken at an accredited college or university, either at the undergraduate or graduate level.

If you have taken a course from a college or university that is not listed below, it can be

reviewed by an advisor for admissibility.

Applicants must simultaneously be admitted to the Milgard School of Business and to the Graduate School of the University of Washington. Application information is available on the MAcc website at [tacoma.uw.edu/macc](http://tacoma.uw.edu/macc).

Applications must be submitted in time to meet the Milgard School of Business deadline listed on the website, as this supersedes the Graduate School admissions deadline. The MAcc program admits students for autumn and spring quarters only. Admission is competitive.

The following are required for admission to the Master of Accounting 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 (GMAT) completed within the last five years. GRE scores are also accepted; contact the MAcc advisor for details. (*GMAT waived for master and terminal degree holders and candidates who have passed the CPA exam.*)
- Transcript from any institution where a degree was obtained to include 90 graded credits. Transcripts with post-degree credits may also be submitted. If admitted, a second baccalaureate transcript will be requested by the Graduate School.
- Admission essay
- Reference list form
- Résumé
- 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). See UW Graduate School Memo #8 for details related to English proficiency.

## CONTACT INFORMATION

Phone: **253-692-5630**

Fax: **253-692-4523**

Office: **Dougan 401**

Campus box: **358420**

Website: **[tacoma.uw.edu/macc](http://tacoma.uw.edu/macc)**

Email: **[uwtmacc@uw.edu](mailto:uwtmacc@uw.edu)**

Dean

**Shahrokh Saudagaran**

Associate Dean:

**Greg Rose**

M.Acc. Program Director:

**Ramin Mirsaidi**

Administrator

**Trish Zander**

Advisor

**Sally Schwartz**

- Applicants with transcripts in a language other than English must apply by May 1 to allow extra time for transcript evaluation. These transcripts must be accompanied by an English translation when submitted.

### **Program Cost**

This is a fee-based program and it is possible for students to qualify for some federal and state grants, loans or the work-study program, as well as Master of Accounting scholarships. Students in all fee-based programs and fee-based degrees are ineligible for the tuition exemption program, institutional tuition waivers and the Undergraduate/Graduate University Grant programs, including the Husky Promise program. For information on federal or state aid, contact the Office of Student Financial Aid.

### **2013-2014 Program Fees**

- \$440 per credit for Washington state residents (\$19,800 for the entire program)
- \$550 per credit for non-Washington state residents (\$24,750 for the entire program)
- Technology fee: \$40 per quarter

### **Course Descriptions**

For the most current course information, please consult the University of Washington Course Description website [www.washington.edu/students/crscatt/](http://www.washington.edu/students/crscatt/)

*Note: Courses are open to Master in Accounting students only unless otherwise noted.*

#### **T ACCT 500 Advanced Topics in Financial Accounting (4)**

Investigates advanced accounting issues related to business combinations, foreign currency transactions, financial derivatives, segment and interim reporting, intercompany transactions, SEC regulation and reporting requirements, and revenue recognition. Emphasizes the ability to examine related accounting principles, assess their impact on financial statements, and identify areas of potential misstatements. Prerequisite: Masters in Accounting students only.

#### **T ACCT 501 Financial Accounting Theory (4)**

Examines accounting theory, such as the role of accounting in valuation of securities, performance evaluation, and accounting standards setting. Investigates the scope and limitations of “generally accepted accounting principles,” with special emphasis on the objectives of financial reporting. Prerequisite: Masters in Accounting students only.

#### **T ACCT 502 Financial Statement Analysis (4)**

Examines the analytical tools and research techniques necessary to understand and interpret financial statements for the purposes of making economic decisions from a user’s perspective. Prerequisite: Masters in Accounting students only.

#### **T ACCT 510 Business Regulation, Research, and Communication (4)**

Investigates key issues in the current regulatory business environment. Examines statutory and common law precedent of issues. Examines optimization of results to those key issues evaluated. Emphasizes the development of advanced communication skills pertaining to research regarding regulator issues. Prerequisite: Masters in Accounting students only.

#### **T ACCT 511 Planning, Control, and Performance Evaluation (4)**

Investigates the use of cost accounting information and techniques to support decision-makers as they develop, implement, evaluate, and modify organizational strategy. Examines and evaluates quantitative models and behavioral aspects regarding the use of cost information in decision making. Prerequisite: Masters in Accounting students only.

#### **T ACCT 513 Managerial Accounting for Decision Making and Control (4)**

Introduces the concepts, theories, and practices managers use for decision making and cost control. Discusses the principles and methods of accounting used in reporting information to management that is needed within an organization and how this information can be used by managers to plan, control, and make decisions. Prerequisite: T BUS 503.

#### **T ACCT 520 International Accounting Seminar (4)**

Enhances understanding of international accounting issues. Examines the impacts 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. Prerequisite: T BUS 503.

#### **T ACCT 521 International Accounting (4)**

Examines the causes and effects of global accounting diversity. Investigates issues related to the preparation and use of financial reports across borders. Investigates selected financial reporting and disclosure issues including social responsibility reporting. Emphasizes the nature and importance of emerging capital markets, and managerial accounting issues related to global business. Prerequisite: Masters in Accounting students only.

#### **T ACCT 525 Forensic Accounting Seminar (4)**

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. Prerequisite: T BUS 503.

#### **T ACCT 531 Financial Statement Analysis (4)**

Provides analytical tools and research techniques necessary to understand and interpret financial statements. Prerequisite: T BUS 503.

#### **T ACCT 535 Taxation of Business Entities (4)**

Investigates the effects of income taxes on business strategy. Examine the interaction of income tax considerations with non-tax considerations in business decision-making. Prerequisite: Masters in Accounting students only.

#### **T ACCT 536 Tax Research and Communications (4)**

Examines issues in conducting tax research. Investigates aspects of the research process, including how to find, read, and evaluate primary and secondary sources of tax law. Emphasizes development of advanced communication skills relating to the expression of research findings in taxation. Prerequisite: Masters in Accounting students only. Prerequisite: Masters in Accounting students only.

#### **T ACCT 540 Advanced Auditing (4)**

Examines key issues regarding generally accepted auditing standards, the role of the auditor, professional conduct and ethics, reporting responsibilities, risk assessment, internal control, evidential matter, management fraud, forensic accounting, and auditing of social reports. Prerequisite: Masters in Accounting students only.

#### **T ACCT 550 Governmental and Not-for-Profit Accounting (4)**

Investigates accounting issues for state and local governments, public and private colleges and universities, hospital and health care providers, and other not-for-profit organizations. Examines characteristics that distinguish governmental and not-for-profit entities from for-profit entities. Investigates fund structure and financial reporting issues for various kinds of not-for-profit institutions. Prerequisite: Masters in Accounting students only.

#### **T ACCT 601 Internship (5)**

Provides students with practical knowledge and experience in an accounting environment. Permits students to develop their own strategic plan under faculty guidance. Permits student to preform field work utilizing the skills developed in classroom. Culminates with a research paper expanding on previously developed accounting knowledge. Prerequisite: Masters in Accounting students only.



## Faculty

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### **Shahrokh M. Saudagaran**

*Gary E. & James A. Milgard Endowed Dean and Professor*

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

### **Zoe I. Barsness**

Associate Professor; Management; Ph.D., Northwestern University, 1996

### **Daniel Bryan**

Associate Professor; Accounting; Ph.D., University of Oregon, 2002

### **Zhiyan Cao**

Assistant Professor; Accounting; Ph.D., Yale University, 2006

### **Sergio V. Davalos**

Associate Professor; Management Information Systems; Ph.D., University of Arizona, 1992

### **Haluk Demirkan**

Associate Professor and Executive Director, Center for Information-Based Management; Information Systems and Operations Management; Ph.D., University of Florida, 2002

### **Marion Eberly**

Assistant Professor; Organizational Behavior and Human Resources; Ph.D., University of Washington, 2011

### **Aaron Hastings, CPA**

Senior Lecturer; Accounting; M.P.Acc., University of Washington Foster School of Business, 2002

### **Rupinder Jindal**

Assistant Professor; Marketing; Ph.D., INSEAD, France, 2006

### **Fei Leng, CFA**

Associate Professor; Finance; Ph.D., University of Tennessee, Knoxville, 2006

### **Altaf Merchant**

Associate Professor; Marketing; Ph.D., Old Dominion University, 2008

### **Ramin Mirsaidi, CPA**

Senior Lecturer; Accounting; M.B.A., Indiana University, 1978

### **G. Kent Nelson**

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

### **Stephen Norman**

Associate Professor; Economics; Ph.D., Cornell University, 2006

### **Gregory Noronha, CFA**

Professor; Finance; Ph.D., Virginia Polytechnic Institute, 1990

### **Alexa Perryman**

Assistant Professor; Management; Ph.D., Florida State University, 2008

### **Jill M. Purdy**

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

### **Gregory M. Rose**

Professor; Marketing; Ph.D., University of Oregon, 1995

### **Eugene Sivadas**

Associate Professor; Marketing; Ph.D., University of Cincinnati, 1995

### **Tracy A. Thompson**

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

### **Arindam Tripathy**

Assistant Professor; Accounting and Information Management; Ph.D., University of Texas at Dallas, 2006

### **Douglas T. Wills**

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

# MASTER OF Business Administration

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.

## MBA Vision Statement

The Milgard MBA develops visionary leaders who have the knowledge and managerial capabilities to promote organizational success and sustainability in ways that emphasize accountability to diverse stakeholders in a complex and interdependent world.

## About the Degree Program

The master of business administration (MBA) degree at the Milgard School of Business is a 72-credit graduate degree designed to provide experienced professionals and managers with new tools for responding to the challenges of change. The program encourages managers to develop the integrated base of knowledge and skills needed to lead organizations facing an increasing pace of change. The Milgard School of Business MBA is a comprehensive degree that builds capabilities across the full range of business disciplines.

The primary goal of the MBA is to provide current and future managers with the knowledge necessary to succeed in an increasingly dynamic and complex environment. Students develop a strong mix of leadership, technological, financial, analytical, relational and communication skills. We offer a high quality program that is immediately relevant to practicing managers.

The curriculum develops well-rounded managers who can:

- Develop and articulate the organization's strategic direction
- Identify sources of competitive advantage
- Articulate and implement competitive strategies

- Analyze data using quantitative and statistical tools or relevant technologies so that they can make informed business decisions
- Evaluate and manage formal and informal processes that facilitate the meeting of organizational objectives
- Understand how to motivate, develop, and manage people and teams in ways that foster organizational success
- Demonstrate effective oral, written, and interpersonal communication skills that support and enhance managerial effectiveness
- Demonstrate an understanding of organizational systems including interdependencies and relations among and between functional departments
- Demonstrate an understanding of market dynamics and financial theories that can influence organizational actions and outcomes
- Assess the global, social, political, economic, ethical, and environmental consequences of management decisions
- Use analytical tools to diagnose organizational problems and identify appropriate solutions
- Understand how to launch and assess organizational change initiatives

## Accreditation

The Milgard School of Business at the University of Washington Tacoma has earned accreditation by the Association to Advance Collegiate Schools of Business (AACSB), as determined by the Board of Directors of AACSB International. AACSB was founded in 1916, AACSB International is the longest serving global accrediting body for business schools that offer bachelors, masters, and doctorate degrees in business and accounting.

## Admission Requirements

Applicants must simultaneously be admitted to the Milgard School of Business and to the Graduate School of the University of Washington. Application information is available on the MBA website at *tacoma.uw.edu/mba*. Applications must be submitted

## CONTACT INFORMATION

Phone: **253-692-5630**

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Office: **Dougan 401**

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Website: **[tacoma.uw.edu/mba](http://tacoma.uw.edu/mba)**

Email: **[uwtmba@uw.edu](mailto:uwtmba@uw.edu)**

Dean

**Shahrokh Saudagaran**

MBA Director

**Eugene Sivadas, Ph.D.**

Administrator

**Trish Zander**

Advisor

**Aubree Steffens**

in time to meet the Milgard School of Business deadline listed on the website, 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 (GMAT)* completed within the last five years. GRE scores are also accepted; contact MBA advisor for details.
- A minimum of two years of post-baccalaureate managerial/professional work experience.
- Unofficial transcripts from any institution where a degree was obtained to include 90 **graded** credits. Transcripts with post-degree credits may also be submitted. If admitted, an official baccalaureate transcript will be requested by the Graduate School.
- Two essays. Details about the essays are included in the application information.
- A résumé
- Two professional recommendations
- Applicants holding Permanent Residence Status and an international baccalaureate degree (or higher) must submit scores for the TOEFL exam. Minimum scores are 580 (paper-based), 237 (computerized TOEFLC), 92 (Internet-based TOEFLIBT). See UW Graduate School Memo #8 for details related to English proficiency.
- Applicants with transcripts in a language other than English must apply by May 1 for autumn quarter admissions or November 1 for winter quarter admission to allow extra time for transcript evaluation. These transcripts must be accompanied by an English translation when submitted.

## Program Design

The 72-credit, non-thesis MBA degree has two components:

- Core courses (56 credits)
- Elective courses (16 credits)

The core curriculum addresses key areas of business knowledge via the core courses, which focus on finance, accounting,

marketing, operations, ethics, human behavior, and business strategy. Perspectives on international business are integrated across these courses, which culminate in a capstone course that offers a comprehensive systems perspective on organizations. These courses also emphasize quantitative and qualitative tools for predicting, planning and managing change.

Beyond the core courses, students are required to complete 16 elective credits. The choice of electives will depend on the students' career and educational goals. Students can create a profile of elective courses that allows them to gain additional business knowledge. 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.

## Elective Credits

A minimum of 8 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 independent study—TBUS 569 Analytical Research or TBUS 568 Internship—may be applied toward the MBA degree. MBA electives vary from 2-4 credits to allow greater choice and flexibility with scheduling.

## Transfer Credits from Other Institutions

An admitted MBA student may petition to transfer up to the equivalent of 12 quarter credits of graduate business course work from an AACSB-accredited institution. Graduate credits that have been applied toward a completed degree cannot be transferred.

Applicants may petition by sending a letter to the graduate program advisor. 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 no later than the first week of the quarter preceding graduation.

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 advisor. 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). Only grades of "B" or higher may be transferred.

Course work 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.

## Course Waivers

An admitted MBA student may petition to waive up to the equivalent of 12 quarter credits of MBA core courses. Waiver requests must be accompanied by official transcripts and other documentation such as course syllabi or proof of professional licensing where applicable. If a waiver is approved, the petitioner may select an available elective course with the same number of credits to replace the waived course(s). A waiver will not reduce the required credits needed to earn the MBA.

Waivers may be granted if the graduate committee concludes that a petitioner has demonstrated proficiency in the course material by prior educational training (e.g., undergraduate major or concentration or graduate degree in a specific field) or professional licensing (e.g., CPA). Waivers will only be entertained for graduate course

work completed with a grade of “B” or better or undergraduate course work completed with a grade of “B+” or better.

Students who request waivers may be restricted in the courses they may take to complete their elective. Details of such restrictions will be included in the reply letter to the petitioning student.

### **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 8 elective credits must be taken from Tacoma MBA courses numbered 500 and above.
2. No more than 8 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 and C/NC)**

All courses (core and elective) in the Tacoma MBA curriculum must be taken for a grade. No more than 8 credits of elective courses may come from credit/no-credit (C/NC) electives.

### **Minimum Graduation 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 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 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 website at [www.grad.washington.edu](http://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 website: [tacoma.uw.edu/business](http://tacoma.uw.edu/business).

### **Core Courses (56 credits)**

#### **T ACCT 513 Managerial Accounting for Decision Making and Control (4)**

Introduces the concepts, theories, and practices managers use for decision making and cost control. Discusses the principles and methods of accounting used in reporting information to management that is needed within an organization and how this information can be used by managers to plan, control, and make decisions. Prerequisite: T BUS 503.

#### **T BUS 500 Quantitative Methods in Business (4)**

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.

#### **T BUS 501 Financial Theory (4)**

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.

#### **T BUS 503 Financial Reporting and Analysis (4)**

Focuses on the process by which firms report economic information to users outside the firm (e.g., stockholders, potential investors, creditors, regulatory agencies). Introduces the concepts of financial accounting including preparation and analysis of financial statements.

#### **T BUS 504 Marketing Management (4)**

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.

#### **T BUS 506 Strategic Management (4)**

Focuses on the strategy development process in organizations and on how to create sustainable competitive advantage. Examines the strategic position of organizations, strategic choices for the future, and how one can best translate strategies into action.

#### **T BUS 507 Individual and Team Dynamics (4)**

Examines individual and group dynamics in business organizations to enhance understanding of key issues associated with managing people. Focuses on practice and conceptual training to hone skills in problem definition and problem solving; analysis of organizational dynamics; and managerial action that enhances individual, group, and organizational performance.

#### **T BUS 508 Integrated Systems (4)**

Integrates material learned in the MBA core through immersion in systems theory. Learn to view organizations as open systems and evaluate consequences of business decisions. Uses online simulation to demonstrate the interplay of various subsystems in organizations while competitive forces create an environment of ongoing change.

#### **T BUS 520 Microeconomics for Managers (4)**

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.

#### **T BUS 530 Operations Management in Action (4)**

Examines essential topics in operations management, including operations strategy and planning; process and service design; supply chain and inventory management; quality management and statistical quality control; and forecasting and scheduling. Emphasizes concepts and skills essential for operations management in manufacturing and service firms from a strategic, operational, and analytic perspective. Offered: W.

#### **T BUS 570 Organization Change (4)**

Provides a multiple perspectives approach to managing change. Examines competing perspectives on change stemming from both change management approaches and organizational development approaches. Considers various change methodologies, and explores examples of best practice in change management. Experiential approach encourages the development of skills in change management.

#### **T MGMT 512 Business Ethics and Social Responsibility (4)**

Focuses on the ethical and moral challenges that are an everyday part of organizational life for managers. Addresses the societal consequences of managerial decisions and organizational actions. Considers global variance in ethical standards and impact of ethical behavior on organizational performance.

#### **T MGMT 516 Business Communication (4)**

Explores the functions, elements and types of communication that are important in business settings. Promotes understanding of important communication dynamics, and enhances the ability to communicate strategically and professionally in organizations.

#### **T MGMT 557 Negotiations (4)**

Focuses on negotiation as an essential tool for managers to make deals and resolve disputes. Key topics include negotiation planning and strategy, distributive and integrative bargaining, and communication and power. Emphasis is placed on research-based knowledge and skill acquisition through participation in role-plays.



## **Elective Courses (16 credits)**

### **T ACCT 520 International Accounting Seminar (4)**

Enhances understanding of international accounting issues. Examines the impacts 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. Prerequisite: T BUS 503.

### **T ACCT 525 Forensic Accounting Seminar (4)**

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. Prerequisite: T BUS 503.

### **T ACCT 531 Financial Statement Analysis (4)**

Provides analytical tools and research techniques necessary to understand and interpret financial statements. Prerequisite: T BUS 503.

### **T BUS 505 Information Systems (4)**

Examines key management issues related to the effective use of information systems for operational support, tactical decision making, and strategic activities in various business environments. Uses computer-based assignments to provide an experiential understanding of the issues involved.

### **TBUS 568 Internship (3-5, max. 5)**

Allows students to explore new career avenues or to extend their current career experience into new areas. It involves explaining knowledge and skills through on-site project work with an organization. Prerequisite: Tacoma MBA student and permission of instructor.

### **T BUS 569 Analytical Research (2-4, max. 4)**

Provides an opportunity to work independently exploring specific business topics in greater depth. The students must develop a research proposal and make arrangements with a faculty member to supervise the project prior to course registration. Prerequisite: Tacoma MBA student and permission of instructor.

### **T BUS 590 Special Topics in Business (1-4, max. 12)**

Advanced offerings designed to respond to faculty and student interests and needs.

### **T FIN 521 Macroeconomics for Managers (4)**

Focuses on the use of intermediate macroeconomic theory to understand how different sectors of the economy are inter-related. Emphasizes international markets and how to assess the impact on firms of different macroeconomic policies and events.

### **T FIN 522 Investment Valuation (4)**

Examines the valuation of financial assets including stocks, bonds, and businesses. Focuses on discounted cash flow, risk, market efficiency, dividend discount models, and relative valuation models. Prerequisite: T BUS 501.

### **T FIN 526 Portfolio Management (4)**

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. Prerequisite: T BUS 501

### **T MGMT 518 Business Law (4)**

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: contract, torts, product liability, employment, intellectual property, agency and business organizations.

### **T MGMT 520 Managing Corporate Responsibility (4)**

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.

### **T MGMT 530 Organization Design (4)**

Focuses on the use of organizational design to create successful and sustainable organizations. Addresses organizing work, leveraging knowledge, developing processes, and supporting values to achieve the organization's goals. Examines how managers can achieve alignment of structure, culture, people and processes under conditions of change.

### **T MGMT 532 Strategic Human Resources Management (4)**

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

### **T MGMT 536 Technology Management (4)**

Explores the causes and consequences of technological change and innovation at the level of the economy, industry, and organization. Examines issues regarding the management of technology and innovation, including market entry timing, new product development, corporate venturing, licensing, outsourcing, and strategic alliances.

### **T MGMT 553 Leadership in a Changing World (4)**

Emphasizes knowledge and skills managers need to help organizations anticipate and adapt effectively to change. Focuses on leadership and conflict management styles, planning strategically and managing for change, and dealing with conflict created by change. Explores the impact of change on individuals, teams, and organizations.

### **T MGMT 574 New Business Ventures (4)**

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.

### **T MKTG 520 Services Marketing (4)**

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. Prerequisite: TBUS 504.

### **T MKTG 560 Managerial and Marketing Research (4)**

Examines research design, data collection, and data interpretation as critical elements of diagnosing organizational, managerial, and marketing problems. Provides practical and theoretical insights into gathering information about organizational problems and opportunities. Prerequisite: T BUS 504.

### **T MKTG 580 International Marketing (4)**

Examines the marketing strategies and tactics of companies that conduct international business. Explores how firms identify, research, and enter international markets, and the process used to develop global marketing strategies that are appropriate for those markets. Prerequisite: T BUS 504.

## Faculty

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### **Shahrokh M. Saudagaran**

*Gary E. & James A. Milgard Endowed Dean and Professor*  
International Accounting; Ph.D., University of Washington, 1986

### **Zoe I. Barsness**

Associate Professor; Management; Ph.D., Northwestern University, 1996

### **Daniel Bryan**

Associate Professor; Accounting; Ph.D., University of Oregon, 2002

### **Zhiyan Cao**

Assistant Professor; Accounting; Ph.D., Yale University, 2006

### **Sergio V. Davalos**

Associate Professor; Management Information Systems; Ph.D., University of Arizona, 1992

### **Haluk Demirkan**

Associate Professor and Executive Director, Center for Information-Based Management; Information Systems and Operations Management; Ph.D., University of Florida, 2002

### **Marion Eberly**

Assistant Professor; Organizational Behavior and Human Resources; Ph.D., University of Washington Foster School of Business, 2011

### **Aaron Hastings, CPA**

Senior Lecturer; Accounting; M.P.Acc., University of Washington Foster School of Business, 2002

### **Rupinder Jindal**

Assistant Professor; Marketing; Ph.D., INSEAD, France, 2006

### **Fei Leng, CFA**

Associate Professor; Finance; Ph.D., University of Tennessee, Knoxville, 2006

### **Altaf Merchant**

Associate Professor; Marketing; Ph.D., Old Dominion University, 2008

### **Ramin Mirsaidi, CPA**

Senior Lecturer; Accounting; M.B.A., Indiana University, 1978

### **G. Kent Nelson**

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

### **Stephen Norman**

Associate Professor; Economics; Ph.D., Cornell University, 2006

### **Gregory Noronha, CFA**

Professor; Finance; Ph.D., Virginia Polytechnic Institute, 1990

### **Alexa Perryman**

Assistant Professor; Management; Ph.D., Florida State University, 2008

### **Jill M. Purdy**

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

### **Gregory M. Rose**

Professor; Marketing; Ph.D., University of Oregon, 1995

### **Eugene Sivasdas**

Associate Professor; Marketing; Ph.D., University of Cincinnati, 1995

### **Tracy A. Thompson**

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

### **Arindam Tripathy**

Assistant Professor; Accounting and Information Management; Ph.D., University of Texas at Dallas, 2006

### **Douglas T. Wills**

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

## MASTER OF SCIENCE

# Computer Science and Systems

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

### About the Degree Program

The master's degree in Computer Science and Systems at University of Washington Tacoma is designed for advanced careers in the technology industry and to prepare students to enter a Ph.D. program in computer science. 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 degree requires 40-45 credits, depending on the various degree options.

The MSCSS program is a competitive program focusing on graduate level coursework in computer science through a variety of core courses and advanced electives. It serves a diverse population of students, from those with significant experience and degrees in the field, to those with non-computing-related undergraduate degrees augmented by the requisite undergraduate course work. By broadening this base of students eligible for the program, the Institute encourages a number of undergraduate students to continue their education at the graduate level and attracts an increasing number of nontraditional students who have related work experience and a strong interest in the computing, thereby providing a balanced blend of perspectives and learning experiences.

### Degree Options

There are three options for completing the MS degree in CSS:

- Thesis option
- Capstone project option
- Course-only option

### Thesis Option

The thesis option was designed for graduate students who are prepared and want to engage in innovative research working with one or more Institute faculty members. This research often results in one or more publications in journals or conference proceedings.

Students who select the thesis option must work with a faculty advisor to produce a thesis proposal. The proposal, along with a Proposal to Enroll in MSCSS Capstone, is submitted to the Graduate Committee for approval.

After the Graduate Committee approves the proposal, the student registers for TCSS 700. A total of 10 credits of TCSS 700 must be completed to meet the degree requirements. These units are typically taken in two quarters. TCSS 700 is graded credit/no credit so the course does not count toward the student's grade-point average.

### Capstone Project Option

The capstone project option was designed for graduate students who want to work on a significant technical project as part of their graduate program. Capstone projects typically involve the design, implementation and testing of a moderate to large programming project.

Students who select the capstone project option must work with a faculty advisor to produce a project proposal. The proposal, along with a Proposal to Enroll in MSCSS Capstone form, is submitted to the Graduate Committee for approval.

After the Graduate Committee approves the proposal, the student registers for TCSS 702. A total of 10 credits of TCSS 702 must be completed to meet the degree requirements. These units are typically taken in two quarters.

### CONTACT INFORMATION

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Director

**Robert Friedman**

Graduate Programs Coordinator

**Ankur Teredesai**

Administrator

**Zaide Chavez**

Advisor

**Kimberly Mucke**

TCSS 702 is graded the same way core and elective courses are graded so the grades count toward the student's grade-point average.

### Course-Only Option

Students may choose to take an additional three 500-level electives (15 credits) to satisfy their degree requirements in place of capstone course work. This option is provided for students who are primarily interested in a broader education in computer science. Ten credits of 400-level course work may be substituted for this option.

### Curriculum

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The courses a student may take to satisfy the requirements for the MS degree fall into five categories:

- Prerequisite courses (required of students lacking the equivalent of an undergraduate degree in computer science)
- Core courses (required of all students)
- Elective courses (required of all students)
- Capstone course (required of thesis and project option students)
- Independent study

### Prerequisite Courses: Undergraduate

Students who enter the MS program without a strong computer science background will be advised and required to take undergraduate computer science courses that will prepare them for graduate studies in the field on a case-by-case basis. In general, students should have adequate course work or work experience in the following areas before starting to take graduate-level courses in the MSCSS program:

- Object-oriented programming
- Discrete mathematics
- Data structures
- Analysis of algorithms

Course work/experience in the following is also encouraged:

- Computer organization and architecture
- Database management systems
- Project management and software engineering
- Operating systems

At the time of admission, students will be notified of any required prerequisite courses.

### Core Courses

All graduate students are required to take three core courses:

- TCSS 543 Advanced Algorithms or TCSS 540 Theory of Computing
- TCSS 558 Applied Distributed Computing
- TCSS 598 Research Seminar (typically taken over three quarters)

Core course are typically taken after any required prerequisites have been completed.

### Elective Courses

The number of elective courses a student is required to take depends on the program of study the student has chosen. For students in the course-only option, 30 credits of elective courses are required. Students may request permission from the graduate committee to apply for independent study credit (TCSS 600) toward this total. Most electives will be taken at the 500-level, however, students in the course-only option may take 10 credits of approved 400-level courses and students in the project or thesis option may take five credits of 400-level courses. Graduate students should request prior approval from the Graduate Committee before registering for any 400-level courses.

### Independent Study (TCSS 600)

After taking the core courses, a student may develop a strong interest in a specific area of computer science that is not covered in any elective course being offered. In this case, the student may propose to substitute an independent study course for an elective course. To do this, the student must first find a faculty member who will supervise the independent study and then submit the proposed plan of study to the Graduate Committee for approval in the quarter prior to being undertaken.

### Thesis and Capstone Project Courses (TCSS 700 and 702)

Students enrolled in the thesis option are required to take 10 credits of TCSS 700 and students in the project option are required to take 10 credits of TCSS 702. These courses are taken in place of 10 credits of elective courses. If a student chooses to switch from the thesis or project option to the course-only option, the credits from 700 and 702 will not count as elective credits.

### Admission Requirements

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Admission to the master of science in Computer Science and Systems is competitive and based on acceptance by the UW Graduate School and the Institute of Technology graduate committee.

### Requirements

- Baccalaureate degree from an accredited institution of higher learning with at least a 3.0 GPA for the last 90 credits (quarter system).
- Competitive GRE scores on a test taken within the last five years
- Completed application forms
- Personal statement
- Résumé
- Three letters of recommendation

Those interested in enrolling in the master of science in Computer Science and Systems should make an appointment with an advisor by calling 253-692-5860. Details about the curriculum and prerequisites, along with application materials and admissions requirements, are available on the Institute's website at [tacoma.uw.edu/tech](http://tacoma.uw.edu/tech).

### Graduate Nonmatriculated (GNM) Status

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Graduate nonmatriculated (GNM) enrollment is beneficial to those who are interested in professional development or beginning work toward a graduate degree. A GNM is a post-baccalaureate student who wants to take graduate courses, but who has not been admitted by the Graduate School to a degree program. GNM status allows qualified students to earn graduate credits in an area of interest. A total of 12 credits can apply toward a graduate degree. This status is not available to international students on F-1 visas. Acceptance as a GNM student does not imply nor does it confer priority for later admission to the Graduate School for pursuit of a degree. GRE scores are not required to apply for GNM status.

### Satisfactory Progress

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Students are required to maintain satisfactory progress meeting the university and program standards relative to scholarship and performance in pursuit of the master's degree including each of the following:

- Maintain a cumulative 3.0 GPA
- Earn a quarterly GPA of 3.00 or higher
- Earn a grade of 2.7 or higher in each required course
- Make adequate progress with the thesis or capstone project, if pursuing this option, as demonstrated by the faculty advisor or committee chair, including interest, responsibility in working toward completion of project or thesis, and number of credits taken before a proposal has been approved.



## Course Descriptions

For the most current course information, please consult the Institute of Technology website: [tacoma.uw.edu/tech](http://tacoma.uw.edu/tech).

### TCSS 522 Computer Operating Systems (5)

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)

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)

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 541 Concurrency in Computation (5)

Covers the design and verification of concurrent algorithms, both for processes using shared variables and synchronization primitive and for processes using message exchange. Includes axiomatic semantics for and correctness proofs of sequential and concurrent programs, and concepts of synchronization, indivisible actions, safety, progress, and fairness.

### TCSS 543 Advanced Algorithms (5)

Prepares students for analysis and use of advanced algorithms. Covers advanced graph, number theoretical (with applications to cryptography), one-line, approximation (with performance guarantees), and probabilistic algorithms. Covers Turing machines and NP-completeness. Not available for elective credit.

### TCSS 545 Database Systems Design (5)

Covers fundamental database concepts; relational databases; conceptual data modeling; entity relational diagrams and UML; logical and physical design; SQL commands and queries; query optimization; Web database applications development; transaction management; distributed and object-oriented databases; data warehousing and data mining; XML query language; image and text retrieval; data storage and indexing. Not available for elective credit.

### TCSS 552 Interaction Design (5)

Examines the design of interactive products and services supporting human activity in a variety of settings. Focuses on user inquiry, sketching, prototyping, brainstorming, and usability testing. Cultivates reflective practice within a human-centered design paradigm.

### TCSS 555 Data Mining (5)

Covers methods and systems for data mining and discovering knowledge from data; mining system architecture/tasks; concept learning; text/multimedia mining; decision trees; bayesian and belief networks; neural networks; case-based reasoning; cluster and multidimensional analysis; tools to build new applications; knowledge discovery.

### TCSS 558 Applied Distributed Computing (5)

Covers techniques and concepts associated with constructing software that is distributed, reliable, efficient, and extensible; programming multi-threaded applications, communication among objects on different computers, creating a server accessed by multiple clients, using common object design patterns, locating and tailoring components. Prerequisite: TCSS 545 and TCSS 572 or equivalents. Not available for elective credit.

### TCSS 559 Web Services (5)

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. Prerequisite: TCSS 558.

### TCSS 560 Software Engineering (5)

Prepares students for developing software applications within a human and organizational setting. Focuses on the software development lifecycle, requires gathering and analysis, design methodologies and notations, verification and validation, software measurement, and quality assurance. Not available for elective credit.

### TCSS 566 Computer-Mediated Communications (5)

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. Involves development of significant collaboration application and research paper.

### TCSS 570 Introduction to Parallel Computing (5)

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. Prerequisite: TCSS 543.

### TCSS 572 Computing Systems Design (5)

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)

Covers simple ciphers, block and stream ciphers, attacks, public-key ciphers, electronic signature, cryptographic algorithms, and real-world examples. Prerequisite: TCSS 543.

### TCSS 588 Bioinformatics (5)

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; grid computing. Prerequisite: TCSS 543.

### TCSS 590 Special Topics in Computing and Software Systems (1-5, max, 30)

Examines current graduate-level topics and issues associated with computing and software systems. Prerequisite: permission of instructor.

### TCSS 598 Masters Seminar in CSS ([1-5]-, max. 5)

Surveys the canonical literature pertinent to a master's degree in CSS. Readings in research and applied computing are assigned to provide a grounding in Masters level work. Weekly discussions of topics taken from the readings. Not available for elective credit.

### TCSS 600 Independent Study or Research (\*-)

Examines current topics and issues associated with computing and software systems. Prerequisite: permission of instructor.

### TCSS 700 Master's Thesis (\*-)

Provides an opportunity to demonstrate comprehensive knowledge in CSS. Completes a research project led by a CSS graduate faculty advisor. Prerequisite: TCSS 543; TCSS 558; TCSS 598; permission of instructor required

### TCSS 702 Design Project in Computing and Software Systems ([1-10]-, max. 10)

Provides an opportunity to demonstrate comprehensive knowledge in CSS. Develops a significant design and implementation project led by a CSS faculty graduate advisor. Prerequisite: TCSS 543; TCSS 558; TCSS 598; permission of instructor required.

## Faculty

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### **Robert Friedman**

*Director and Professor*

Ph.D., City University of New York, 1993

### **Yan Bai**

Associate Professor; Computer Engineering;

Ph.D., University of British Columbia, 2003

### **Orlando Baiocchi**

Professor; Electrical Engineering; Ph.D.,

University College in London, 1976

### **Senjuti Basu-Roy**

Assistant Professor; Computer Science; Ph.D.,

University of Texas at Arlington, 2011

### **Donald Chinn**

Associate Professor; Computer Science; Ph.D.,

University of Washington, 1995

### **Sam Chung**

Associate Professor; Computer Science; Ph.D.,

University of South Florida, 1995

### **Larry A. Crum**

Professor Emeritus; Electrical Engineering;

Ph.D., Marquette University, 1971

### **Ling Ding**

Assistant Professor, Institute of Technology;

Computer Science; Ph.D., University of Texas

Dallas, 2012

### **George Mobus**

Associate Professor; Computer Science; Ph.D.,

University of North Texas, 1994

### **Moshe Rosenfeld**

Professor Emeritus; Mathematics; Ph.D.,

Hebrew University of Jerusalem, 1967

### **Jie “Jenny” Sheng**

Assistant Professor; Electrical Engineering;

Ph.D., University of Alberta, 2002

### **Josh Tenenberg**

Professor; Computer Science; Ph.D.,

University of Rochester, 1988

### **Ankur Teredesai**

Associate Professor; Computer Sciences;

Ph.D., University at Buffalo, State University of  
New York, 2002

# MASTER OF Cybersecurity & Leadership

The Master in Cybersecurity and Leadership (MCL) program leverages the resources of the University of Washington's mission Center for Information Assurance and Cybersecurity by extending the reach of the Center's related certification courses to new military populations in the South Sound. By identifying, addressing, and promoting solutions for issues of information assurance and cybersecurity, MCL will serve as an educational foundation for invention, innovation, and entrepreneurship in the state of Washington, thereby sustaining the vitality of existing and prospective IA and cybersecurity industries.

## About the Degree Program

The master's degree in Cybersecurity and Leadership is designed for those with a bachelor's degree who are seeking a competitive advantage for advancement, either within the military or in government agencies and the private sector, for positions of responsibility in the growth areas of cybersecurity operations and personnel leadership. This program will provide an essential service to our students and the local cybersecurity cluster and related information assurance communities.

The MCL program provides a thorough knowledge base for managers and technology leaders concerned with the design, development, implementation, operation, and management of cybersecurity systems, and the protection of an organization's information assets. Graduates will have the necessary skills to effect organizational change and protect companies from the cyber threat.

## Curriculum

The Master in Cybersecurity and Leadership is a non-thesis, 40 credit-hour cohort based program, with a balance between a technically-oriented curriculum focused on understanding the basic operations and functionality of cybersecurity systems and information assurance and a more behaviorally-oriented curriculum focused on the management of technical professionals and organizational leadership. Ten 4-credit courses will be offered over 8-week periods. Instruction will be twice a week in the evenings.

Student learning outcomes include a practical understanding of the principles of data protection, network security and counter cyber-terrorism techniques; as well as a solid understanding of how to ethically lead, communicate and effect strategic change in technical departments and in organizations. Graduates of the MCL program will be well versed in advanced information assurance knowledge and they will be effective leaders who are able to contribute to their organization's effectiveness.

## Program Learning Objectives

- Identify and critically assess issues and concepts related to the protection of information and information systems.
- Use risk management principles to assess threats, vulnerabilities, countermeasures and impact contributions at risk in information systems.
- Create policies and standard operating procedures for organizations that are ethically, morally and legally sound.
- Illustrate and explain fundamental architectures of networks and the Internet, as well as their underlying protocols.
- Understand the concepts inherent in information security architectures.
- Understand the key functions and challenges of organizational communication, including the factors that can hinder and facilitate effective communication in business settings.

## CONTACT INFORMATION

Phone: **253-692-5860**

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Office: **Cherry Parkes 206**

Campus box: **358426**

Website: **tacoma.uw.edu/mcl**

Director, Institute of Technology  
**Robert Friedman**

Dean, Milgard School of Business  
**Shahrokh Saudagaran**

Graduate Program Coordinator  
**Bryan Goda**

Advisor  
**Morgan Zantua**

*The Master of Cybersecurity and Leadership is offered jointly by the Institute of Technology and the Milgard School of Business.*

- Recognize ethical dilemmas and social responsibilities.
- Formulate and implement strategy and effectively manage change.

Two 8-week courses will be taught concurrently. One of the courses will be from the Institute of Technology, the other will be taught by the Milgard School of Business. The courses will build on each other and by Module 5 students will be able to complete capstone projects.

### Transfer Credits

An admitted student may petition to transfer up to the equivalent of 12 quarter credits of graduate coursework earned from the National Defense University Master of Science in Government Information Leadership program. Graduate credits that have been applied toward a completed degree cannot be transferred.

### 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. In cases where the undergraduate GPA is below 3.0, applicants can meet individually with an advisor to determine alternate qualifications. A degree in computer science or information technology is not required; however, any entering student should complete the online Benefit course:

<http://courses.washington.edu/benefit/FIT100/index.html>

This course will provide an applicant with concepts and capabilities to apply today's information technology effectively. This course was developed by the University of Washington Education Outreach program under a National Science Foundation grant.

### How to Apply

Please note that application materials are available online only. Application instructions and requirements are found here:

[tacoma.uw.edu/mcl/apply](http://tacoma.uw.edu/mcl/apply)

Applicants should review the policies and detailed information regarding all required admissions forms and documents. Please pay careful attention to the instructions. Only complete applications will be considered for admission.

### Application Process

Students interested in pursuing graduate study at the Institute of Technology must apply to both the UW Graduate School and the UW Tacoma master of Cybersecurity and Leadership degree program.

### Graduate School Application

Application to the UW Graduate School must be completed online at:

[www.grad.washington.edu/ApplyForAdmission](http://www.grad.washington.edu/ApplyForAdmission)

A credit or debit card (or electronic check with U.S. bank account) is required for the application fee.

### Application for admission to the Master's in Cybersecurity and Leadership

The M.S. in Cybersecurity and Leadership application is part of the UW Graduate School application system. Once this form has been submitted, be sure to notify the Institute of Technology of any change of address or other contact information.

### Personal Statement

Your personal statement should explain why you have decided to apply to the master's degree program in Cybersecurity and Leadership. Please describe: (a) how your education and professional experience have prepared you for the program and (b) what you expect to gain from the program. Include any other information which you feel may be relevant to your application. The personal statement should not exceed two pages.

### Résumé

You must submit a copy of your current résumé.

### Transcripts

Upload one transcript from each post-secondary school you attended in the online application or mail transcripts to the University of Washington Tacoma, attention MCL program. Upon receiving an offer of admissions, official transcripts, in a sealed envelope with the school registrar's signature across the seal, must be submitted to The Graduate School in Seattle.

### Graduate Record Exam (GRE)

Applicants to the MCL must take the GRE general exam. The test must have been taken within the last five years for scores to be considered current. Request that ETS ([www.ets.org](http://www.ets.org)) send your scores directly to the University of Washington. The institution code for the GRE is 4854.

### Recommendations

Three letters of recommendation are required. If you have graduated within the last two years with a bachelor's degree, two of the three references should be academic references. If you have been out of school more than two years, your references can be from individuals who are familiar with your academic success, work or volunteer experience. Personal recommendations from friends or family members will not be considered.

We suggest that you request recommendations and transcripts at least six weeks before the priority application date to ensure their timely arrival.

### Preparation for the Master's Degree: Post-baccalaureate Status

Students who need to complete the prerequisites may opt to begin with a post-baccalaureate application, since all of the prerequisite courses are offered at the undergraduate level. After successfully completing the majority of these courses, students will apply for graduate admission.

[tacoma.uw.edu/admissions/postbaccalaureate-admission](http://tacoma.uw.edu/admissions/postbaccalaureate-admission)

### Course Descriptions

*Note: The Business courses listed below are sections specifically for Master of Cybersecurity and Leadership students only unless otherwise noted.*

#### Cybersecurity Courses

##### T INFO 501 Principles of Cyber Security (4)

Introduces cyber security. Provides the basics of information security and lays a foundation for taking advanced courses. Includes concepts of confidentiality, risk analysis, countermeasures, integrity, risk management, and availability. Offered: W.

##### T INFO 502 Information Assurance, Cyber-security, and Risk Management in Context (4)

Examines the concepts, processes, and skills related to risk management in information assurance involving risk assessment, risk analysis, and mitigation planning. Analysis of the risk management process through several structured approaches that facilitate information assurance decision-making. Offered: Sp.

##### T INFO 503 Designing and Executing Information Assurance and Cyber-security Strategies (4)

Applies and combines information assurance concepts, processes, and skills to solve information assurance and cyber-security case studies. Offered: Sp.

##### T INFO 504 Network and Internet Security (4)

Studies the technologies of information security policies, standards, and procedures. Topics include: security policy design and incident response; and tools and techniques to defend against, react to, and recover from a cyber-attack. Covers cryptographic methods including public and private key algorithms and their applications on confidentiality, authentication, and data integrity. Offered: W.



**T INFO 505 Building an Information Risk Management Toolkit (4)**

Studies how an organization approaches technology decisions, including consideration of specific security requirements and goals that technology investments must address in support of the organization's mission. Explores how technology investments reduce the cost and complexity of managing and operation an information infrastructure while maintaining appropriate levels of cybersecurity.

**Leadership Courses****T BUS 506 Strategic Management (4)**

Focuses on the strategy development process in organizations and on how to create sustainable competitive advantage. Examines the strategic position of organizations, strategic choices for the future, and how one can best translate strategies into action.

**T BUS 507 Individual and Team Dynamics (4)**

Examines individual and group dynamics in business organizations to enhance understanding of key issues associated with managing people. Focuses on practice and conceptual training to hone skills in problem definition and problem solving; analysis of organizational dynamics; and managerial action that enhances individual, group, and organizational performance.

**T BUS 570 Organization Change (4)**

Provides a multiple perspectives approach to managing change. Examines competing perspectives on change stemming from both change management approaches and organizational development approaches. Considers various change methodologies, and explores examples of best practice in change management. Experiential approach encourages the development of skills in change management.

**T MGMT 512 Business Ethics and Social Responsibility (4)**

Focuses on the ethical and moral challenges that are an everyday part of organizational life for managers. Addresses the societal consequences of managerial decisions and organizational actions. Considers global variance in ethical standards and impact of ethical behavior on organizational performance.

**T MGMT 516 Business Communication (4)**

Explores the functions, elements and types of communication that are important in business settings. Promotes understanding of important communication dynamics, and enhances the ability to communicate strategically and professionally in organizations.

**Faculty**

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**Yan Bai**

Associate Professor, Institute of Technology; Computer Engineering; Ph.D., University of British Columbia, 2003

**Zoe I. Barsness**

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

**Sam Chung**

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

**Marc Dupuis**

Lecturer, Institute of Technology; Information Science; M.S., University of Washington, 2011

**Christopher Gilbert**

Lecturer, Milgard School of Business

**Bryan Goda**

Professor and Military Liaison, Institute of Technology; Computer Engineering; Ph.D., Rensselaer Polytechnic Institute, 2001

**G. Kent Nelson**

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

**Alexa Perryman**

Assistant Professor, Milgard School of Business; Management; Ph.D., Florida State University, 2008

**Tracy A. Thompson**

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

# Education

Master of Education • Educational Administrator • Teacher Certification

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.

## About the Degree Program

The master of education (M.Ed.) degree is organized under the umbrella of the Education Program at UW Tacoma. Within that framework, we offer the following M.Ed. programs:

- K-8 Teacher Certification with Special Education
- K-8 Teacher Certification with English Language Learners
- Secondary Teacher Certification in Science or Mathematics
- General Master of Education for Practicing Educators
- Educational Administrator

Programs vary in length, focus and requirements. Some are part-time and some are full-time. Upon acceptance, all students are assigned an advisor to find the most reasonable and efficient means of reaching their desired goal.

## Degree Requirements

Each M.Ed. student must satisfy both Graduate School and Education Program minimum degree requirements. It is the responsibility of each graduate student to complete the required course work as stipulated for each degree option.

### Graduate School

The Graduate School's minimum requirements for the master of education (M.Ed.) degree are summarized below. A complete list and explanation of the requirements can be found on the following web page:

[www.grad.washington.edu/students/masters/](http://www.grad.washington.edu/students/masters/)

The Graduate School supports all department requirements and will not authorize graduation unless the department has indicated that the student has satisfied the requirements.

Students are encouraged to visit the Education Program office or website ([tacoma.uw.edu/education](http://tacoma.uw.edu/education)) for assistance in understanding the various program requirements, obtaining forms, or locating other services on campus. Each student must meet with an advisor to develop a program plan that will lead to the completion of degree requirements.

## 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. Student interns will begin their Autumn Quarter Field Experience the first day of public schools, or earlier to attend building orientations or professional development days. Please note you may need to start your Field Experience as early as mid to late August.

Students may choose to earn certification in K-8 Elementary Education with a Special Education or English Language Learners (ELL) endorsement.

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 may be taken in the evening and are conducive to a working teacher's schedule.

## CONTACT INFORMATION

Phone: **253-692-4430**

Fax: **253-692-5612**

Office: **WCG 324**

Campus box: **358435**

Website: **[tacoma.uw.edu/education](http://tacoma.uw.edu/education)**

Director

**Kären Landenburger**

Administrator

**Sarah Miksa**

Advisors

**Lauren Hibbs**

**Carla Van Rossum**

Certification Specialist

**Lauren Hibbs**

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 teacher 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 School. 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 complete application file.
- Submit one official sealed transcript from each collegiate institution attended.
- Have completed courses in the subject areas listed in the chart on this page. All courses must be 100-level or above and must have a grade of 2.7 or better.
- Submit the program selection document.
- Submit a personal goal statement. For goal statement requirements and guidelines, please go to [tacoma.uw.edu/education-program/k-8-certification-how-apply](http://tacoma.uw.edu/education-program/k-8-certification-how-apply).
- Submit a résumé of professional experience, educational background and other relevant information including volunteer experience.
- Submit two 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 scores for the Washington Educator Skills Test-Basic (WEST-B) or other allowable equivalent tests. For more information, go to [pathway.pesb.wa.gov](http://pathway.pesb.wa.gov).
- Personal interview: Be prepared for a March interview which will be conducted in a group format. You should prepare as you would for a job interview. This means

## K-8 CERTIFICATION PREREQUISITE COURSE REQUIREMENTS

### Writing

Two (2) writing-intensive courses - e.g. English composition AND literature (or other writing-intensive course)

### 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 course work is required, but please see "Technology Skills Required" document at: [tacoma.uw.edu/education](http://tacoma.uw.edu/education)

you should dress as you would for teaching. In addition to responses to interview questions, faculty will be considering communication skills, professional behavior and your current perspective regarding teaching. This is an opportunity for you to shine as a prospective member of the cohort and to demonstrate professional skills. Please consider this in your planning and preparing for the interviews. The interview is required as part of the admissions process.

## Program Plans

Program plans are available on our website at [tacoma.uw.edu/education-program/admissions-0](http://tacoma.uw.edu/education-program/admissions-0).

## K-8 Certificate and Degree Requirements

In addition to the state of Washington certification requirements, all students must complete the following course work:

TEDUC 463	Arts in the Schools
TEDUC 483	Health Education and Child Abuse Issues
TEDUC 501	Foundations of Education: Policy, Ethics and Philosophy
TEDUC 507	Portfolio
TEDUC 510	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 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

(15 credits required)

- Complete the following courses:
  - TEDUC 502 Learning about Learning
  - TEDUC 503 Educational Measurement
  - TEDUC 504 Understanding Educational Research
- Complete a project course sequence:
  - TEDUC 599 Culminating Project (3)
  - TEDUC 599 Culminating Project (3)

## K-8 / Special Education Certificate and Degree Requirements

In addition to the state of Washington certification requirements, all students must complete the following course work:

TEDUC 463	Arts in the Schools
TEDUC 501	Foundations of Education: Policy, Ethics, and Philosophy
TEDUC 502	Learning about Learning
TEDUC 503	Educational Measurement
TEDUC 504	Understanding Educational Research
TEDUC 507	Portfolio
TEDUC 510	Science Methods
TEDUC 520	Multicultural Education
TEDUC 527	Content Literacy
TEDSP 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 and Practices I
TEDSP 551	Special Education Principles and Practices II
TEDUC 554	Language Arts
TEDUC 560	Math Methods I
TEDUC 561	Math Methods II
TEDSP 587	Field Experience I
TEDUC 588	Field Experience II
TEDSP 589	Field Experience III
TEDUC 590	Reflective Seminar

(The above courses represent five full-time quarters of study beginning in summer quarter.)

## Additional Degree Requirements

(18 credits required)

During year two of the Dual Track Certification program, courses designed to support new teachers in their first year of teaching (induction year) will be offered during late afternoons (4:15 p.m.). Mentoring designed to coordinate with the university program also will be offered.

## Washington State Certification

Upon successful completion of the Teacher Certification program and a passing score on the WEST-E 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 WEST-E exam for Special Education is also required.

Students may qualify for additional endorsements based on a passing score on the WEST-E for their endorsement area. For more information on the WEST-E exam, go to [www.west.nesinc.com](http://www.west.nesinc.com).

# Secondary Education

The master of education program with a focus on secondary education partners with local schools to prepare future teachers to help students in middle and high school gain knowledge and success in science or mathematics. The preparation of secondary teachers in science or mathematics education addresses among the most significant gaps in the teacher corps today.

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. It is a 56-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 and space science, biology or mathematics 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 School. 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 complete application file.
- Submit one official sealed transcript from each collegiate institution attended.
- Have completed prerequisite coursework. Courses must be 100-level or above and you must earn a grade of 2.0 or better in science or math content courses and at least a 2.7 in developmental psychology. Submit a prerequisite worksheet for either science or mathematics with your application materials (available at [tacoma.uw.edu/education-program/admissions-requirements-3](http://tacoma.uw.edu/education-program/admissions-requirements-3)).
- Submit the program selection document.
- Submit a personal goal statement. For goal statement requirements and guidelines, please go to [tacoma.uw.edu/education-program/admissions-requirements-3](http://tacoma.uw.edu/education-program/admissions-requirements-3).
- Submit a résumé of professional experience, educational background and other relevant information including volunteer experience.
- Submit two 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 scores for the Washington Educator Skills Test-Basic (WEST-B) or other allowable equivalent tests. For more information, go to [pathway.pesb.wa.gov](http://pathway.pesb.wa.gov).
- Submit WEST-E scores (in content area). For more information, go to [www.west.nesinc.com](http://www.west.nesinc.com)

- Personal interview: Be prepared for a March interview which will be conducted in a group format. You should prepare as you would for a job interview. This means you should dress as you would for teaching. In addition to responses to interview questions, faculty will be considering communication skills, professional behavior and your current perspective regarding teaching. This is an opportunity for you to shine as a prospective member of the cohort and to demonstrate professional skills. Please consider this in your planning and preparing for the interviews. The interview is required as part of the admissions process.

## Program Plans

Program plans are available on our website at [tacoma.uw.edu/education-program/program-plan-7](http://tacoma.uw.edu/education-program/program-plan-7).

## Washington State Certification

Upon successful completion of the Secondary 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 and space science, biology or mathematics for grades 5-12.

## Secondary Education Degree Requirements

In addition to the state of Washington certification requirements, all students must complete the following course work:

- TEDSS 511 or TEDSM 517 Secondary Science or Math Methods I
- TEDSS 512 or TEDSM 519 Science or Math Methods II
- TEDUC 539 Principles of Secondary Instruction and Assessment

(The above three certification courses must be taken in consecutive quarters.)

- TEDUC 501 Foundations of Education: Policy, Ethics and Philosophy
- 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 for Secondary Schools
- TEDUC 535 Literacy Instruction for Secondary Schools
- TEDUC 587 Field Experience I
- TEDUC 588 Field Experience II
- TEDUC 590 Reflective Seminar



## Additional Degree Requirements

(15 credits required)

- Complete the following courses:
  - TEDUC 502 Learning about Learning
  - TEDUC 503 Educational Measurement
  - TEDUC 504 Understanding Educational Research
- Complete a **project** course sequence:
  - TEDUC 599 Culminating Project (3)
  - TEDUC 599 Culminating Project (3)

# 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 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. 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 [tacoma.uw.edu/education](http://tacoma.uw.edu/education).

## Degree Requirements

There are four 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 12 quarter credits as follows:

- TEDUC 501 Foundations of Education: Policy, Ethics and Philosophy (3)
- TEDUC 502 Learning about Learning (3)
- TEDUC 503 Educational Measurement (3)
- TEDUC 504 Understanding Educational Research (prerequisite: TEDUC 503) (3)

2. The **study option** provides focused study in one specialized area of education. Students must select *one* study option below and complete required courses.

- Curriculum and Instruction
- Special Education
- Student Academic and Social Success
- Teaching English Language Learners (TELL)

3. The **education electives** provide an opportunity to explore areas of individual interest. Courses must be selected from offerings within the Master of Education program and in consultation with an advisor. *Note: Only required for TELL study options.*

4. 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. *Note: The Culminating Experience for the Special Education study option requires a full-time, daytime practicum during spring quarter.*

## 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. Applicants who do not meet this requirement may still be eligible for admission depending on the quality of their complete application file.
- Submit one official sealed transcript from each collegiate institution attended.
- Submit a personal goal statement. For goal statement requirements and guidelines, please go to [tacoma.uw.edu/education-program/admissions-requirements-5](http://tacoma.uw.edu/education-program/admissions-requirements-5).
- Personal data form.
- Submit two letters of recommendation.
- Submit a teaching certificate or have equivalent teaching experience.

## Application Procedures

Applicants must apply online to the UW Graduate School **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.

# 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 and internship beginning in summer quarter. Upon successful completion of all certificate requirements, students will earn a residency principal or program administrator certificate.

Leadership, management and instruction are three distinct components that are emphasized in each of the four quarters. Course work 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 School. 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. Applicants who do not meet this requirement may still be eligible for admission depending on the quality of their complete application file.
- Submit one official sealed transcript from each collegiate institution attended.
- Submit a personal goal statement of approximately 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.
- Submit a résumé of professional experience, educational background and other relevant information including volunteer experience.

- Submit the Internship Agreement form.
- Submit three letters of recommendation, one of which must come from the sponsoring principal/administrator.
- Submit a valid teaching or Educational Staff Association certificate.
- Submit Prerequisite Experience Form.
- Participate in a personal interview (*by invitation only*).

## Educational Administrator Certificate Requirements

In addition to the state of Washington Residency Principal or Program Administrator Certificate requirements, all students must complete the following course work:

- TEDADM 570 Curriculum and Instruction
- TEDADM 571 Introduction to Leadership
- TEDADM 572 School Law for Educational Administrators
- TEDADM 573 Supervision of Instruction
- TEDADM 574 Issues in Educational Leadership
- TEDADM 575 Leadership in a Changing Society
- TEDADM 576 School Wide Assessment
- TEDADM 577 School Finance and Educational Policy
- TEDADM 578 Group Leadership in Educational Administration
- TEDADM 579 Human Resources
- TEDADM 580 Reflective Seminar
- TEDADM 581 Internship

Additional requirements for those not holding a master's degree (12 credits required):

- TEDUC 501 Foundations of Education: Policy, Ethics and Philosophy
- TEDUC 502 Learning About Learning
- TEDUC 503 Educational Measurement
- TEDUC 504 Understanding Educational Research

## Program Plans

Program plans are available on our website at [tacoma.uw.edu/education-program/program-plan-8](http://tacoma.uw.edu/education-program/program-plan-8).

## Course Descriptions

For the most current course information, please consult the Education program website: [tacoma.uw.edu/education](http://tacoma.uw.edu/education).

### Educational Administrator

#### TEDADM 570 Curriculum and Instruction (4)

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.

#### TEDADM 571 Introduction to Leadership (2)

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.

#### TEDADM 572 School Law for Educational Administrators (3)

Explores federal and state law that principals and district administrators are responsible to know and administer, including special education.

#### TEDADM 573 Supervision of Instruction (3)

Advances the knowledge of curriculum and instruction models into the domain of supervision of individuals and groups of staff in instruction. Assists staff in designing and implementing professional self-improvement goals.

#### TEDADM 574 Issues in Educational Leadership (3)

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.

#### TEDADM 575 Leadership in a Changing Society (3)

Addresses the issue of how one in a position of educational leadership understands and copes with changes in cultures, and socio-political environments as they impact schools.

#### TEDADM 576 School-Wide Assessment (3)

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.

#### TEDADM 577 School Finance and Educational Policy (3)

Addresses issues of school finance from national, regional, and local perspectives. Deals with district and school budgeting, fund raising, levies, ASB and athletic funding issues, as well as legislative relations.

#### TEDADM 578 Group Leadership in Educational Administration (3)

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.

#### TEDADM 579 Human Resources (4)

Addresses critical role of management of human resources that is key to effective educational administration. Topics include hiring, mentorship, collective bargaining, strategic staff planning, communication patterns, justice issues, and evaluation of staff.

#### TEDADM 580 Reflective Seminar for Administrators (1-3, max. 3)

All interns meet and reflect on field experience, providing insight and support for one another as well as referring to evidenced based best practices discovered through the literature.

#### TEDADM 581 Internship for Administrators ([2-4]-, max. 14)

Field-based practicum which focuses on the application of theoretical and research knowledge in instruction, management, and leadership.

## Secondary Mathematics Education

#### T EDSM 505 Teaching and Learning Mathematics in the Middle Grades (3)

Examines methods for teaching mathematics in grades 5-8. Emphasizes pedagogy, curriculum, and assessment practices that promote equity and are aligned with state and national content and teaching standards. Meets the needs of pre-service teacher candidates and in-service teachers seeking knowledge in middle level mathematics.

#### T EDSM 517 Secondary Math Methods I (3)

Examines research on mathematical learning and achievement of middle school and high school youth. Covers psychological, institutional, community, and political factors that support and challenge mathematical learning. Covers content strands aligning to state and national standards including rational number, proportional reasoning, and algebra/function.

#### T EDSM 519 Secondary Math Methods II (3)

Examines research-based methods for teaching mathematics at the secondary level. Emphasizes pedagogy, curriculum, and assessment practices that promote equity and support active mathematics learning and advancement for diverse students.

## Secondary Science Education

### T EDSS 511 Secondary Science Methods I (3)

Builds on students' content knowledge in the sciences and helps them use well researched approaches to teach that content to secondary students. Examines scientific literacy, inquiry as a pedagogical practice, and general best practices with respect to laboratory safety.

### T EDSS 512 Secondary Science Methods II (3)

Uses researched approaches to build on pedagogical content knowledge in the sciences and education to develop grade 5-12 curriculum and teaching skills. Uses the National Science Education Standards to explore scientific literacy, technology, science and society, reading and writing in science education, and equity and inclusion in science education. Prerequisite: T EDSS 511.

## Special Education

### T EDSP 513 Issues in Autism for Educators (3)

Prepares general and special education teachers to serve children who are diagnosed with Autistic Spectrum Disorder (ASD) in a variety of settings with a specific focus on inclusion and positive behavior supports. Offers specific and evidence-based information relevant to assessing, planning, and implementing interventions for children with ASD.

### T EDSP 520 Multicultural Issues in Special Education (3)

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. Emphasizes research based practices for serving culturally and linguistically diverse students.

### T EDSP 539 Introduction to Exceptionalities (3)

Provides an overview of all disabling conditions including low and high incidence disabilities. Examines the nature of various disabilities, program implications, and the continuum of delivery options available to special education students.

### T EDSP 541 Reading Methods and Interventions (3)

Utilizes theory, research, and validated methods for designing literacy instruction. Focuses on effective teaching for beginning and struggling readers. Includes instructional design, assessment, and monitoring progress with additional attention to reading in special education contexts. Offered: jointly with T EDUC 541.

### T EDSP 542 Structuring The Classroom For Success (3)

Focuses on how to create a well-managed classroom and school environment that supports students' personal growth and promotes academic success. For teachers of at-risk/mainstreamed students Addresses alternative delivery systems and strategies for meeting individual needs.

### T EDSP 543 Math Methods and Interventions (3)

Utilizes theory, research, and validated methods for designing effective mathematics instruction for academic interventions and support for students struggling in mathematics. Includes instructional design, assessment, and monitoring progress with additional attention to math learning in special education contexts. Offered: jointly with T EDUC 543.

### T EDSP 544 Special Education Assessment and Evaluation (3)

Explores the main purposes for educational assessment of students with disabilities including the social, legal, and ethical considerations involved in educational assessments. Addresses the roles and responsibilities of each member of the assessment team. Discusses various measurements including standardized tests, norm, criterion referenced, and curriculum-based assessment.

### T EDSP 545 Introduction to Emotional Behavioral Disabilities (3)

Examines the theories relative to teaching children and youth with emotional behavioral disorders. Discusses factors such as family, biological, school, and other environmental influences. Addresses specific classroom strategies based on student assessment and evaluation, including functional behavior assessment and positive behavior intervention plans.

### T EDSP 546 Collaborative Consultation (3)

Focuses on the need for collaboration between general and special educators brought on by current changes in both instructional delivery systems for students with disabilities, and in the law. 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)

Examines the complex set of laws, regulations, and court cases have built up in recent years that govern the education of students with disabilities. 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)

Prepares special education teachers with skills in research-based problem prevention and problem-solving strategies that 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)

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)

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 556 Social and Emotional Learning (3) Feuerborn

Prepares teacher to meet the social and emotional needs of primary and secondary students. Provides in-depth exploration of theory and practice including evidence-based assessment and supports across the universal, targeted, and intensive levels of prevention. Geared toward teachers interested in working with students who lack critical skills necessary for resiliency. Offered: jointly with T EDUC 556; Sp.

### T EDSP 583 Response to Intervention: Academic Intervention Seminar (3)

Focuses on academic interventions for K-12 struggling students. Includes preparation, presentation, discussion, and evaluation of research papers.

### T EDSP 584 Response to Intervention: Social, Emotional, Behavioral Supports and Intervention Seminar (3)

Focuses on social, emotional, and behavioral supports and interventions for K-12 struggling students. Includes preparation, presentation, discussion, and evaluation of research papers.

### T EDSP 587 Special Education Field Experience and Reflective Seminar I (1-5, 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 draws heavily upon observations and experiences from interns' site placements.

### T EDSP 588 Special Education Field Experience and Reflective Seminar II (1-5, max. 5)

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 from interns' site placements. Prerequisite: T EDSP 587.



**T EDSP 589 Special Education Field Experience and Reflective Seminar III (1-12, max. 12)**

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 site placements focus on synthesis of planning, management, teaching and assessment of the learning environment. Prerequisite: T EDSP 588 or permission of instructor.

**T EDSP 590 Special Education Reflective Seminar (1-3, max. 3)**

Provides guided inquiry into the nature and social context of teaching and learning in the special education classroom, as contrasted with the more pragmatic content of other components of the Teacher Certification Program.

**T EDSP 591 Special Topics in Education (1-9, max. 9)**

Offered: jointly with T EDUC 591.

**T EDSP 593 Practicum Seminar I (3)**

Provides the background, knowledge, and opportunity to explore research-based practices with students in classrooms. Prerequisite: Completion of core and strand requirements or permission of instructor. Offered: jointly with T EDUC 593.

**T EDSP 594 Special Education Seminar II: Collaboration In The Education Community (3)**

Explores 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.

**T EDSP 595 Induction Seminar For Special Educators (3)**

Analyzes retention issues affecting beginning special education teachers. Synthesizes research-based skills and knowledge. Evaluates procedures for finding a mentor and best practices for long-term success. Examines support systems for special educators with regard to expectations of schools, legal expectations, and the needs of students in today's K-8 schools.

## General courses

**T EDUC 471 Diversity and Equity in Schools and Curriculum (3)**

Examines the instructional methods and multicultural understandings necessary to address the learning to a diverse student population in a globalized society.

**T EDUC 482 School and Society (3)**

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)**

Theoretical and practical foundations 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)**

Service-learning approach introduces 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. Credit /no credit only.

**T EDUC 495 Environmental Education (3)**

Examines developments in environmental education from practical, curricular, and philosophical perspectives. Focuses on integrating environmental education with any K-12 science curriculum. Examines current programs and curricula and considers the role of formal education in generating environmental awareness and stewardship.

**T EDUC 501 Foundations of Education: Policy, Ethics, and Philosophy (3)**

Provides in-depth examination of current issues in public schools focusing on the life 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)**

Explores behaviorist, cognitive, constructivist, and sociocultural theories of learning. Analyzes and critiques each theory as it applies to classroom teaching. Focuses on the psychological and socio-psychological contexts within which students conduct the educational process.

**T EDUC 503 Educational Measurement (3)**

Introduces elements of measurement essential to good teaching. Emphasizes critical thinking about assessment instruments, evaluation of assessment instruments, innovative curricula, and other instructional materials. Focuses on initial knowledge and skills in the evaluation of published research (e.g., qualitative, quantitative, action, program evaluation) that are more fully developed in T EDUC 504.

**T EDUC 504 Understanding Educational Research (3)**

Introduction to research in the behavioral and social sciences relevant to study of education. Emphasizes the evaluation of research literature and the applicability of research findings. Prerequisite: T EDUC 503.

**T EDUC 507 Portfolio Development (1)**

Prepares pre-service teachers in the development, structure, and purpose of a portfolio. Introduces the mission and values of the program and the alignment of program goals with state and national standards. Identifies elements of a portfolio. Examines critical reflection, application of evidence-based practice, and assessment of teaching methods.

**T EDUC 510 Science Methods: K-8 (3)**

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 scientific process.

**T EDUC 520 Multicultural Education (3)**

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 523 Culture of Secondary Schools (3)**

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)**

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 526 Arts in The Schools (3)**

Explores 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 527 Content Literacy (3)**

Provides prospective general and special education teachers with evidence-based practices in the area of content literacy. Addresses the knowledge and skills required for comprehending informational text. Includes evidence-based procedures for evaluation and modifying curricular material, and teaches methods for evaluation student progress.

**T EDUC 530 Curriculum Inquiry (3)**

Examines reading, writing, and thinking as it occurs in various specific and integrated content areas of the school curriculum in grades K-12. Focuses on the ideas and strategies needed to enhance instructional effectiveness across the curriculum.



**T EDUC 531 Curricular Uses of Children's and Young Adult Literature (3)**

Examines the issues and strategies in using children's and young adult literature across the curriculum in K-12 classrooms. Analyzes the variety of trade books currently available. Discusses the theory and techniques for creating a literature-based program.

**T EDUC 533 Classroom Management in Secondary Schools (3)**

Explores research-based strategies that enable pre-service secondary teachers 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)**

Examines 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)**

Provides research base for teaching language arts to diverse secondary 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 537 Classroom Assessment: Content Area Assessment (3)**

Examines the curricular standards and methods of inquiry in science, social studies, health, and arts. Emphasizes how to develop curriculum, instruction, and assessment alignment in classrooms.

**T EDUC 539 Principles of Teaching in Secondary Schools (3)**

Provides an orientation to curriculum, instruction, assessment, classroom environment, social, and other issues for adolescent and young adults in grades 5-12. Readings, activities, and assignments are designed to develop foundational knowledge in issues in secondary teaching and to develop teacher candidates' consciousness as a teacher.

**T EDUC 540 Systems of Prevention and Strategic Supports Seminar (3)**

Emphasizes the roles teachers play in the academic, social, emotional, and behavioral development of students. Focuses on best practices in sustainable, systems change through collaborative problem solving. Includes critical components of multitier supports and proactive data-based decision making.

**T EDUC 541 Reading Methods and Interventions (3)**

Utilizes theory, research, and validated methods for designing literacy instruction. Focuses on effective teaching for beginning and struggling readers. Includes instructional design, assessment, and monitoring progress with additional attention to reading in special education contexts. Offered: jointly with T EDSP 541.

**T EDUC 542 Structuring The Classroom For Success (3)**

For teachers of at-risk/mainstreamed students. Focuses on how a well-managed classroom and school environment supports students' personal growth and promotes academic success. Examines alternative delivery systems and strategies for meeting individual needs.

**T EDUC 543 Math Methods and Interventions (3)**

Utilizes theory, research, and validated methods for designing effective mathematics instruction for academic interventions and support for students struggling in mathematics. Includes instructional design, assessment, and monitoring progress with additional attention to math learning in special education contexts. Offered: jointly with T EDSP 543.

**T EDUC 548 Classroom Management (3)**

Examines research-based strategies that enable pre-service teachers 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)**

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. Emphasized the translation of research into practice.

**T EDUC 554 Language Arts (3)**

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)**

Prepares prospective teachers to analyze and acquire research-based pedagogy in reading instruction and informational texts. Prospective teachers will develop instructional designs to implement research findings in K-8 classrooms.

**T EDUC 556 Social and Emotional Learning (3)**

Prepares teacher to meet the social and emotional needs of primary and secondary students. Provides in-depth exploration of theory and practice including evidence-based assessment and supports across the universal, targeted, and intensive levels of prevention. Geared toward teachers interested in working with students who lack critical skills necessary for resiliency. Offered: jointly with T EDSP 556; Sp.

**T EDUC 560 Mathematics Methods I (3)**

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)**

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. Prerequisite: T EDUC 560.

**T EDUC 562 Social Studies Methods (3)**

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 563 Cultural and Linguistic Contexts for Instructing English Language Learners (3)**

Examines research on the social contexts of learning and teaching English as a second language. Analyzes multidisciplinary studies on culture in applied linguistics, sociolinguistics, and language policy. Understands how educational environments impact second language learners' attitude and identities as well as teachers' instructional approaches.

**T EDUC 564 Methods and Curricula in Literacy Instruction for English Language Learners (3)**

Focuses on research finding related to oral language, literacy, and academic achievement for English language learners in the United States. Examines the theoretical underpinnings and research-based principles of various methods and curricula of second language teaching. Emphasizes effective curricula and instructional strategies.

**T EDUC 565 Research and Methods in Mathematics and Science Instruction for English Language Learners (3)**

Examines mathematics and science instruction for English learners by drawing upon theories and research finding in mathematics/science education, bilingual education, second language acquisition, and multicultural education. Examines, critiques, and develops effective instructional practices (e.g. curriculum, instruction, and assessment) that promote K-12 student advancement in mathematics and science.

**T EDUC 569 Testing and Evaluation for English Language Learners (3)**

Focuses on the research on language assessment. Examines the debates about the socially situated nature of language and the skill-based individualistic focus in current conceptualizations of language proficiency. Studies how to evaluate various aspects of language and academic performance of English learners in K-12 classrooms.

**T EDUC 583 Response to Intervention: Academic Intervention Seminar (3)**

Focuses on academic interventions for K-12 struggling students. Includes preparation, presentation, discussion, and evaluation of research papers.

**T EDUC 584 Response to Intervention: Social, Emotional, Behavioral Supports and Intervention Seminar (3)**

Focuses on social, emotional, and behavioral supports and interventions for K-12 struggling students. Includes preparation, presentation, discussion, and evaluation of research papers.

**T EDUC 587 Field Experience I (1-12, max, 12)**

Observation and participation 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.

**T EDUC 588 Field Experience II (1-12, max, 12)**

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. Prerequisite: T EDUC 587.

**T EDUC 589 Field Experience III (1-12, max 12)**

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. Prerequisite: T EDUC 588.

**T EDUC 590 Elementary Education Reflective Seminar (1-3, max. 3)**

Provides guided inquiry into the nature and social context of teaching and learning, as contrasted with the more pragmatic content of other components of the Teacher Certification Program.

**T EDUC 591 Special Topics in Education (1-9, max. 9)**

Offered: jointly with T EDSP 591.

**T EDUC 592 Independent Study (1-9, max. 9)**

Faculty-supervised independent study or readings in areas of education of special interest or need to the student. Topics vary. Prerequisite: permission of instructor and approved program of study or readings.

**T EDUC 593 Practicum Seminar I (3)**

Provides the background, knowledge, and opportunity to explore research-based practices with students in classrooms. Prerequisite: Completion of core and strand requirements or permission of instructor. Offered: jointly with T EDSP 593.

**T EDUC 594 Practicum Seminar II (3)**

Second of two practicum seminars designed to improve professional practice. Prerequisite: T EDUC 593 or permission of instructor.

**T EDUC 599 Culminating Project (1-13, max. 13)**

Final project designed in collaboration with faculty as an application of the program's theory and research.

**Faculty**

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**Kären Landenburger**

*Director*

Professor; RN; Ph.D., University of Washington, 1987

**Julia Aguirre**

Associate Professor; Education; Ph.D., University of California Berkeley, 2002

**Kathleen M. Beaudoin**

Associate Professor; Special Education; Ph.D., University of British Columbia, 1999

**Gregory J. Benner**

Professor; Special Education/Emotional and Behavioral Disorders; Ph.D., University of Nebraska-Lincoln, 2003

**Laura Feuerborn**

Associate Professor; Special Education; Ph.D., University of Oregon, 2004

**Diane B. Kinder**

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

**Christopher B. Knaus**

Professor; Educational Leadership and Policy Studies; Ph.D., University of Washington, 2002

**Richard K. Knuth**

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

**Belinda Y. Louie**

Professor; Reading, Language Arts; Ph.D., University of Washington, 1991

**Ginger L. MacDonald**

Professor; Counseling/Psychology; Ph.D., University of Washington, 1990

**José M. Rios**

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

**Jarek Sierschynski**

Assistant Professor; Learning Sciences; Ph.D., University of Washington, 2012

**Marcy L. Stein**

Professor; Special Education/Learning Disabilities; Ph.D., University of Washington, 1988

**Matthew Weinstein**

Professor; Secondary Science Education; Ph.D., University of Wisconsin - Madison, 1995

## DOCTOR OF EDUCATION

# Educational Leadership

In the south Puget Sound region, many educators find themselves in administrative positions requiring not only teaching expertise, but leadership skills, policy knowledge, and the ability to affect positive organizational change, often without the background and experience to be successful and confident in such roles.

These individuals are frequently experts in their professional disciplines; however, today's leaders are required to exhibit skill sets and knowledge bases that extend beyond the professional master's degree. Today's leaders must possess experience and expertise in employing research to improve organizational outcomes, to ensure quality teaching for diverse learners, to effectively assess programs, and to lead local and national accreditation and accountability processes. They must be effective political advocates, and informed fiscal and human resource managers. These leaders must demonstrate emotional intelligence necessary to successfully lead a diverse workforce, as well as professional expertise and high standards of legal, moral, and ethical behavior.

The University of Washington Tacoma addresses these needs with its practice doctorate degree, the Doctor of Education (Ed.D.) in Educational Leadership, with three non-transcripted study options:

- P-12 Educator Leadership (with Superintendent Certificate option)
- Nursing Educator Leadership
- Higher Education Leadership

### Program design

This is a 97-credit, three-year, cohort-based program. For those who wish to earn the P-12 Superintendent Certificate, six additional credits are required in order to meet all state competencies; therefore, 103 credits will be required.

### Conceptual Framework

The program is designed to address conceptual issues of the roles educational leaders play in leadership, management/administration and political advocacy. In addition, the program will help students develop strength in the dimensions of leadership, diversity, accountability and learning.

### Interdisciplinary Learning

The program is designed with a belief in interdisciplinary learning about educational leadership. The cohort will study collaboratively in areas in which the content knowledge is common, and in which students may learn from cross-disciplinary scholarly discussions, such as the leadership courses focused on systemic change, diversity, and instructional leadership. In areas where more specialized knowledge does not overlap, the groups will break into study options for courses or parts of courses, such as educational law or finance, which are quite different in law and policy for P-12 and higher education.

### Curriculum

Coursework includes courses on leadership, specialty courses for the three study options, and courses in research and inquiry.

### Year Two Practicum

During the second year of study, students will participate in a practicum for leadership development that is directly related to the context of their employment, or a related site. We will assist students to design practicum activities that will expand their leadership capacity.

### Year Three Capstone

In the final year of study, students will complete a field-based capstone project, which is a year-long project in which they address an actual problem of practice. This must be a project outside of their normal work expectations. Specifically the project should demonstrate leadership at a higher level than that of the student's current employment.

It must include components of: program evaluation, literature review of research and policy, data collection and analysis, proposal for program improvement or other solution to the problem, and implementation of proposed solutions. A comprehensive report including all of the above will be written and delivered to the University as well as to the employer in whose domain it was conducted. In addition, a manuscript for publication based on the problem of practice and solutions will be completed.

### CONTACT INFORMATION

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Campus box: **358435**

Website: **tacoma.uw.edu/edd**

Director

**Kären Landenburger**

Advisor

**Ashley Bradley**

## Student learning goals

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By the completion of the program, students will:

- Demonstrate competence in scholarly inquiry to address problems of practice related to educational leadership, policy, and learning.
- Apply theories of leadership to develop and maintain positive, successful, organization structures and cultures.
- Exhibit core professional values and guiding principles including commitments to ethical leadership, social justice, and respectful interaction with others of similar and diverse backgrounds and perspectives.
- Articulate and advance the mission and vision of the organization.
- Create, implement, and evaluate systems-level plans to create learning environments that advance student success.
- Model effective communication in the context of complex environments, changing policy environments, and diverse constituents, advocating for the organization in the community.
- Evaluate one's own and others' leadership and managerial skills and attributes to address problems of organizational improvement, financial and human resources management and resource allocation, and technology and information systems.

## Admission Requirements

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Applicants to the Educational Leadership doctorate must:

- Hold a master's degree from a regionally-accredited college or university in the U.S. or its equivalent from a foreign institution.
- Have earned at least a 3.0 or B grade-point average in the most recent 45 credits of study.
- Have significant professional experience in a relevant field, including evidence of demonstrated leadership ability or potential for leadership.
- P-12 candidates must be approved by employer for support of practicum in Year 2. For students in other study options, potential practicum setting(s) must be identified. You will be advised by faculty on site selection criteria prior to and after admissions. The program will communicate with potential sites regarding field work as needed.

- Proficiency in English is required for graduate study at the University of Washington. Therefore, every applicant whose native language is not English must demonstrate English proficiency. No waivers of this English proficiency requirement may be given. Graduate School Memo #8 describes the relevant policy for English language proficiency.

## Prerequisites

Two courses — Introduction to Statistics and Introduction to Research (or equivalent titles) — must be completed prior to beginning the program. These may be from any accredited institution, traditional or online, at the undergraduate or graduate level.

Basic statistic and research knowledge will be assumed by faculty.

### Introduction to statistics

Completion of a Basic Statistics course, equivalent to descriptive and inferential statistics, (e.g. t-test, regression correlation).

If you have taken a statistics course and are unsure if it meets the admission criteria, we invite you to check our list of approved statistics courses on our website at [tacoma.uw.edu/edd](http://tacoma.uw.edu/edd).

### Introduction to research

The prerequisite research course may have been taken at the undergraduate or graduate level, from any accredited college or university. Its curriculum must have covered basic forms of social science, educational, or health sciences research. It should have explored topics such as basic designs (experimental, quasi-experimental, correlational, survey, interviewing), etc.

## Graduation requirements

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According to the requirements for a practice doctorate, the following milestones will mark the path toward completion:

- Successful completion of required coursework (62 credits minimum)
- Successful completion of Practicum (18 credits), at proficiency level, according to competencies published in program handbook.
- Defend the Capstone proposal, in order to move forward with the project. Sign off by student's Practice Doctoral Supervisory Committee
- Defense of completed Capstone Project (17 credits). Sign off by student's Practice Doctoral Supervisory Committee.
- Completion of evidence of meeting program student learning outcomes at proficiency level, through portfolio or other approved evidentiary process.

- GPA of 3.0 overall and no less than 2.7 in any one course.

## Course scheduling

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Courses are offered as two full days, Fridays and Saturdays, approximately once per month. Students will participate in electronic study groups throughout the month, in preparation for the monthly meetings.

Courses are primarily delivered on the University of Washington Tacoma campus, with electronic communication among students and faculty between sessions. The Practicum and Capstone Projects will be located at field locations, such as where students work. There will be some online options in specialization areas.

## Course Descriptions

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*Note: Courses for the Ed.D. are still being developed and the descriptions below are subject to change.*

### TEDLD 570 Leadership I: Theory and Research (5)

Focuses on applying theories and associated research support of leadership behaviors. Examines effectiveness of leaders as change agents related to organization communication, motivation, and empowerment. Discusses strategies for establishing vision as well as addressing ethical challenges.

### TEDLD 571 Leadership II: Systems Leadership (5)

Focuses on ways educational leaders apply systems thinking to organizations, policy advocacy, and team building.

### TEDLD 572 Leadership III: Diversity in Education (5)

Focuses on the effects of social, historical, and cultural factors on educational leadership and student achievement. Critically analyzes plans and practices to foster culturally-responsive organizations that ensure optimal learning outcomes for all students.

### TEDLD 573 Leadership IV: Instructional Leadership (5)

Focuses on a conceptual foundation for understanding current research and theoretical directions in learning, motivation, and instruction related to diverse educational settings. Examines research, theory, and practices related to effective, high quality instruction.

### TEDLD 574 Evaluation in Educational Systems (3)

Emphasizes the role of evaluation for the purpose of improving programs, instruction, and student learning. Focuses on the establishment of ongoing evaluation for internal and external stakeholders.



**TEDLD 575 Human Resources in Educational Institutions (3)**

Focuses on effective human resource operations that reflect the organization's core values. Analyzes human resource problems related in educational organizations. Topics include complex legal, procedural, and risk-management issues, human motivation, communication, and group dynamics. Focuses on establishing and implementing rigorous systems for recruitment, hiring, and retention of staff at all levels

**TEDLD 576 Education Law and Governance (3)**

Focuses on governance models and on laws and regulations that define these models. Examines persistent legal issues in education, including an analysis of how these issues are manifest in public policy debates.

**TEDLD 577 Educational Finance and Economics (3)**

Focuses on current issues in public and private school finance, including costs, ability to support schools, and financial implications of educational principles. Examines problems of federal, state, and local school support, including financing capital outlay, research, and public relations.

**TEDLD 580: Research and Systematic Inquiry in Education I (3)**

Focuses on knowledge and strategies of research and systematic inquiry needed to develop evidence-based practice for educational leaders. Emphasizes understanding the research process, including problem formulation and literature review, overviews of quantitative and qualitative research designs and analyses, interpreting reported results of studies in addressing educational issues.

**TEDLD 581: Research and Systematic Inquiry in Education II (3)**

Focuses on knowledge and strategies of research and systematic inquiry needed to develop evidence-based practice for educational leaders. Emphasizes current quantitative methods, designs, and techniques for data analysis, along with ethical issues of research studies as applied to practice as an educational leader.

**TEDLD 582 Research and Systematic Inquiry in Education III: Designs and Methods (3)**

Focuses on research/scholarly inquiry methods employed by educational leaders in multiple settings.

**TEDLD 583 Research and Systematic Inquiry in Education IV: Structures of Inquiry in Applied Research (6)**

Focuses on the design of the Capstone Project as a structured inquiry process, on the defense of the methodology by which the Project's questions/problem(s) will be investigated, and the rationale and value of the project as a critical problem of practice.

**TEDLD 587 Challenges in Practice I: Curriculum, Assessment, and Program Implementation (3)**

Focuses on development of curriculum at the national, state, and local level that establishes coherent, articulated targets for student learning at various academic levels and in various disciplines. Addresses challenges of curriculum implementation.

**TEDLD 588 Challenges in Practice II: Supervision and Evaluation (3)**

Focuses on the development of systems for supervision and evaluation of instruction that directly connects to student learning. Examines established and emerging models of best practice in faculty and staff supervision and evaluation, such as effective use of walk-throughs, peer coaching, mentoring, and instructional rounds.

**TEDLD 589 Challenges in Practice III: Crisis and Conflict (3)**

Focuses on crisis management and conflict resolution at the institutional level.

**TEDLD 590: Student Development in Higher Education (HE) (NE) (3)**

Focuses on unique and specific issues of Student Development/Student Affairs, such as governance of students, campus climate and community issues, finance, facilities, auxiliary services, and legal and ethical issues.

**TEDLD 591: Leading Professional Learning (3)**

Focuses on the educational leader's role in fostering on-going professional learning for employees at all levels of the organization. Examines models for ongoing professional learning that are data-driven, research-based, collaborative, contextual, and tightly focused on improvements in the interactions of instructors and students around discipline content.

**TEDLD 593: Critical Elements of Literacy (3) (P-12)**

Focuses on the school district's leader's role in establishing literacy learning systems based on research and best practice for student communities that are economically, culturally, and linguistically diverse.

**TEDLD 594: Seminar in the School Superintendency (P-12) (3)**

Focuses on the specific role, leadership behaviors, and effective management practices of the public school superintendent. This culminating course assists students to analyze and integrate the experiences and learning acquired through the superintendent practicum. (This course is required for the Initial Superintendent Certificate.)

**TEDLD 595: Issues and Best Practices for Special Programs (3) (P-12)**

Focuses on the school district's leader's role in establishing effective management and integration of special programs that are based on research and best practice for student communities that are economically, culturally, linguistically, and disability diverse. (This course is required for the Initial Superintendent Certificate.)

**TEDLD 601: Field Practicum & Reflective Seminar I: (6)**

Focuses on competency-based, on-site leadership development dealing with actual problems of practice in the work environment. On-line and in-person reflective seminar to work with peers and supervisors in collective problem analysis and solution generation. Includes competencies required by professional organizations for certification options.

**TEDLD 602: Field Practicum & Reflective Seminar II: (6)**

Focuses on competency-based, on-site leadership development dealing with actual problems of practice in the work environment. On-line and in-person reflective seminar to work with peers and supervisors in collective problem analysis and solution generation. Addresses competencies required by professional organizations for certification options.

**TEDLD 603: Field Practicum & Reflective Seminar I: (6)**

Focuses on competency-based, on-site leadership development dealing with actual problems of practice in the work environment. On-line and in-person reflective seminar to work with peers and supervisors in collective problem analysis and solution generation. Includes competencies required by professional organizations for certification options.

**TEDLD 801: Capstone (2-8)**

Focuses on the implementation of the Capstone Project as a structured inquiry process investigating a critical problem of practice.

**TEDLD 802: Capstone Seminar (1)**

Under the guidance of the instructor, interns meet in discipline specific groups to share and discuss the challenges and progress of their respective capstone projects, providing insight, accountability, and support for one another.

**Faculty**

Ed.D. faculty members are drawn from faculty at UW Tacoma, primarily the Education Program and the Nursing and Healthcare Leadership programs. Additionally, qualified, credentialed experts from the field bring real-world expertise to the students.

## MASTER OF ARTS

# Interdisciplinary Studies

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.

### **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?

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

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Director

**William Kunz**

Faculty Coordinator

**Riki Thompson**

Graduate Program Advisor

**Linda Kachinsky**

- 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.

## Curriculum

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

Graduate Research and Writing..	5 credits
Four core courses .....	24 credits
Capstone course .....	6 credits
Electives.....	10 credits
Final project or thesis .....	10 credits

## Graduate Research and Writing

Introduces skills to understand published research and to formulate research questions. Includes advanced work in discipline-specific rhetorical strategies and analysis of complex readings.

## 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 Culture and Public Problems
- TIAS 503 Evidence and Action
- 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 advisor to develop a focus within the student's chosen area of interest. The required 10 credits of electives are to be chosen carefully in

consultation with the academic advisor, 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 advisor 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)

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)

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)

Examines the theoretical formulations of public action. Analyzes how different ways of understanding and validating knowledge define the perception of alternative courses of action. Explores the practical consequences of theoretical choices.

### TIAS 504 Values and Action (6)

Examines moral grounding of human action in organizational settings. Analyzes how different disciplines understand the framing and weighing of values in public decision-making. Inquiries into the common strategies employed in practice to deal with the inevitable value dimension of action and policy.

### TIAS 505 IAS M.A. Capstone (6)

Provides an opportunity to explore the themes of the four core courses to the specific substance of the student's master's thesis or project. Prerequisite: TIAS 501; TIAS 502; TIAS 503; TIAS 504.

### TIAS 513 Graduate Research and Writing (5)

Introduces skills to understand published research and to formulate research questions. Includes advanced work in discipline-specific rhetorical strategies and analysis of complex readings.

### TIAS 515 Themes in the Interpretation of Culture (5)

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)

Focuses on critical reading of selected great books. Works chosen vary, depending on the expertise of the instructor. Open to undergraduates with permission.

**TIAS 530 German Culture, History, and Philosophy: Frankfurt am Main (6)**

Provides theoretical and practical introduction to German Studies by exploring issues of German culture, history, and philosophy in the context of a study abroad program in Frankfurt, Germany. Considers how this city is connected to European and global trends. Relates this international context to student's personal, academic, and professional experiences. Credit/no credit only. Prerequisite: one 300-level T HIST, T PHIL, or GERMAN course.

**TIAS 548 Cultural Administration and Policy (5)**

Analyzes the social, cultural, economic and creative foundations of cultural management and policy. Emphasizes critical and creative thinking in evaluating the role and function of non-profit arts institutions within the complex fabric of contemporary society. Municipal, state, and federal spheres of influence on public policy are closely examined.

**TIAS 590 Independent Study (1-10, max. 20)**

Faculty-supervised independent study, readings and special projects for graduate students. Topics vary. Prerequisite: permission of instructor. Offered: AWSpS.

**TIAS 596 Internship (1-10, max. 10)**

Faculty-supervised internships for graduate students. Internships and projects vary. Credit/no credit only. Prerequisite: permission of instructor.

**TIAS 598 Directed Readings (1-10, max. 20)**

Faculty-supervised readings for graduate students. Credit/no credit only. Prerequisite: permission of instructor.

**TIAS 599 Directed Research (1-10, max. 20)**

Faculty-supervised research for graduate students. Prerequisite: permission of instructor.

**TIAS 605 Degree Project (1-10, max. 30)**

By permission of instructor. Credit/no credit only.

**TIAS 700 Thesis (1-10)**

Faculty-supervised thesis for graduate students. Credit/no credit only. Prerequisite: permission of instructor.

**Faculty****William Kunz****Director**

Associate Professor, Interdisciplinary Arts and Sciences; Broadcast Communication; Ph.D., University of Oregon, 1998

**Luther Adams**

Associate Professor, Interdisciplinary Arts and Sciences; History, Ph.D., University of Pennsylvania, 2002

**Dolores Alcaide Ramirez**

Associate 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

**Joel Baker**

Professor, Interdisciplinary Arts and Sciences; Environmental Engineering Sciences; Ph.D., University of Minnesota, 1988

**John Banks**

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

**Anne Beaufort**

Professor, Interdisciplinary Arts and Sciences; Composition and Writing, Ph.D., Stanford University, 1995

**Bonnie Becker**

Associate Professor, Interdisciplinary Arts and Sciences; Marine Ecology, Ph.D., University of California, San Diego, 2005

**Tyler Budge**

Senior Lecturer, Interdisciplinary Arts and Sciences; Three-Dimensional Art, Sculpture; M.F.A., Illinois State University, 2002

**Kima Cargill**

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

**Erica Cline**

Associate Professor, Interdisciplinary Arts and Sciences; Microbiology, Ph.D., University of Washington, 2004

**Jane Compson**

Assistant Professor, Interdisciplinary Arts and Sciences; Comparative Religion; Ph.D., University of Bristol, UK, 1998

**David Coon**

Assistant Professor, Interdisciplinary Arts and Sciences; Communication and Culture; Ph.D., Indiana University, 2008

**Robert Crawford**

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

**Chris Demaske**

Associate 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

**Vanessa de Veritch Woodside**

Assistant Professor, Interdisciplinary Arts and Sciences; Spanish and Portuguese; Ph.D., University of New Mexico, 2012

**Joyce Dinglasan-Panlilio**

Assistant Professor, Interdisciplinary Arts and Sciences; Chemistry; Ph.D., University of Toronto, 2008

**Cynthia Duncan**

Professor, Interdisciplinary Arts and Sciences; Spanish, Portuguese and Latin American Literature; Ph.D., University of Illinois, 1983

**Julia Eaton**

Assistant Professor, Interdisciplinary Arts and Sciences; Mathematics; Ph.D., University of Washington Seattle, 2010

**John Finke**

Assistant Professor, Interdisciplinary Arts and Sciences; Chemistry and Biochemistry; Ph.D., University of California San Diego, 2001

**Michael Forman**

Associate Professor, Interdisciplinary Arts and Sciences; Modern European Thought and Culture; Ph.D., Rutgers University, 1995

**Kelly Forrest**

Senior Lecturer, Interdisciplinary Arts and Sciences; Cognitive Psychology; J.D., Seattle University School of Law, 1988; 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, Interdisciplinary Arts and Sciences; Film Studies, Comparative Literature, Women's Studies; Ph.D., University of Washington, 1978

**Cheryl Greengrove**

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



**Mary Hanneman**

Associate Professor, Interdisciplinary Arts and Sciences; Asian History, Pacific Rim Studies; Ph.D., University of Washington, 1991

**James W. Harrington, Jr.**

Vice Chancellor for Academic Affairs and Professor, Interdisciplinary Arts and Sciences Geography; Ph.D., University of Washington, 1983

**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

**Emily Ignacio**

Associate Professor, Interdisciplinary Arts and Sciences; Sociology; Ph.D., University of Illinois at Urbana-Champaign, 1998

**Beth Kalikoff**

Associate Professor, Interdisciplinary Arts and Sciences; Composition Studies, Writing Pedagogy; Ph.D., Indiana University, 1983

**Turan Kayaoglu**

Associate Professor, Interdisciplinary Arts and Sciences; International Politics; Ph.D., University of Washington, 2005

**Lawrence M. Knopp Jr.**

Professor, Interdisciplinary Arts and Sciences; Geography; Ph.D., University of Iowa, 1989

**Michael Kucher**

Associate Professor, Interdisciplinary Arts and Sciences; History; Ph.D., University of Delaware, 2000

**Michael S. Kula**

Assistant Professor, Interdisciplinary Arts and Sciences; Creative Writing; M.F.A., Emerson College, 1999

**Hyoung Suk Lee**

Assistant Professor, Interdisciplinary Arts and Sciences; Health Psychology; Ph.D., University of Texas at El Paso, 2010

**William McGuire**

Assistant Professor, Interdisciplinary Arts and Sciences; Economics and International Economics; Ph.D., The Ohio State University, 2012

**Nita McKinley**

Associate Professor, Interdisciplinary Arts and Sciences; Developmental Psychology, Ph.D., University of Wisconsin-Madison, 1995

**Divya McMillin**

Professor and Director of Global Honors, Interdisciplinary Arts and Sciences; Communications; Ph.D., Indiana University, 1998

**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**

Associate 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

**Sushil Oswal**

Assistant Professor, Interdisciplinary Arts and Sciences; Technical Communication and Rhetoric; Ph.D., University of Cincinnati, 1994

**Samuel Parker**

Associate Professor, Interdisciplinary Arts and Sciences; Anthropology, Art History, Asian Studies; Ph.D., University of Chicago, 1989

**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**

Associate Professor, Interdisciplinary Arts and Sciences; History of Arts and Culture, European History; Ph.D., University of California, Los Angeles, 1994

**Stephen Ross**

Assistant Professor, Interdisciplinary Arts and Sciences; Psychology; Ph.D., University of Texas at El Paso, 2008

**Peter Selkin**

Assistant Professor, 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

**Huatong Sun**

Assistant Professor, Interdisciplinary Arts and Sciences; Communication and New Media Studies; Ph.D., Rensselaer Polytechnic Institute, 2004

**Riki E. Thompson**

Assistant Professor, Interdisciplinary Arts and Sciences; Composition and Rhetoric; Ph.D., University of Washington, 2007

**Ingrid Walker**

Associate Professor, Interdisciplinary Arts and Sciences; American Literature; Ph.D., University of California, Santa Cruz, 1992

**Carolyn West**

Associate Professor, Interdisciplinary Arts and Sciences; Clinical Psychology; Ph.D., University of Missouri-St. Louis, 1994

**Charles Williams**

Associate Professor, Interdisciplinary Arts and Sciences; U.S. Politics, Ph.D., University of California, Berkeley, 2005

# MASTER OF Nursing

The Nursing program focuses on the discovery and dissemination of knowledge that promotes health. The curriculum emphasizes and fosters the integration of teaching, inquiry and service within a community of learners. Partnerships with the community assist the program in providing learning environments in which learners build upon their skills and knowledge to strengthen their understanding of local, national and global health issues.

## About the Degree Program

The master of nursing program prepares registered nurses for 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**

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. Students complete a scholarly project or thesis or take additional course work to meet career and program goals. 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 course work. Two quarters of fieldwork provide students with an opportunity to participate in practice roles in the setting that assists them to meet their 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 healthcare professionals and members of the community to address the health care needs of a complex and diverse society.

Graduates function as nurses in leadership roles to design, implement and evaluate interventions and programs based on assessed community or population needs.

## Healthcare Leadership

The Healthcare Leadership curriculum option provides nurses with the skills and knowledge to become leaders and change agents in the evolving healthcare environment. The curriculum focuses on leadership, healthcare management and evaluation and human and fiscal oversight to foster effectiveness, innovation and change.

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. The 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.

Graduates function as educators and leaders in clinical education, academic institutions, health care settings and community agencies.

## Accreditation

As part of the top-ranked University of Washington School of Nursing at the Seattle campus, UW Tacoma's Nursing program shares accreditation by the Commission on Collegiate Nursing Education (CCNE).

## CONTACT INFORMATION

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Director

**Sharon Gavin Fought**

Administrator

**Nan West**

Advisor

**Dannah Madden**

## 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 nursing practice.
- Competently assess, manage health-related issues with a defined population or care system and evaluate the effectiveness of these nursing practices.
- Utilize knowledge and skills in professional practice among diverse and multi-cultural populations.
- Demonstrate competence in development of inquiry relevant to practice, education or administration.
- Develop and utilize leadership strategies that foster improvement of health care.
- Articulate ethical issues and responsibilities involved in nursing practice.

## 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 RN 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 RN
- 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 RN license.
- Criminal background check must be completed online through Verified Credentials, Inc. with acceptable results, if admission is offered. A repeated criminal background check may be required prior to enrolling in practicum courses.
- Agreement to adhere to the Essential Behaviors for Admission, Continuation and Graduation (see website: [tacoma.uw.edu/nursing/essential-behaviors](http://tacoma.uw.edu/nursing/essential-behaviors)).

After admission to the program, students are required to complete a health history and have required immunizations, a current CPR certification and an unrestricted RN license. Students will be required to complete the UW HIPAA Compliance course. Based on information from major healthcare organization in our region, we anticipate students will be required to have a negative drug screen test as part of clinical clearances. Students are responsible for their own transportation to and from fieldwork.

## Transfer Credit

An admitted MN student may petition to transfer up to the equivalent of 6 quarter credits of graduate course work 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 post-baccalaureate student who wants to take graduate courses, but who has not been admitted by the Graduate School to a degree program. GNM status allows qualified students to earn graduate credits in an area of interest. A total of 12 credits can apply toward a graduate degree. This status is not available to international students on F-1 visas. Acceptance as a GNM student does not imply nor does it confer priority for later admission to the Graduate School for pursuit of a degree.

## Scholarships

The Nursing program offers scholarships for new and continuing Nursing students. The scholarships are awarded to students who demonstrate both financial need and outstanding academic achievement. Check the Nursing program website for more information.

## Satisfactory Progress

Students are required to maintain satisfactory progress meeting the university and program standards relative to scholarship and performance in pursuit of the master's degree including each of the following:

1. Maintain a 3.00 cumulative GPA.
2. Earn a quarterly GPA of 3.00 or higher.
3. Earn a grade of 2.7 or higher in each required course.
4. Make adequate progress with the scholarly project or thesis as demonstrated by the faculty advisors or supervisory committee chairs progress notes regarding student demonstration of interest, responsibility in working toward completion of project or thesis, and number of credits taken before a proposal has been approved.
5. Meet all Essential Behaviors for Admission, Continuation and Graduation (see website: [tacoma.uw.edu/nursing/essential-behaviors](http://tacoma.uw.edu/nursing/essential-behaviors)).

## Graduation Requirements

The minimum requirements for graduation with the Master of Nursing degree from the University of Washington Tacoma are:

- Core courses: 6 credits
    - T NURS 510 Society, Justice and Health (3)
    - T NURS 527 Health Care Systems and Health Policy (3)
  - Research courses: 6 credits
    - T NURS 520 Scholarly Inquiry for Nursing Practice (3)
    - T NURS 521 Scholarly Inquiry for Nursing Practice II (3)
  - Study option courses: 9 credits
- Communities, Populations and Health**
- T NURS 523 Community Health Assessment (3)
  - T NURS 561 Community Planning, Intervention and Evaluation (3)
  - T NURS 588 Concepts of Health Promotion and Community Change (3)

### Leadership in Health Care

- T NURS 507 Leadership Behaviors for Evolving Health Care Organizations (3)
- T NURS 509 Evaluation and Decision-Making in Health Care (3)
- T NURS 539 Health Care Business Strategies: Optimizing Resources (3)

### Nurse Educator

- T NURS 511 Curriculum Development in Nursing Education (3)
- T NURS 512 Evaluation of Clinical Performance in Nursing (3)
- T NURS 513 Theories and Methods of Teaching and Learning (3)

■ Fieldwork: 6 credits

- T NURS 503 Advanced Fieldwork (6)

■ Related course work: 12 credits

■ Scholarly Inquiry: 6-9 credits

- T NURS 598 Scholarly Projects (1-12)

**Total credits (min.) 45-48 credits**

### Course Descriptions

For the most current course information, please consult the Nursing program website at [tacoma.uw.edu/nursing/courses](http://tacoma.uw.edu/nursing/courses).

#### T NURS 503 Advanced Fieldwork (2-6, max. 12)

Provides students with a substantive field experience in their setting of interest. Assists students in the delineation of advanced practice nursing roles and application of theoretical concepts in a real-world context. Prerequisite: T NURS 510; T NURS 520; T NURS 521; T NURS 527; at least 3 courses in study option, or permission of instructor.

#### T NURS 507 Leadership Behaviors for Evolving Health Care Organizations (3)

Covers changes in the health industry that require new ways of leading organizations. Evaluates leadership values and behaviors, and identifies new leadership strategies integral to the change-agent role necessary in leading teams and in guiding changes as healthcare organizations transition from hospital-based structure to interdependent systems.

#### T NURS 509 Evaluation and Decision-Making in Health Care (3)

Examines the various strategies in health care services evaluation and identifies frameworks for improved decision-making. Emphasis is on the application of evaluation techniques in leadership/management positions. Prerequisite: T NURS 520; T NURS 521; or permission of instructor.

#### T NURS 510 Society, Justice, and Health (3)

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 and Health Education (3)

Theoretical rationale for curriculum development that reflects contemporary health trends. Bases curricula design and implementation decisions on educational principles, theory, and research.

#### T NURS 512 Evaluation of Academic and Clinical Performance in Nursing Health Care (3)

In-depth examination of the evaluation of learning. Includes assessment of a range of evaluation strategies and evaluations of clinical performance. Focuses on evaluation issues relevant to both academic and health care settings.

#### T NURS 513 Theories and Methods of Teaching and Learning (3)

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)

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)

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)

Analyzes conceptual, theoretical, and empirical knowledge as a basis for evidence-based practice. Examines methodological approaches to scholarly inquiry and research applied to nursing practice. Evaluates role of advanced practice nursing in research.

#### T NURS 521 Scholarly Inquiry for Nursing Practice II (3)

Builds on scholarly inquiry and research knowledge gained in T NURS 520. Specific foci include measurement, study design, and data collection issues as well as enhancing data analysis and interpretation abilities. Emphasized application of scholarly inquiry methods in nursing practice. Prerequisite: T NURS 520.

#### T NURS 522 Theory Development for a Practice Discipline (3)

Explores the evolutionary development of nursing theory and its contribution to the development of nursing science. Emphasizes the philosophical foundation, the hierarchical structure, and the evaluative criteria used in theory development and its practice application.

#### T NURS 523 Community Health Assessment (3)

Survey of approaches and tools to measure health status and health-care problems in defined communities. Topics include uses and limitations of available data, community surveys, public health surveillance, measurement of community health indices, and research methods specific to health assessment of communities and populations.

#### T NURS 527 Health Care Systems and Health Policy (3)

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)

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)

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 response. Address the assessment, measurement, management, and evaluation of commonly encountered, prototypical clinical phenomena from a research-based perspective.

#### T NURS 539 Healthcare Business Strategies: Optimizing Resources (3)

Explores strategies to address challenges of optimizing resources utilization in a dynamic, changing healthcare 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)**

Examines models of care and theoretical frameworks that guide and evaluate patient-family centered end-of-life care. Addresses symptom distress, psychosocial and spiritual aspects, as well as educational, communicative, and ethical components of hospice and palliative care.

**T NURS 541 Concepts of Chronic Illness (3)**

Addresses the context of chronic illness and its impact on individuals, families, and the healthcare system. Explores psychosocial and spiritual variables, interventions, and care models that influence self-care and healthcare outcomes if individuals with chronic illness.

**T NURS 556 Quality and Safety in Healthcare Settings (3)**

Examines the various strategies used in healthcare settings to improve quality and safety. Analyzes quality and safety initiatives that improve healthcare outcomes.

**T NURS 561 Community Planning, Intervention, and Evaluation (3)**

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. Prerequisite: T NURS 520; T NURS 521.

**T NURS 588 Concepts of Health Promotion and Community Change (3)**

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 (2-3, max. 9)**

Analyzes current research, issues, and application of selected topics in nursing; may have clinical component. Emphasizes implications for nursing and health care.

**T NURS 598 Scholarly Projects (1-12, 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, max. 18)**

**T NURS 600 Independent Study or Research (\*-)**

**T NURS 700 Master's Thesis (\*-)**  
Credit/no credit only

**Health Electives**

**T HLTH 501 Issues in Race and Health (3)**

Explores historical and contemporary issues on the role of race in relation and health outcomes. Seminar topics include: history of race, health effects of racism and discrimination, epidemiological evidence on racial disparities in health, and role of race in research.

**T HLTH 505 Participatory Action Research (3)**

Focuses on how to conduct research with a social action component. Provides an in-depth examination of participatory action research. Explores theoretical, methodological, and practical issues, including historical influences, design and methods, and application of findings.

**T HLTH 510 Ethnographic Research Methods (3)**

Provides a background in ethnographic research methodology emphasizing beginning ethnographic and field research studies. Analyzes the theory underlying qualitative research approaches and pragmatic issues in building skills and knowledge in relation to conducting and evaluating ethnographic research.

**T HLTH 520 Health and Human Rights (3)**

Examines the links between health and human rights. Considers how violations of human rights affect the health of populations across the globe, as well as actions that can be taken to improve health and human rights.

**T HLTH 530 Health and Aging in a Diverse Society (3)**

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. Prerequisite: graduate standing or permission of instructor.

**T HLTH 590 Independent Study (1-6, max. 6)**

Faculty supervised independent study, readings and special projects for graduate students as developed through faculty-student agreement

**Faculty**

**Sharon Gavin Fought**

*Director and Associate Professor*  
Nursing and Healthcare Leadership; RN; Ph.D., The University of Texas, 1983

**Jane Cornman**

Senior Lecturer; Ph.D., University of Washington, 1988

**Marjorie Dobratz**

Professor; RN; D.N.Sc., University of San Diego, 1990

**Kathleen Shannon Dorcy**

Senior Lecturer; RN; M.N.; Ph.D., University of Utah, 2011

**Denise Drevdahl**

Associate Professor; RN; Ph.D., University of Washington, 1996

**Robin Evans-Agnew**

Assistant Professor; RN; Ph.D., University of Washington, 2011

**Katie Haerling**

Assistant Professor; RN; Ph.D., Washington State University, 2011

**Susan Johnson**

Assistant Professor; RN; Ph.D., University of Washington, 2013

**Kären Landenburger**

Professor; RN; Ph.D., University of Washington, 1987

**June S. Lowenberg**

Professor Emeritus; RN; Ph.D., University of California San Diego, 1985

**Sondra Perdue**

Senior Lecturer; Dr.P.H., University of California, Los Angeles, 1985

**Janet Primomo**

Associate Professor; RN; Ph.D., University of Washington, 1989

**Ruth Rea**

Associate Professor; RNC.; Ph.D., The University of Texas at Austin, 1987

**Christine Stevens**

Associate Professor; RN; Ph.D., University of Washington, 2004

**Cathy Tashiro**

Professor Emeritus; RN; Ph.D., University of California San Francisco, 1998

**Alexis Wilson**

Senior Lecturer; RN; Ph.D., Union Institute Graduate College, 1977

# MASTER OF Social Work

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.

## About the Degree Program

The Master of Social Work (MSW) is considered the terminal degree in the social work profession. Content and course work 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 Advanced Integrative Practice.

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:

1. Understand the values and ethics of the social work profession and practice accordingly, including mindful use of self and ongoing development of professional skills and knowledge.
2. Understand the forms and mechanisms of discrimination, and apply strategies of advocacy and social change that advance social and economic justice and are non-discriminatory and respectful of client and community diversity.
3. Understand and interpret the history of social welfare and its contemporary structures and issues.
4. Apply the knowledge and skills of a generalist perspective to practice with systems of all sizes.
5. Acquire and critically apply theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and (or) the interactions among individuals and between individuals, and families, groups, organizations, and communities.
6. Articulate the role of policy in framing social work practice, understand the impact of major social welfare policies on those who are served by social workers, workers themselves, agencies, and welfare systems, and be able to advocate for just, effective, and humane policies and policy implementation processes.
7. Understand and critically analyze current systems of social service organization and delivery and be able both to practice within them and to seek necessary organizational change
8. Engender the empowerment of diverse and disadvantaged individuals, groups, and communities through effective, culturally and linguistically appropriate assessment, treatment/intervention and outcomes evaluation
9. Make well-reasoned and well-informed judgments based on professional values and ethics, critical self-reflection, evidence, and the appropriate use of supervision and consultation

## CONTACT INFORMATION

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Campus box: **358425**

Website: [tacoma.uw.edu/social-work](http://tacoma.uw.edu/social-work)

Email: [tsocial@uw.edu](mailto:tsocial@uw.edu)

Director

**Diane S. Young**

Graduate Program Coordinator

**Marcie Lazzari**

Administrator

**Terri Simonsen**

Advisor

**Lynn Hermanson**

10. Apply critical thinking skills within the context of professional social work practice, including the ability to critically evaluate major practice frameworks, research evidence, and their own practice.
11. Contribute to the profession's knowledge base and practice through disciplined inquiry, dissemination, and institutionalization of evidence-based practice and policy models.

## 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.

## Curriculum and Competencies

The primary goal of the curriculum is to provide social work students with the critical skills, value base and knowledge to advance social justice, multiculturalism, social change, collaboration and empowerment in their professional roles. This goal is operationalized through 10 core competencies:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

## 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 consult the Social Work website at [tacoma.uw.edu/social-work](http://tacoma.uw.edu/social-work) for the most recent application procedures.

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. Admission is competitive.

## Applying to the MSW

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 transcripts from every college or university attended, admissions essay, three reference letters, résumé and Social Service Experience form. As part of the application screening process, applicants are asked to disclose any criminal/conviction history. Therefore, students must submit the Conviction/Criminal History form and Authorization for Repeat Checks form as well.

A thorough background check is a **required** part of the Social Work admissions process. If offered admission, students are required to submit to a background check using an online service, Verified Credentials, currently for a fee of \$58.

*Note:* When considering individuals for admission to the program, conviction/criminal history records are reviewed as they relate to the content and nature of the curriculum and the safety and security of clients and the public. A conviction/criminal history record does not necessarily disqualify an individual for admission.

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. [*Note:* Advanced Placement (AP) credit earned in high school may not be used to satisfy these requirements.] Specific time limits apply on course work. Review the program website for a list of approved human biology courses. Official documentation verifying completion must be supplied prior to matriculation. All biology courses taken outside the state of Washington must undergo a syllabus review and approval by faculty in the UW Tacoma Social Work Program.

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 or have a cumulative GPA of 3.5 or higher in their BASW major.

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.

## UW Health Sciences Immunization Program (HSIP) Requirement

The University of Washington Health Sciences Center requires that its students show documentation of protection against a number of vaccine-preventable diseases. The University of Washington Seattle School of Social Work falls under the umbrella of UW Health Sciences and therefore all UW Tacoma MSW students must comply. New students admitted to the MSW Program must submit appropriate documentation within a specific timeframe. New students will be advised of specific submission deadlines upon admission. No student will be permitted to begin practicum placements unless in compliance with HSIP vaccinations.



## 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. Due to the sequential nature of the courses, students may need to extend the length of their program. Another selective 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 75-credit 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 (T SOCW 504, T SOCW 523, T SOCW 524 and T SOCW 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. A minimum cumulative GPA of 3.0 is required.

Students are reminded to read and carefully adhere to the university's policies. Please refer to the "Graduate Programs" section in this catalog or refer to the Graduate School website at [www.grad.washington.edu](http://www.grad.washington.edu). MSW students should also consult the MSW Program Manual for a complete list of policies.

## Course Descriptions

For the most current course information, please consult the Social Work program website at [tacoma.uw.edu/social-work](http://tacoma.uw.edu/social-work).

### T SOCW 501 Social Policy and Economic Security (3)

Explores the U.S. social welfare system and its historical, philosophical, and cultural foundations within a social work context. Examines the nature of social policy and economic security in relation to income maintenance programs, particularly social insurance and social assistance programs, and the impact of racism and sexism on them. Focuses on issues of poverty, inequality, unemployment, disability, and homelessness. Discusses the future of the American welfare state.

### T SOCW 502 Human Behavior and the Social Environment I (3)

Focuses on the person-in-situation. Explores how to understand and influence human behavior through developmental and social system perspectives. Discusses the developmental stages across diverse backgrounds. Addresses the dynamics and processes of small group, family, organization and community systems from a social system perspective as socializing forces and as targets of change. Examines implications for social work practice, especially the assessment process.

### T SOCW 503 Human Behavior and the Social Environment II (3)

Continuation of T SOCW 502. Focuses on the person-in-situation. Explores how to understand and influence human behavior through developmental and social system perspectives. Discusses the developmental stages across diverse backgrounds. Addresses the dynamics and processes of small group, family, organization and community systems from a social system perspective as socializing forces and as targets of change. Examines implications for social work practice, especially the assessment process.

### T SOCW 504 Cultural Diversity and Societal Justice (3)

Focuses on social work practice with disadvantaged and oppressed groups over-represented in public sector practice. Explores the history and status of people of color, women, individuals with disabilities, gay men and lesbians, and poor and working-class people. Examines how prejudice, discrimination, and exclusion affect the experiences of members of these groups. Explores the unique strengths and capacities within each group which should be recognized and utilized in effective social work practice. Develops a framework for developing a social-change orientation for working toward social justice and equality. Credit/no credit only.

### T SOCW 505 Introduction to Social Welfare Research (3)

Overview of research processes and methods in social work with a focus on both being able to interpret and perform practice-based research. Introduction to the principles and skills needed to evaluate one's own practice. Emphasizes 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 applying research findings to practice.

### T SOCW 510 Social Work Practice I - Introduction to Social Work Practice (3)

Provides foundation knowledge and skills in direct practice with individuals, families, and groups. Explores social work values and ethics and their implications in guiding direct practice. Examines the person-in-environment perspective in assessment, intervention and evaluation; how the social worker, with his or her attendant class, race, ethnic, gender, sexual orientation, ability status, family of origin, and life experiences, is influenced by and influences direct practice; and how ethnic racial minority status, culture, class, gender, sexual orientation and ability status affect the provision of direct services. Focuses on empowerment practice with diverse populations at-risk, effective communication skills, and the importance of self-evaluation and practice-evaluation strategies.

### T SOCW 511 Social Work Practice II - Intermediate Direct Service Practice (3)

Foundation knowledge and skills for direct practice with individuals, families, and groups. Covers assessment, development of treatment plans based on theory and assessment information, goal-setting skills, and selection of appropriate interventions.

### T SOCW 512 Practice III: Community and Organizational Practice (3)

Prepares students for generalist macro social work practice. Focuses on effective work in political, organizational, and community social service settings.

### T SOCW 514 Social Work Practice V - Foundation Practice Skills (3)

Practice skills at the micro, meso, or macro levels.

### T SOCW 523 Introduction to Practicum (1)

Workshops for preparation for agency-based placement. Interviewing and orientations occur at agencies. Credit/no credit only.

### T SOCW 524 The Professional Foundation Practicum (2/3, max. 8)

Incorporates and builds upon content and skills acquired in the curriculum. Provides opportunities for students to develop social work knowledge and skills and to engage in a range of social work practice activities.



**T SOCW 525 Advanced Concentration Practicum (3-5, max. 18)**

Incorporates and builds upon content and skills acquired in all areas of the curriculum. Provides opportunities for students to develop social work knowledge and skills in the field and to engage in a range of social work practice activities. Credit/no credit only.

**T SOCW 531 Advanced Integrative Policy and Advocacy (3) I&S**

Examines current policy issues related to families; applied theoretical framework to selected policies and considers the political nature of policy choices. Evaluates the potential for system reform at both state and national levels, as well as local communities and agencies. Enhances advocacy skills for policy change to achieve social justice.

**T SOCW 532 Advanced Integrative Practice I (3)**

Focuses on the assumption of leadership roles in the design, implementation, and evaluation of research-informed intervention programs at the micro, mezzo, and macro levels of practice.

**T SOCW 533 Advanced Integrative Practice II (3)**

Focuses on the ethics, values, critical thinking, and program development skills needed to accomplish the intervention program research in T SOCW 532.

**T SOCW 535 Research for Advanced Integrative Practice (3)**

Focuses on data collection, management, analysis, the write up of research results, and appropriate dissemination of findings. Prerequisite: T SOCW 505.

**T SOCW 540 Child Welfare and Permanency Planning (3)**

Focuses on family-centered, culturally competent, and legally effective child welfare practice. Emphasizes the public foster care system, with additional content in child protective services, adoptions, assessment of child safety, and programming to assist healthy family functioning.

**T SOCW 541 Adult Interpersonal Violence and Treatment (3)**

Focuses on theoretical frameworks of interpersonal violence and treatment approaches for both survivors and perpetrators of such violence. Includes examination of domestic violence, sexual violence, and the impact of violence on children.

**T SOCW 542 Social Work in Schools (3)**

Focuses on the specialized nature of social work in school settings and examines legal and ethical aspects of work in preK-12 schools. Emphasizes practice with students with special needs, bullying, child abuse and neglect, school and family law, truancy, and school violence.

**T SOCW 543 Supervision and Leadership in Social Work (3)**

Focuses on the social worker as supervisor and leader, both in agencies and in the profession. Examines specific models of supervision and leadership, with emphasis on the values and ethics of the profession in the context of leadership.

**T SOCW 544 Gerontological Social Work: Health and Mental Health in Older Adults (3)**

Examines psychosocial aspects of common age-related problems using an empowerment perspective. Emphasizes the development of skills for assessing the needs of older adults and providing services directly to those individuals. Includes content on end-of-life issues and social work practice.

**T SOCW 545 Group Interventions in Social Work Practice (3)**

Focuses on the theory and practice of group social work intervention. Emphasizes beginning, middle, and end stages of group intervention as well as specific skills building for a variety of group types, including support, psychoeducational, and process-oriented.

**T SOCW 546 Multicultural Theory and Social Work Practice (3)**

Emphasizes the multicultural nature of society and the development of social work skills to work with oppressed populations. Focuses on the intersectionality of oppression and means of intervening on behalf of and in conjunction with vulnerable populations.

**T SOCW 547 Chemical Dependency: Drug Affects, Assessment, and Treatment Referral Issues (3)**

Focuses on the impact of chemical dependency on individuals, including specific reactions to various substance. Examines social work assessment techniques and treatment referral options for chemically addicted clients.

**T SOCW 548 Spirituality and Social Work Practice (3)**

Focuses on the spiritual component of a holistic assessment of client systems. Emphasizes development of spirituality-sensitive practice skills and practitioner self-awareness. In-depth examination of faith practices and beliefs, including theistic, nontheistic, and animistic traditions.

**T SOCW 549 Crisis Intervention in Mental Health (3)**

Focuses on the nature, causes, and differences between psychological crisis and psychological emergencies. In-depth examination of the cognitive, relational, and risk management skills used during crisis interventions across a variety of treatment settings. Emphasizes development of intervention skills.

**T SOCW 550 Social Work in Health Care (3)**

Focuses on skill-building for social work practice in medical settings, including hospitals, clinics, home health programs, and other agencies. Also examines the impact of social policy on access to health care and social work service provision.

**T SOCW 551 Social Work with Military Personnel and Veterans (3)**

Focuses on social work practice in military-related settings, including active duty personnel and veterans. Pays special attention to military culture and systems, military families, and the special needs of soldiers returning from combat.

**T SOCW 590 Independent Research in Social Work (3, max. 6)**

Advancing research skills through training and development in some or all of the following research tasks: literature review, interviewing, data entry and coding, data collection, data analysis, and other tasks commonly found when conducting research in social work.

**T SOCW 597 Social Welfare Research (2)**

Provides supervision for the research project development and a structured environment to hone previously learned research methods and content.

**T SOCW 598 Advanced Standing Integrative Seminar (5)**

Integrates the domains of social work practice, research, policy, cultural diversity, and human behavior and the social environment.

**T SOCW 599 Readings in Social Work (1-5, max.5)**

Student-originated, individually contracted projects on topics of interest in social welfare/social work not covered by other Social Work program offerings. Credit/no credit only.

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